



सत्यमेव जयते

**NITI Aayog**



DEVELOPMENT MONITORING AND EVALUATION OFFICE

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# **Best Practices Compendium**

## **Human Resource Development Sector**

Evaluation of Umbrella Centrally Sponsored  
Schemes

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**October 2020**

## Overview

In August 2019, NITI Aayog commissioned an evaluation of Umbrella Centrally Sponsored Schemes (UCSS) under the Human Resource Development Sector. A part of this evaluation was focused on identifying global and home-grown best practices, case studies, interventions etc. to strengthen the implementation of various schemes under the Human Resource Development Sector.

This document is a by-product of the evaluation and presents a compendium of best practices collected through primary and secondary sources, and provides details on implementation mechanisms and impact of such practices. The document is intended to facilitate knowledge sharing and highlighting high impact and innovative practices which have resulted in positive changes for all stakeholders in education sector, both in India and outside.

Twenty-three practices have been documented, covering areas like innovation, technology, gender mainstreaming, convergence, involvement of civil society organizations etc. These practices have been included based on their key impact and contribution to the wider public policy context, by highlighting lessons learnt which may be useful for scale-up or cross-adoption.

It is highlighted that the practices included in this document are not exhaustive, and it is acknowledged that various high-impact interventions and activities are being undertaken across the country, based on global and local lessons, which may not have been included in this document.

This document is expected to be used by policy makers, scheme managers, and implementers for learning lessons from proven successful implementation of interventions. The document aims to bring in one place the available resource of best practices and promulgate knowledge sharing.

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### 13. Indian Institute of Teacher Education (IITE), Gandhinagar, Gujarat

#### Summary:

The pre-service teacher education in India grapples with various issues such as determining quality of Teacher Education Institutions and programmes offered, eligibility criteria across various programmes, curriculum of programmes offered, their duration and quality, competency level of student teachers and their certification. In order to overcome the issue of pre-service teacher education programme, the state of Gujarat has tried to support teacher education eco-system at pre-service level by establishing state university that provides courses/ teacher education programmes, affiliated DIETs. And other regional TEIs to provide similar courses/ programmes and conduct research in teacher education space through its research focused, theme -based centres. The institute also participated in NIRF and ensures quality of teacher education courses and programmes.

#### Objectives and Rationale:

The CTET's pass per centage and NAS survey, 2017 indicate that the quality of teachers attending teacher education programmes and the quality of trainings itself, provided to them are not at par with current education sector requirements. The new draft NEP, 2019 notes that approximately 50 million children at elementary level lacks the necessary foundational skills in terms of numeracy and literacy. The problem is even more grave in case of teachers required at secondary and higher secondary levels for subject specific classes. The centre of the issue are teachers and principals, and this is so because the eco-system for teacher education has not evolved and the context of this is also very limited. The capacity building of teachers, head of schools and educators across TEIs in terms of pre-service education programme is limited and neglected.

**One of the ways that the state of Gujarat** has tried to nurture the teacher education ecosystem is by setting up a **state public university** solely dedicated to nurturing tomorrow's teachers and affiliating DIETs across state to state public university. The university is called as **Indian Institute of Teacher Education (IITE)** and was established in 2010.

#### Key Stakeholders:

The key stakeholders involved in the eco-system are:

- State University working as a 'Hub' that offers teacher education courses and provide affiliation to existing DIETs and regional colleges
- DIETs affiliated to state University providing quality D.El.Ed. and B.Ed. courses
- Other affiliated regional colleges – Private and Government offering quality teacher education programmes
- 5 theme and research focused Centers

#### Implementation Strategy:

IITE aims to be a national university with global significance by offering following courses and research and innovation through its centres:

The institute provides 4-year integrated courses dully recognized and affiliated by NCTE through the university. The intake capacity of undergraduate integrated programme is 100 per course. The general B.Ed. programme is run through DIETs in respective districts.

The master courses – integrated and general is offered at University at intake capacity of 50 students per course. The institute offers Ph.D. and M.Phil. courses as well in cognizance of UGC rules and regulatory standards.

The eligibility standards as defined for each course are as per the rules and norms laid down by the NCTE and standards observed at university levels for meritorious students to take admission across various courses.

The University Governing structure consisting of **Statutory Bodies**, consisting of four bodies -General Council, Executive Council, Academic Council and Research Council and the **University Officers** consisting of Chancellor, Vice Chancellor, Registrar, Director, Centre of Education and Chief Account Officer.

#### **Resource Utilization:**

The academic and non-academic staff is a mix of both regular and contractual staff. The institute employs about 61 professional and administrative staff across various ranks. Out of these 30 per cent are regular and the rest are contractual or on ad-hoc basis.

The institute offers various facilities such as library, hostel, amphitheatre, chaupal, innovation centre, Guru Drona Kausalya Vikas Kendra, a dedicated skill centre, project based learning through exposures to different environment, people, content, lifestyle heritage legacy, conservation of environment, being leader, etc., auditorium and mess facility.

#### **Impact:**

The institute is one of the model institutes in teacher education space in the state of Gujarat and in country. The institute has used the existing infrastructure at district level – DIETs for its general courses and ensured that student admission and certification undergo a streamlined and regulated process. The institute participates in NIRF ranking, ensuring that quality is maintained.

#### **Replicability and Sustainability:**

The IITE model provide evidence of replicability especially in terms of outreach, quality and network and engagement. The institute's approach of affiliating DIETs, and other regional institutions and theme based Centres will ensure (a) Courses/ teacher education programmes that have global outlook and are inter-disciplinary in nature (b) Streamlining benchmarks and closer checks on colleges through affiliation and teacher students through certifications and (c) Closer engagement of DIETs with Higher Education institutions for its faculty such as opportunities like research and innovation in field of education.

The model's sustainability however cannot be ascertained considering financial information about institute is limited. The other states and Union Territories, however, can replicate the same model using their state university's education departments also, instead of having independent university in itself.