

NITI Aayog
(HRD Vertical)

Subject: Minutes of third National Steering Group (NSG) of Project SATH-Education held on 15th April 2019.

1. The third meeting of the NSG of the SATH-E Project was conducted on 15th April 2019, under the chairmanship of the CEO, NITI Aayog. The list of participants is at Annexure A.
2. The Adviser, HRD, NITI Aayog made the opening remarks and gave a brief presentation on the status of the SATH-E program in the 3 States. He brought on record the appreciation of the efforts that all 3 States are making which has shown success in enhancing learning outcomes. He pointed out that States need to strengthen their focus on addressing issues such as sub-scale schools, poor teacher availability, organization structures & vacancies, weak data systems & manual processes and limited governance & accountability.
3. The States made their presentations and the highlights are:

I. JHARKHAND

- i. Radical revamping of teacher training with personalized and consistent training of 50-100 days to up-skill teachers.
- ii. Conducting Teacher Needs Assessment.
- iii. Subject-specific teacher post restructuring & rationalization.
- iv. Textbook reform.
- v. Financial & administrative reform.
- vi. School up gradation & strengthening.
- vii. Documentation & publication of success stories & transformation journey
- viii. Digital initiatives such as smart classes.
- ix. Jharkhand is focusing on 6 key initiatives via Project SATH: (i) Gyan Setu (GS) – Learning Enhancement Program (LEP), (ii) E-Vidya Vahini (EVV) –MIS (iii) School reorganization (iv) Re-organization at the central level, field level and for SCERT/DIETs. (v) Governance & accountability and (vi) Teacher rationalization.
- x. A granular strategy has been devised by the State for each district.
- xi. GS has led to a 10% improvement across most competencies in 4 months in Jharkhand.

- xii. Jharkhand has a large repository of data of 2 lakh students, obtained through spot-testing of students by BRPs & CRPs. Learning data is analyzed on a monthly basis by district officials.
- xiii. Reviews across the State are now focusing on learning outcomes. Eg: in West Singhbhum, these reviews have ensured that the district is in the top-3 in terms of learning outcome improvement. In Simdega, evening classes have reduced the drop-out rates, increased attendance and enhanced community ownership. This success is ensuring that the intervention is being scaled to 28 villages.
- xiv. Jharkhand is taking steps to strengthen the implementation of GS through summer camps, certification, long-term teacher training etc.
- xv. Three levels of certification (gold, silver & bronze) under GSEVV certification program has been initiated on the basis of self-nomination followed by external assessments.
- xvi. Monitoring via EVV has been given a renewed focus. Tablet distribution has been completed; Bio-metric attendance is functional and District officials visit 95% of the schools every month. Live data is available on all parameters. The master-data base has data for 90% teacher and students.
- xvii. Over the last 4 months and monitoring coverage increased to about 33,000 schools. Overall, there has been a 85% increase in the visits. The availability of live and authentic data has facilitated decision-making and has aided in devising targeted strategies.
- xviii. School reorganization efforts have benefited 7 lakh students. There is a reduction in teacher requirement by about 4500 teachers and a projected savings of Rs.400 crores. The larger reorganized schools are out performing sub-scale schools.
- xix. The accountability initiatives such as weekly SPD reviews, State PMUs, daily updates from District Fellows, call-centers and field visits have led to significant improvements in most metrics.
- xx. OMR-based assessments are being mainstreamed across classes.
- xxi. More than 7,000 teachers have been rationalized and there have been significant reductions in the PTR. Further, recruitment efforts are underway for teachers across all grades. The State is currently facing a shortage of 50,000 teachers. CEO, NITI Aayog stressed the need for Jharkhand to ensure these vacancies are filled at the earliest.

- xxii. The impact of the State's effort is seen in the improved SDG ranking & Aspirational District ranking where Sahibganj and Chatra are ranked 2nd & 3rd in the delta ranking from Dec '18-Jan '19.
- xxiii. The new initiatives proposed to be undertaken by the State include:

II. MADHYA PRADESH

- i. The State is focusing on 5 interventions via Project SATH-E: (i) remediation (ii) monitoring and accountability, (iii) school consolidation (iv) organization restructuring and (v) middle management capacity building.
- ii. The Dakshata Unnayan Program has covered more than 67 lakh students and 1.1 lakh schools. More than 75% students have mastered basic competencies in about 4000 schools and more than 90% students in about 1300 schools. . 15-29% improvement in learning outcomes has been observed across districts during the academic year.
- iii. Dakshata Unnayan is focusing on checking of student workbooks and regular parent teacher meetings (PTMs) have been institutionalized. For the first time, the State conducted ~99% of the PTMs on a single day. Where 34 Lakh guardians participated. CEO, NITI Aayog highlighted the need for this best practice to be shared and adopted by other States.
- iv. The bridge course continues to improve learning levels across all secondary schools with two periods per day in Hindi, English and Maths. More than 9 lakh students in Grade IX across more than 9,000 schools have been covered. 25,000 plus teachers have been trained in remediation classes and pedagogical concepts.
- v. Remediation has been strengthened by digital tracking of material distribution, learning camps, parent teacher meeting, focused training on classroom processes and practical demonstration.
- vi. Wall of Fame is to be re-launched to motivate the field officials. Regular best practice sharing of classroom processes / videos on PLC by teachers.
- vii. Success stories such as peer learning groups set up among teachers at Sonkhar cluster, Chindwara district was shared.
- viii. Shala Darpan, the Mobile App, has resulted in efficient monthly monitoring and increased school visits. It is a single portal for monitoring and reporting to all stakeholders with establishment of strong State - District follow up through Video Conferencing, report cards and DPMUs. The data is analysed by the State SATH team and the SPD with a follow up in the field. Monthly performance report cards

are sent to each district for generating a healthy competition amongst them. The State, focused on strengthening monitoring of schools, covered 95% of all schools within a quarter.

- ix. The success story of the DIET Alirajpur was shared with the NSG where a staff travelled 4 kms on boat to visit a school which had not been monitored for the last two years due to inaccessibility.
- x. Ek Parisar Ek Shala (EPES) has led to reduced multi grade teaching, provided senior leadership from more schools and has resulted in better monitoring from the State. The School Consolidation efforts have led to larger and better-resourced schools. The High School, Amrol, is one of the pioneers in implementing the EPES programme, having integrated school head, time-table, staffroom & stock register.
- xi. EPES focuses on issue redressal and support mechanism through active engagements vide Whatsapp, fortnightly virtual classroom trainings and face to face Principal training at divisional level. The State plans to give a stronger academic focus to EPES schools through stricter monitoring, prioritization, deepened cultural integration and stronger and administrative processes.
- xii. The field organizations are being restructured to promote academic focus and continuity from Class I to Class XII. Regular meetings are organized for training on data analysis, report cards and for district specific strategies.
- xiii. The Transport pilot project has been launched for creating a plan for 100% access in States.
- xiv. Recruitment has been initiated for 5,500 middle school and 17,000 high school teachers.
- xv. Professional Learning Community, an online sharing platform has been created for teachers for sharing best practices, teaching techniques, experiences and queries.
- xvi. NIC has been selected for revamping the MIS.

III. ODISHA:

- i. Odisha is focusing on 7 key initiatives via Project SATH: (i) Learning Enhancement Program, assessment & training (ii) School monitoring & data-driven improvement (iii) District scorecard, structured reviews & accountability (iv) Capacity building & enablement (v) organizational restructuring & strengthening (vi) MIS and process automation (vii) School mergers, teacher vacancies & rationalization.

Learning Enhancement Program, Assessments & Teacher Training:

- ii. Odisha has initiated new policies for online teacher transfer, rationalization and recruitment as well as for school mergers (<100 m, <30 enrolment).
- iii. For the strengthening of the overall system, the State has an Integrated Legal management System and the restructuring of the Department & Education Cadre has been approved.
- iv. Two remedial programs, Ujwal (grades 1 to 5) and Utthan (Grades 6 to 8) are currently in their second year of implementation and data shows a 10-15% improvement in average scores of children.
- v. Odisha is set to launch a School Certification Program to assess & categorize schools (bronze, silver and gold) on academic and non-academic parameters.

School Monitoring:

- vi. Post the launch of the school monitoring app, there has been a high rate of survey completion by officers. 7.2 lakh surveys have been completed since September and 99.5% of schools have been monitored. This has resulted in the improvement of several indicators such as % schools using Teaching Learning material, % of schools with drinking water etc.
- vii. A Central Virtual Field Support Team of 20 individuals have been set up in September to improve monitoring & implementation quality.
- viii. Odisha is now focusing on improving the quality of visits and issue resolution.

District scorecard, accountability & reviews:

- ix. The State has initiated 3 key interventions to drive accountability- review meetings at all levels from State (SPMU) to District (DRM); centralized agenda, monthly scorecard; central collection of minutes & action taken reports.
- x. The District scorecard includes metrics from Aspirational Districts, SEQI, PGI etc. These scorecards help identify focus areas and set targets for each district. District scorecard sprints are to be launched, where 3-4 metrics will be given special focus for a quarter. Rewards and penalties will be assigned for district performance during these sprints.

Capacity building:

- xi. Guidelines, help-books and training video modules along with a learning enhancement program have been launch to provide resources for the remedial programs.

- xii. Master-facilitators and CRCCS have been identified through a rigorous selection process to build facilitation and coaching mindset.
- xiii. The State is conducting workshops and trainings at all levels to orient people about SATH initiatives and their role in implementation. PLCs have been constituted to ensure peer learning and knowledge sharing.
- xiv. For field support, 10 high-touch districts have been identified for handholding. 600 DLO/BLOs have increased their connection with schools and conducted efficient reviews. Sundergarh District is the best example in this regard, where the district improved its ranking from 15th to 1st during the period between November and March due to its scorecard strategy.
- xv. The State is taking multiple steps to strengthen the CRCCs such as revamping of job charts, trainings and professional learning communities (PLCs).

MIS:

- xvi. A comprehensive roadmap for the Odisha education MIS has been created and a vendor has been on-boarded.

School rationalization & teacher availability:

- xvii. 55% of Government Schools in Odisha have <60 students. Odisha needs to strengthen its efforts towards the merger exercise to address this issue.
- xviii. Odisha has launched an online teacher transfer portal.

Integrated Legal Management System (ILMS):

- xix. The ILMS is commendable with features to enable fully online, user friendly end-to-end case management. This will enhance legal tracking and management at scale.
- xx. By Septemer 2019, Odisha aims to:
 - a. Complete LEP camp Mode, launch school certification program, conduct midline assessments.
 - b. Launch a full-fledged app, scorecard sprints and rewards program for school monitoring.
 - c. Initiate school mergers in a phase-wise manner, conduct teacher rationalization and complete secondary teacher recruitment.
 - d. Roll out and integrate the MIS system for school and student management.

- e. Ensure capacity building by training the new CRCCs and build capacity across other levels.
 - f. Restructure the organization via SCERT strengthening, filling up of posts at field & state levels.
4. BCG stated that while States have made good progress till date, focus must be on strengthening MIS systems to move towards collecting and analyzing real-time data. It highlighted that there still remains significant scope across the SATH-E States to conduct school mergers and urged the States to make the best of the remaining months under Project SATH-E. In addition to this, PFEL stressed on the need to strengthen the capacity of the middle management across the States and ensure that selection to these posts are driven by merit and competence. The need for a decentralized movement with greater community involvement was stressed upon.
 5. MHRD noted that the initiatives undertaken by the SATH-E States are aligned to MHRDs mission. SATH-E, along with the support of NITI Aayog is helping accelerate these initiatives. As most interventions are captured in the Performance Grading Index, MHRD highlighted the potential for SATH-E States to do well on the Index. It was noted that States must ensure that issues of vacancies must be addressed and care must be exerted to ensure children are not put under excess pressure during learning enhancement programs. Overall MHRD appreciated the direction of the progress made under SATH-E.
 6. The CEO, NITI Aayog commended the efforts of all the SATH-E States and the knowledge partners. He stressed the need to strengthen the media campaign around SATH-E initiatives to increase awareness of the Project as well as share best practices across the country. He highlighted that there remains a lot of ground to cover. He stressed that the focus over the next 12 months for Project SATH-E should include the following:
 - i. Creating a Jan Andolan movement to improve student learning outcomes.
 - ii. Devise a competitive ranking system among Districts, Blocks and Schools to provide an impetus for better performance.
 - iii. Moving towards a system where data-analytics, machine learning and artificial intelligence should be leveraged for child-wise tracking.
 - iv. Focus on early childhood education to ensure improved foundational learning.
 - v. Use BCG-PFEL teams more effectively in strategic thinking and data analytics related works for the Project.

The meeting ended with a vote of thanks to the chair and all the attendees.

Annexure A

List of Participants

S.No.	<u>Name & Designation</u>
1.	Shri Amitabh Kant, CEO, NITI Aayog, New Delhi – In Chair
2.	Shri Alok Kumar, Adviser (HRD), NITI Aayog, New Delhi.
3.	Shri Maneesh Garg, Joint Secretary, Department of School Education & Literacy, MHRD
4.	Shri P.K. Mahapatra, Principal Secretary (School Education), Government of Odisha, Bhubaneswar.
5.	Shri Amrendra Pratap Singh, Principal Secretary, Government of Jharkhand, Ranchi, Jharkhand
6.	Ms. Rashmi Arun Shami, Principal Secretary (School Education), Government of Madhya Pradesh, Bhopal, M.P.
7.	Shri Ashish Kumar, Director (HRD), NITI Aayog
8.	Shri Rajnish Kumar, Director, Department of School Education & Literacy, MHRD
9.	MS. Jaishri Kiyawat, CPI, Government of Madhya Pradesh, Bhopal, Madhya Pradesh
10.	Ms. J.P. Irene Cynthia, Director (RSK), Government of Madhya Pradesh, Bhopal, Madhya Pradesh
11.	Shri Bhupendra Singh Poonia, State Project Director (SPD), Government of Odisha, Bhubaneswar
12.	Shri Uma Shankar Singh, State Project Director (SPD), Government of Jharkhand, Ranchi, Jharkhand
13.	Shri Harshit Mishra, Deputy Adviser (HRD), NITI Aayog
14.	Ms. Anusha Shrivastava, Deputy Secretary, Government of Madhya Pradesh, Bhopal, Madhya Pradesh
15.	Shri K.K. Dwivedi, Deputy Secretary, , Government of Madhya Pradesh, Bhopal, Madhya Pradesh
16.	Dr. (Ms.) Bhavana Kohli, Young Professional (HRD), NITI Aayog
17.	Ms. Sarah Iype, Young Professional (HRD), NITI Aayog
18.	Ms. Seema Bansal, BCG
19.	Ms. Jasleen Turk, BCG
20.	Shri Kshitij Agarwal, BCG

21.	Ms. Aparna Bijapurkar, BCG
22.	Ms. Shweta Anand Arora, BCG
23.	Shri Shoikat Roy, BCG
24.	Shri Manmohan Singh, Director, PFEL
25.	Shri Bharat Kumar, PFEL
26.	Kumar Abhishek, PFEL
27.	Shri Ghanshyam Soni, PFEL
28.	Shri Sagar Shukla, PFEL
29.	Shri Siyaram Sharma, PFEL
30.	Ms. Sangeeta Mamgain, PFEL
31.	Shri Ashutosh Srivastava, PFEL
32.	Shri Dibyanjan Mishra, Sr. Programme Manager, Gandhi Fellow

