

EDUCATION



Himachal Pradesh (2022–2027)

The STARS Program is a flagship initiative aimed at transforming school education through five key components. It focuses on strengthening early years education to build strong foundations, upgrading learning assessment systems for accurate measurement of progress, and enhancing teacher performance through modern classroom practices. In addition, the program reinforces service delivery mechanisms to ensure efficiency and accountability, while expanding vocational education and training to equip students with 21st-century skills. Together, these components drive excellence, inclusivity, and future readiness in education. As the Project Management Unit, we provide comprehensive technical and managerial support to improve educational practices in Himachal Pradesh across these thematic areas.

Key Deliverables

- » Child-friendly Teaching Learning Materials (TLMs) were introduced in 6,202 schools, providing age-appropriate and activity-based resources. These materials have made classrooms more engaging and interactive, while promoting inclusivity and significantly improving learning outcomes for young children
- » Facilitating the establishment of a state-level assessment centre for decentralised and real-time evaluation of student learning outcome
- » The State Assessment Cell and a Teacher Competency Framework (aligned with NPST) were established to strengthen assessments and teacher performance. Over 50% of teachers were trained in classroom assessment, and 5,000 teachers' subject knowledge was evaluated, enabling data-driven improvements in teaching quality.
- » More than 75% Teachers (Elementary and Secondary) and 500+ mentors across subjects and ECCE received training on subject-specific and generic modules, enhancing pedagogy, mentoring quality, and professional growth. This has strengthened teaching practices and improved student learning outcomes
- » Innovative teacher programs such as PRERNA were developed to strengthen holistic education. These initiatives equipped teachers with tools to foster life skills, guide career choices, and adopt creative teaching practices, thereby boosting student confidence, problem-solving abilities, and overall future readiness
- » Successfully rolled out 16 vocational trades across schools, ensuring that each student was enrolled in a minimum of two and a maximum of three trades. This initiative provided hands-on skill development opportunities, extended vocational learning to out-of-school children, and equipped students with employability and entrepreneurship skills for their future pathways
- » Created a pool of 1,000+ Key Resource Persons (KRPs) in Early Childhood Education (ECE) trained nearly 10,000 teachers across the state, strengthening foundational learning through child-centered pedagogy and improving school readiness for young learners

Impact

- » Enhanced education service delivery and accountability through systematic capacity building of teachers, school leadership, and mentors
- » Established robust state-level assessment mechanisms, enabling real-time, decentralised tracking of student progress and data-driven policy decisions
- » Benefited over 4,00,000 students and more than half of government school teachers, fostering stronger learning outcomes and teaching quality across the state



Teacher Attendance Monitoring System (TAMS) under Nagaland: Enhancing Classroom Teaching and Resources (NECTAR)

The World Bank/ Department of School Education, Government of Nagaland, India

Nagaland (2022–2026)

The project aims to establish TAMS as part of the World Bank-supported NECTAR project. The developed app uses facial recognition technology and geo-mapping to ensure authentic attendance marking by appointed teachers. It also allows for monitoring by officials across various levels with customisable roles and access.

We provide expertise at the intersection of technology and education to provide all government school teachers, school heads, and education officials in Nagaland with the necessary software and hardware tools.

Key Deliverables

- » Development of an exclusive teacher attendance software compatible with Mobile phone (Android and iOS), tablet and Web (all major browsers)
- » Prepare strategy for pilot and State-wide rollout, conduct UAT and ensure seamless maintenance services
- » Capacity building of 400+ master trainers across the State towards effective use of the app
- » Reports on project progress and attendance status for monitoring

Impact

- » Improved attendance and leave management system for 20,000+ government teachers, 300+ education officials in Nagaland
- » Improved teaching and learning practices and teacher attendance in 1,950 government schools
- » 400+ Master Trainers enabled through capacity building

Operation & Support Unit (PMU) under Samagra Shiksha

Samagra Shiksha, Government of Himachal Pradesh, India

Himachal Pradesh (2025–2028)

Launched in 2018, Samagra Shiksha integrates Samagra Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education to provide inclusive, equitable, and quality education from pre-school to senior secondary, aligned with SDG 4. We have been appointed as a Project Management Unit (PMU). The objective of the assignment is to offer professional, technical, and managerial support to Samagra Shiksha for effective project implementation, covering areas such as project management, M&E, procurement, contract, and financial management.

Key Deliverables

- » Support five-year education strategy development, district planning (AWPB), and alignment with state documents. Develop systems to track progress and submit periodic reports per Samagra Shiksha indicators.
- » Provide project management tools and real-time dashboards
- » Build Capacities of stakeholders
- » Assess infrastructure and IT systems for repairs and upgrades
- » Assist in preparing and updating a comprehensive Financial Plan

Impact

- » Strengthen K–12 education through targeted interventions and resource optimisation
- » Improve infrastructure, teacher training, and curriculum
- » Promote equity, quality, and sustainability in accordance with Samagra Shiksha

Project Management Consultancy Services for National Programme for Civil Services Capacity Building (NPCSCB) (Mission Karmayogi)

The World Bank/Department of Personnel and Training, Government of India

India (2022–2027)

The NPCSCB aims to transform the capacity-building landscape for approximately 1.5 crore government officials across the centre and the States to promote efficient public service delivery through competency-based learning. An integrated Government Online Training platform (iGOT) has been developed to act as a one-stop solution space for officials, offering diverse courses to meet the desired competencies (subject/domain specific, behavioural and functional) against expected roles and expose learners to constructive discussions, events and other benefits for professional development.

We are providing project management expertise to the Department of Personnel & Training (DoPT) under various strands and coordinating with key stakeholders to ensure seamless delivery of this nationwide project.

Key Deliverables

- » Technical support to the DoPT in strategy and policy, technology, content, finance, procurement and contracts management, gender and social safeguard, and competency mapping and planning
- » End-to-end support in operationalising a Special Purpose Vehicle for implementing the iGOT platform
- » Review and implementation of capacity building plans for DoPT and support to other departments
- » Monitoring support for the program as per the identified benchmarks
- » Outreach activities to sensitise various departments on iGOT

Impact

- » Competency-based capacity building for more than 1.5 crore government officials in India
- » Customised capacity building plans and tailored learning pathways for all officials
- » Lifelong learning opportunities and a democratised approach
- » Right person at the right job based on acquired domain knowledge, functional skills and behaviour



- Domain Competencies
- Behavioural Competencies
- Functional Competencies



Design and Delivery of Professional Development Training Programs for Teachers of Secondary/ Higher Secondary Schools

Asian Development Bank (ADB)/ Government of Meghalaya, India

Meghalaya (2017-2020)

As part of ADB-funded Supporting Human Capital Development in Meghalaya, the project aimed to create an enabling environment for inclusive growth by improving the quality and delivery of the State's secondary and higher secondary school education.

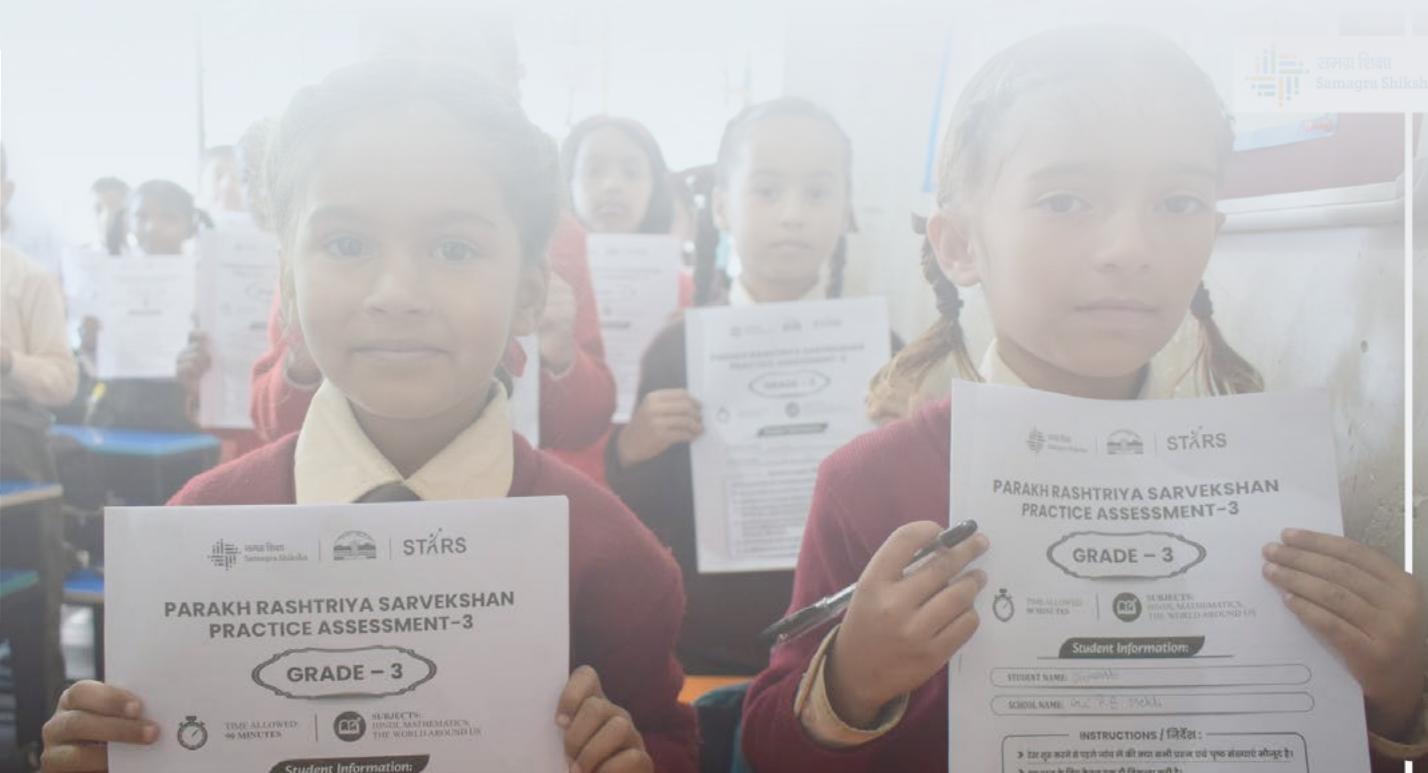
The project objective was to build the professional acumen of teachers in Secondary and Higher Secondary (SHS) schools through a rigorous professional development program. This aimed to enhance the learning environment of selected schools, support school management and leadership and enable teachers to improve knowledge, skills, and confidence levels in innovative teaching methodologies.

Key Deliverables

- » Developed training modules on classroom management, teaching strategy, strategies to enhance the motivation of teachers and learners for SHS teachers and head teachers
- » Integrated ICT solution for the delivery of TPD programs through mobile-based professional learning communities
- » Institutionalised innovative practices, self-development to include development of higher-order thinking, assessment strategies, e-learning, and COVID-19 resilience
- » Designed M&E framework for TPD and rubric for evaluation of teacher performance
- » Supported the development and implementation of the Meghalaya School Improvement Program
- » Professional development training program for 3,500+ in-service SHS school teachers, including head teachers, and built 100 master trainers, including government education officials, for program sustainability

Impact

- » Build capacity of 3,500+ in-service SHS school teachers, 650+ head teachers through TPD program
- » Enabled 100 master trainers through training
- » Benefitted over 1,00,000 students (approx.) through an effective school environment responsive to the diversity of young learners
- » Fostered a culture of teacher self-reflection through PLCs and sustainable use of ICT in education



Capacity Building Support to Government of India's Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

India (2013-2016)

To strengthen national-level learning assessment and education management systems and implementation capacity within identified priority States, the Government of India launched RMSA in 2009 for universalising secondary education (14-16 years) across all social groups.

We supported the RMSA partners: Ministry of Human Resource Development (MoHRD), Government of India, State Governments, National Apex Institutions (NCERT and NUEPA) and Donor Partners (FCDO, The World Bank and European Union) in strengthening and accelerating programme delivery.

Key Deliverables

- » Supported MHRD's technical support group (TSG) tasked with supporting the implementation of RMSA- a national campaign to expand and improve the quality of secondary education for all social groups
- » Supported conduct of National Achievement Survey (NAS) in India, reaching more than 5000 schools
- » Assisted in teacher professional development and management reforms through systemic review of TPD mechanisms, development of Continuous Professional Development (CPD) guidelines, in-service teacher training evaluation framework, Teacher Management Need Assessment, and capacity building of officials
- » Developed framework for School Quality assessment through a study in 4 States
- » Supported effective Data Management and Use for education indicators and adopted Results Focused Planning approaches captured in planning workshops and policy briefs
- » Led Communication and Knowledge Management activities on the RMSA program

Impact

- » Improved quality and authenticity of education data tools
- » Reached 5,000+ schools for conducting NAS, impacting student learning outcomes and reforms
- » An end-to-end solution through teacher HRMS is needed to maintain teacher service books, roles and responsibilities, and a monitoring mechanism
- » School quality enhancement through the development of School Quality Indicators based on a study across 4 states

Strengthening the Quality of Education Management Information Systems & Capacity Building of State | District, and Block Teams on UDISE+

Uttar Pradesh (2023-2024)

Envisioning strengthening of the state-wide education system database, we were entrusted by UNICEF as the Technical Support Agency to cater to the following- a) analyse and strengthen the existing education data tracking and Management Information Systems of the State, and b) build the capacities of MIS and other education govt. functionaries at various levels on data quality and its utility for informed decision-making.

Key Deliverables

- » Data Quality Assessment reports on the state's performance in AY 23-24 and previous years w.r.t. CwsN, OoSC, and UDISE+
- » Annual Dashboard Analysis and Strengthening reports for SAMARTH, SHARDA, and PRERNA portals
- » Figma-developed prototypes for "Report Builder"
- » Preparation of modules for Capacity building of relevant officials on UDISE+

Implementation Support Agency for State Council of Education Research and Training (SCERT)

The World Bank/ Government of Bihar, India

Bihar (2017-2020)

A comprehensive program was initiated in Bihar to improve the effectiveness of elementary school teachers in the State through a three-pronged approach, namely, a) improving teacher training, b) improving teacher performance, and c) accountability. It aimed to strengthen the institutional capacity to deliver effective teacher education while improving governance and accountability systems to promote quality in teachers' performance.

As an implementation support agency (ISA), we assisted SCERT with developing and implementing sustainable, effective, scalable and efficient interventions to achieve the program objectives.

Key Deliverables

- » Prepared a strategic framework for Continuous Professional Development (CPD) for teacher educators and teachers
- » Curriculum review and digital content development for the DIKSHA platform
- » Developed and hosted MOOCs based on NAS findings and monitored course effectiveness
- » Prepared a pool of 70+ subject matter experts, including teacher educators, BRPs, and CRCCs, to engage in workshops to develop study material for 24 subjects of D.El.Ed.
- » Developed an effective teacher management system with robust monitoring and evaluation practices
- » Launched an online course on 'Integrating ICT in teaching learning processes' on the e-Shikshan platform of SCERT
- » Customised Training Management Portal for Teachers' CPD program
- » Developed frameworks to assess, evaluate, and provide recommendations on planned programs and supported SCERT in its implementation.

Impact

- » Improved accountability mechanisms for teaching effectiveness
- » Enhanced capacities of SCERT in the development of suitable curricula and materials for relevant pre-service and in-service teacher education programs
- » Reached 14,000+ learners with a 92% completion rate of MOOCs aligned with NAS findings, hosted on the SCERT website

Project Management Consultancy (PMC) Support for HRMS Application

Finance Department, Government of Bihar, India

Bihar (2023-2027)

Under the Finance Department, Government of Bihar, we are engaged as the Project Management Consultant (PMC) for the Human Resource Management System (HRMS) application. The assignment focuses on providing end-to-end project management, advisory, and coordination support to the General Administration Department (GAD) and Bihar Prashasnik Sudhar Mission Society (BPSMS) for the implementation and rollout of the HRMS application.

Key Deliverables

- » Monitoring of the SI's implementation plan, ensuring adherence to timelines, milestones, and deliverables
- » Assessment of training effectiveness, user readiness, and identification of additional training needs
- » Facilitation of milestone monitoring, deliverable sign-offs, and risk management planning
- » Preparation of actionable recommendations for issue resolution and mitigation

Project Management Unit (PMU) for PM Schools for Rising India (PM Shri)

Samagra Shiksha, Government of Himachal Pradesh, India

Himachal Pradesh (2025-2026)

Launched in 2022, the PM SHRI Scheme aims to upgrade over 14,500 schools to model National Education Policy (NEP) 2020 implementation. In Himachal Pradesh, as the Project Management Unit (PMU), we support the scheme through annual planning, budgeting, procurement, financial and project management, and facilitating state-level funding requests from the Government of India.

Key Deliverables

- » Prepare and present annual implementation plans with clear resource allocation and timelines
- » Manage procurement of materials and infrastructure as per government norms
- » Monitor financial expenditures for efficient and compliant fund use
- » Develop and execute project plans aligned with NEP 2020 and PM SHRI goals
- » Conduct capacity-building programs for educators and administrators
- » Monitor and evaluate projects to ensure timely progress and improvements
- » Support the State in securing financial assistance from the Government of India

Intended Impact

- » Support Samagra Shiksha in advancing the core objectives of the PM SHRI Scheme
- » Promote inclusive, safe, and student-friendly learning environments
- » Facilitate access to quality infrastructure and diverse learning experiences
- » Assist in effective planning and resource allocation
- » Ensure efficient and judicious implementation of the scheme

Maldives International Consultancy for Training of Trainers (ToT) Capacity Development Training (overseas) to Train Professionals in Early Identification and Inclusion

The World Bank/ Department of Inclusive Education, Ministry of Education, India

Maldives (2023)

Under LAMP, we were assigned to enrich the knowledge and skills of education professionals on inclusive education pedagogies and best practices. The target participants were recognised as trainers who were later expected to conduct teacher training workshops on Early Identification and Inclusion for in-service Special Education Needs (SEN) teachers in the Maldives.

Key Deliverables

- » Organised a 2-week intensive training program for identified professionals on modern techniques used for early identification and inclusion of students with Specific Learning Disability (SpLD) and Global Development Delay (GDD) in inclusive settings
- » Field visits to promote best practice approaches and in-depth knowledge to pilot early screening and inclusion programs in the Maldivian context

Intended Impact

- » Improved knowledge, soft skills and best practice approaches in early identification and inclusion through international exposure
- » Enhanced teacher development for ensuring quality learning for all students

British Council

India and UK (2020-2021)

To enhance educational linkages between India and the UK, the UK-India Education and Research Initiative (UKIERI) recognised a key multi-stakeholder program focusing on strengthening the two countries' research, leadership, and education and skill sector relations.

The key objective of this study was to advise and inform the UK and Indian governments on the education and skills ecosystem of the countries in Higher Education and research. The horizon scan for the next 10 years resulted in the study findings that supported decision makers in identifying priority areas for collaboration between India and the UK. The study considered reform agendas in education and research, system development, joint research areas, and partnerships for mutual benefit and growth.

Concurrent Evaluation of Learning Achievement of Students in Elementary Schools

Odisha Primary Education Programme Authority (OPEPA), Government of Odisha, India

Odisha (2017-2021)

To ensure the minimum learning achievement of the children across grades and effective classroom practices, the State Government launched a holistic programme titled Ujjwal.

We undertook a concurrent evaluation of the Ujjwal programme to help inform policy interventions to accelerate learning levels of students and ensure that all children enrolled in the elementary education receive quality education irrespective of their social background, caste, and gender.

Key Deliverables

- » Study design, methodology and tools were prepared using a multi-stage stratified random sampling method covering 300 schools and 13,000+ students
- » Collated findings on class-wise competency achievement of Ujjwal students
- » Conducted workshops for officials from OPEPA
- » Highlighted the role of possible intervening variables in learning achievement

Impact

- » Statistical and empirical evidence base created for revision and strengthening of the Ujjwal programme
- » Informed policy implications for improving the learning achievement of students in elementary schools of Odisha



Ethiopia-India Exposure Visit for the American Institutes for Research (AIR) 's READ M&E Project in Ethiopia

USAID

Africa (2017)

Reading for Ethiopia's Achievement Developed (READ) project aimed to improve the reading abilities of 15 million primary school children in Ethiopia. The implementing agency, American Institutes for Research (AIR), entrusted us with organising an exposure visit for delegates of the Ministry of Education (MoE), Government of Ethiopia, to India.

Key Deliverables

- » Supported this exposure visit for a delegation from the Ministry of Education (MoE), USAID and AIR to observe good practices in the field of primary education in India
- » Conducted workshops with relevant officials from the Ministry of Human Resource Development, Government of India and other agencies, including the civil society organisations working on education in India
- » Organised discussions to understand Education Sector in India and its challenges, attain first hand exposure to practices in pre-primary and primary education, teacher learning, mid-day meal programme, textbook development and learning assessments, Conditional Cash Transfers, Capacity building support to the National Secondary Education programme (RMSA-TCA), Right to Education (RTE) Act, 2009, Transition to English language, Special needs education etc.

Review and Research of Education Sector

EdCIL (India) Limited/ Government of Meghalaya (GoM), India

Meghalaya (2016-2019)

To undertake a holistic assessment of the education sector in the State, we assigned the task of undertaking a comprehensive review of the sector in Meghalaya. The aim was to improve the system-level restructuring process for both school and higher education.

Key Deliverables

- » Developed State Education Policy
- » Reviewed curriculum based on SDGs and skills for the 21st Century • Developed Service Rules of Aided Schools and Aided Colleges
- » Amended Service Rules of Government Schools and Colleges
- » Developed policy for the opening of private universities in the State
- » Designed fee regulation policy for colleges

Impact

- » Established State Education Policy and revised curriculum aligned with NCF 2005 and NCFTE 2009
- » Established policy for opening a Private university in the State and the redesigning of the service rules of Government and aided schools and colleges, resulting in the enhancement of quality education, improvement of students' outcomes and teachers' professional development and welfare



Validation and Analysis of Key Performance Indicators (KPIs) Data for Finalising and Release of School Education Quality Index (SEQI)

NITI Aayog, India

India (2018-2019)

The National Multi-Year Action Plan aimed to inform the actions of the various players in the education sector over five years to ensure that the ESDP V targets are achieved effectively and efficiently, with assured accountability.

Key Deliverables

- » Reviewed and revised the multi-year action plan document and analysed the plan against the Education Sector Development Plan Phase V (ESDP V) to ensure effective and efficient implementation
- » Prepared narrative reports to support the multi-year action plan and presented to the Education Technical Working Group for endorsement and implementation
- » Guided in preparing plans for the Ministry of Education directorates, regional states, universities, TVETs, development partners, and civil society, and ensured budget alignment with sector priorities

Development of a Sector-Wide, Multi-Year Action Plan to Accompany the Education Sector Development Plan (ESDP)

Government of Ethiopia, Africa

Ethiopia (2015/16-2019/20)

To determine the performance of various States and Union Territories (UTs) with respect to Key Performance Indicators (KPIs) in areas of Health, Education, and Water sectors, NITI Aayog designed and established an outcome monitoring framework to facilitate sharing of best practices leading to superior centre-state and state-state engagement. This was directed towards transforming the above sectors in the country. Under the Education system transformation vertical, the team developed a School Education Quality Index (SEQI) to focus on outcome-based education policy by providing States and UTs with a platform to identify their strengths and weaknesses and undertake requisite course corrections or interventions.

Key Deliverables

- » Developed School Education Quality Index (SEQI)
- » Carried out an independent review, analysis and verification of KPIs for all States and UTs, with a focus on learning levels, access, equity, infrastructure and governance processes

Intended Impact

Enabled States/UTs to adopt evidence-based development policies and programmes in the education sector based on SEQI

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