



TATA INSTITUTE OF SOCIAL SCIENCES
VN Purav Marg, Deonar, Mumbai, 400 088
(A Deemed to be University under Section 3 of the UGC Act, 1956)

ADVT/TISS/ADMN/April/2022

Dated: 13th April, 2022

Applications are invited for the position of Fellow for the South Asian Teacher Educators (SATE) Fellowship on contractual basis:

Tata Institute of Social Sciences (TISS), established in the year 1936 was conferred the status of 'Deemed to be University' in the year 1964, under Section 3 of the UGC Act, 1956. TISS is a centrally funded Deemed to be University under University Grants Commission (UGC), Ministry of Education (MoE), Govt of India (GoI), and operates from its main Campus in Mumbai and Off-Campuses at Tuljapur, Guwahati and Hyderabad. The Institute is ranked among the top 40 Indian Universities (37th rank- NIRF 2021) and its Social Work study program bagged the First rank in India Today College Survey for fourth year in a row.

Currently, the Institute offers over 50 Masters' Degree programmes and 16 Ph.D. programmes in a range of socially relevant inter-disciplinary areas of Social Work, Social Sciences, Education, Public Policy, Public Health, Human Resource Management, Labour Studies, Media and Culture, Applied Psychology, Disaster Studies, Habitat Studies among others. BA degree programs in Social Sciences and Social Work are also offered from its Off Campuses.

TISS provides excellent work opportunities to scholars committed to creating a just society through education, generation of knowledge and field action. A high degree of freedom and autonomy shape the positive work ethos and culture of the Institute facilitating strong linkages between teaching, research, field action and policy. The Institute nurtures multiple research collaborations with some of the best universities and institutions nationally and across the globe.

The **Centre of Excellence in Teacher Education (CETE)** (formerly Centre of Education, Innovation and Action Research) is an Independent Centre at TISS Mumbai which was established in 2015 to engage with and promote innovation in school curriculum, teacher education and higher education curriculum and pedagogy. The Centre incubates and promotes innovations that address the need to raise quality and standards and relevant to the developing world, and the innovative use of new technologies and media. The Centre was awarded the UNESCO-King Hamad Prize for Excellence in the Use of ICTs in Education in 2018. The Centre is actively engaged in research, development, teaching, field action/action research and advocacy and offers opportunities for national and international collaboration, innovation and excellence in teaching and research. The Centre offers MA Education, BEd MED (Integrated, NCTE recognised) and PhD in Education. It offers short term, blended and online courses and programmes for teachers and teacher educators and education administrators (www.tissx.edu). The Centre is active in research and is engaged in collaboration with national and international academic institutions. The Centre is recipient of seed funding from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, and the Tata Trusts and receives support from CSR and foundations to achieve its objectives.

The Centre of Excellence in Teacher Education (CETE), Tata Institute of Social Sciences, India along with Villa College, Maldives and Swedish Committee for Afghanistan is seeking applications for an 8-month long fellowship for Teacher Educators in Nepal. The fellowship is part of the MATPD project funded by GPE and IDRC under the Knowledge and Innovation Exchange initiative.

There is an urgent need to address the gaps in the professional development of teacher educators and teachers in Afghanistan, Maldives, and Nepal, particularly in response to the requirements of the evolving educational reforms in these countries. The use of distance learning technologies, action research, and professional communities of practice remain largely untapped opportunities for TPD in these countries. Additionally, the crisis in the education sector due to the Covid-19 pandemic, which led to school closure for periods of time has further exacerbated the inequities in the South Asian countries, highlighting the need to enhance the capacity of teachers and thus teacher educators' preparedness. A Multimodal Approach to Teacher Professional Development in Low Resource Settings (MATPD) attempts to inquire into some of these challenges and teacher educators' experiences of working with teachers.

About the Fellowship

The SATE Fellowship aims to develop the capacities of educators for leading distance teaching and learning experiences by mentoring a community of teachers. The educators as 'fellows will undergo training in Basics of Distance Teaching and Learning, Mentoring and Action Research and be expected to participate in workshops on Wellbeing of TE and Teachers, Social Inclusion and Gender and Designing Case Studies. An important focus of the programme is to develop understanding of and engage the fellows in these concepts to enable them to design action research by working with teachers. The programme is designed to equip fellows to include reflection, adaptable Distance Teaching and Learning tools and collaboration in their practice. Fellows from Afghanistan, Maldives and Nepal will immerse themselves in online coursework, webinars, 10 day face to face training and a field study period (2 to 3 months) with a cohort of teachers.

Fellowship Objectives

- Developing holistic and reflective perspectives on the usage of distance teaching-learning methodologies for supporting their professional growth as well as supporting teachers
- Empower fellows to use Action Research to develop contextualized solutions for teaching learning
- Developing skills of mentoring among fellows to support teachers collaboratively

CETE, TISS invites interested candidates to apply for the post of fellow to be filled on contract basis for a period of 20th May 2022 to 31st December 2022 (extendable based on project need and performance): *Fellowship Dates are subject to change in case of unforeseen circumstances.

Name of the Post	Fellow
No. of Post	15
Consolidated Salary	Rs. 30,000- Rs. 35000 NPR (inclusive of all taxes), commensurate with qualification and experience
Age Limit	Below 50 Year
Location	Nepal
Last Date of receiving the application	28 th April, 2022
Eligibility	<ol style="list-style-type: none">I. Fellows must be practicing teacher educators/professionals who have access to and can work with school teachers.II. At least 5 years of work experience in the education sector. If currently employed in an institution, the management must have provided a no-objection certificate to the Fellows participating in the programme.III. Bachelor's degree in relevant fields is mandatory. B.Ed and Master's degree in specialised fields is desirable.IV. You must be a citizen of Nepal / persons with authorization to work in Nepal. We highly encourage women to apply for this fellowship.
Requirements	<ol style="list-style-type: none">I. Engagement of the Fellows in the project will involve orientation, face to face/ online workshops, coursework engagement using assignments and online platform and action research with local teachers to be finally submitted in the form of a report. You must be able to travel within South Asia for the contact classes for a period of 2 weeks.II. Fellows must have access to at least ONE of the following (preferably both) computing devices with internet connectivity for the entire duration of the course/programme:<ol style="list-style-type: none">A. A smart phone with internet to participate in online communities of practice as both participants and

facilitators.

B. A computer with internet access to undergo the course and complete the assignments (desirable)

- III. Fellows must commit time to complete coursework and assignments during the face to face as well as online mode of engagement (15-20 hours / week)
- IV. Fellows are expected to design an action research and implement it with at least 10 teachers using distance teaching technologies to support constructive teaching
- V. Fellows are expected to engage in the mobile based professional learning communities
- VI. Fellows are expected to write and submit report of action research based on their collaborative work with teachers
- VII. Fellows are expected to mandatorily complete the following phases of the fellowship

Programme Phases for Fellows

The Fellowship is slated to take place from 20 May 2022 to 31 December 2022*

Time	Phases	Mode
Pre-Programme	Orientation + On Boarding	Online
Week 1-4	Basics of Distance Teaching and Learning	Online + Implementation +In Person final presentation
Week 5-8	Mentoring	Online + In person final presentation
Week 9-20	Action Research Coursework Implementation	In person contact classes + Online
Week 21-32	Enrichment Workshops and Writing	Online

Additional Requirements

- I. Statement of Purpose: Candidates are required to submit a 500-word statement of purpose outlining their intent, background and suitability to participate in the programme.
- II. In addition to this, you are required to go through the following elaborate on any one of the seven tentative research practice focus areas by responding to each of these questions in not more than 700 words.

Why are you interested in this theme and how is it relevant to your practice or work?

Elaborate on your learnings and challenges pertaining to this field.

What is the issue that you would like to explore in your Action Research?

- III. The focus areas under Teacher Education are
 - 1. Language Education (LE): Pedagogy & Practice**
This theme focuses on the topics like,
 - socio-cultural impact on language learning practices
 - principles and best practices for language

learning

- creating and sustaining a learning environment fostering learner autonomy, peer learning and self-reflection-
- Understanding assessments in LE, comprehensive and dynamic assessment processes and reflect on ways to integrate this

2. Math Education (ME): Pedagogy & Practice

This theme focuses on the topics like

- understanding core ideas in school mathematics and its processes e.g., geometric reasoning/ proportional reasoning/Algebraic reasoning
- evaluating, curating and using the ICT based tools for teaching mathematics
- creating, executing and reflecting on ICT based teaching plan
- engagement with student thinking, their misconceptions, alternative methods for solving problems
- using contexts from students' daily lives to support mathematics learning
- developing professional learning communities of math teachers focused on discussing and analysing classroom artifacts
- Understanding assessments in ME, comprehensive and dynamic assessment processes and reflect on ways to integrate this

3. Science Education (SE): Pedagogy & Practice

This theme focuses on topics like

- role of history of science in teaching science
- role of experimentation and reasoning in science
- making explicit views about nature of science
- contextualising experimentation and argumentation in science pedagogy in an authentic way
- Understanding assessments in SE, comprehensive and dynamic assessment processes and reflect on ways to integrate this

4. Social Inclusion and gender

This theme focuses on topics like

- Teachers' role in supporting students to examine gendered roles in society, through a variety of institutions such as the family, caste, religion, culture
- question stereotypes, beliefs and identity related to inclusion and gender
- contemporary and progressive perspectives on the education of children with -special needs, track the changing definitions of inclusion within the country context
- reflect on positive practices, cultures, and policies that can support learners to move towards creating inclusive schools and education institutes

5. Using Open Education Resources (OERs), ICT and Design thinking for education

This theme focuses on topics like

- Challenging your assumptions, discovering new ways of exploring, creating and curating digital tools and resources for addressing teaching-learning problems.
- various distance technologies and tools available for online and active learning
- understanding of how different kinds of assessments can be conducted on various distance technology platforms
- exploring open educational resources (OER) available and its duration
- analysing your own context and identifying affordances and limitations of digital learning
- constructing and repurposing lesson plans that can be implemented/taught online using constructivist pedagogies and pedagogy content knowledge (PCK)

6. Peace Education

This theme focuses on topics like

- Socio-Emotional Learning and Values Education
- Global Citizenship Education
- Role of Art, Performance and New Media for Peace Building
- Educational Spaces for Peacebuilding

- IV. The above areas are suggested themes but you may choose other areas based on your interest and valid justification. However, you must respond to the above questions following the same format for any other topic of your choice. If selected, you will be assigned to a mentor(s) with matching focus areas and required to closely work with them to refine your action research proposal
- V. Attach a 2 Page CV having educational details as well as professional experience along with contact details of at least one Referee
- VI. The fellows might have to go through a round of Personal Interview / questionnaire (if shortlisted) anytime in the first week of May.

Other Conditions

- (a) The Institute reserves the right to not fill up the vacancy advertised. The Institute reserves the right to invite persons for Personal Interaction (Offline/ Online), who may not have applied for the vacancy as per the above procedure.
 - (b) Since applications received will be shortlisted, merely possessing the prescribed minimum qualifications and the requisite experience would not entitle a person to be called for Personal Interaction (Offline/ Online) in case of high response.
 - (c) The position is unreserved, but candidates belonging to reserved category are encouraged to apply.
 - (d) No queries or correspondence regarding issue of call letter for selection of candidates for the post will be entertained at any stage and canvassing in any form is strictly prohibited and will lead to the candidate being debarred from consideration for the post.
 - (e) It shall be the responsibility of the candidate to assess his/her own eligibility for the post, for which he/she is applying in accordance with the prescribed qualifications, experience etc, and submit his/her application duly filled-in along with the desired information and documents as per the advertisement. Suppression of factual information, supply of fake documents, providing false or misleading information or canvassing in any manner on the part of the candidates shall lead to disqualification. In case it is detected at any point of time in future, even after appointment, that the candidate was not eligible, his/her appointment shall be liable to be terminated forthwith as per this clause.
- (d) In case of any ambiguity in general and eligibility in particular for any post, the decision of the Institute shall be final.
 - The Institute reserves the right to relax qualification(s) of the candidate based on the work experience.
 - No TA/DA is payable for appearing for the Personal Interaction, if it held at the Institute's premises.
 - In case of any inadvertent error in the advertisement and in the process of recruitment, which may be detected at any stage, even after issue of appointment order, the Institute reserves the right to modify/ withdraw/ cancel any communication made to the candidate(s).

Application Process

- (a) Candidates are requested to submit a detailed CV (in pdf), a scanned copy of the relevant certificates of your educational qualifications, work experience, and testimonials at cete.recruitment@tiss.edu . If you have any questions regarding the fellowship, please email vijay.jathore@tiss.edu and swati.kamble@tiss.edu
- (b) Candidates are required to take a print of acknowledgement of online application and keep it for future reference.
- (c) Short-listed candidates may be invited for Written/ Personal Interaction/ skill test for evaluating their proficiency and skills depending upon Covid-19 situation.
- (d) Candidates will be informed over e-mail and/or mobile phone to appear for the Written/ Personal Interaction/ skill test to be conducted at TISS, Mumbai.

Selected candidates are expected to join the fellowship within 15 days.

**Sd- Project Leader
Registrar**