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**School Education and Literacy Department,
Govt. of Jharkhand**

Jharkhand Education Project Council

Improved Accountability at Field Level by consistent Monitoring

- **District Monitoring & Reviews in Jharkhand**
- **School Monitoring**
- **Virtual Field Support through Call Centre**



Improved Accountability at Field Level by Consistent Monitoring

Jharkhand has been instrumental in developing a comprehensive multi-layered monitoring ecosystem spearheaded by a -3000 member strong workforce from State to Cluster level. A strong workforce of technically qualified persons have been placed at a well equipped State Project Monitoring Unit at the Head Quarter of Jharkhand Education Project Council, Ranchi. Periodic district reviews, consistent school monitoring and virtual field support is given through the call centre established in the PMU. This has resulted into qualitative change at all levels of monitoring with improved accountability at field level. The major outcome is better schools with higher learning level of children of Jharkhand. The Major highlights are as under :-

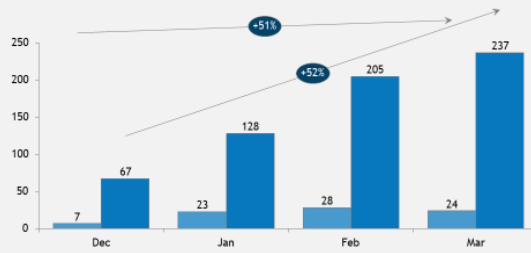
1. District Monitoring & Reviews in Jharkhand

Context

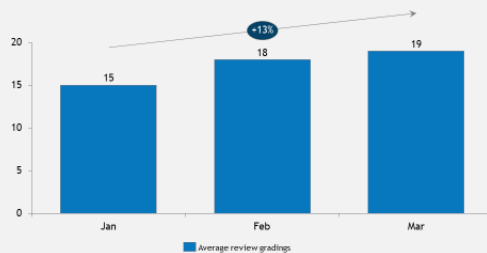
Departmental Reviews are supposed to be a common. However, most districts/blocks rarely conduct reviews frequently or in a proper manner with detailed agenda and process. In addition to this, the preparation for the meeting and reporting after the meeting had always been very sketchy leaving with limited scope to understand the decision taken (if any), information disseminated, and compliance/follow-up of the last meeting. The focus of meeting often gets diverted with multiple priorities and lack of definition of meeting's outcome. Officials prefer to stay away from Review Meetings unless it is enforced with provision of punitive actions.

In order to build a regular and meaningful cadence, Detailed Standard Operating Procedure for how a review must be conducted step-by-step was prepared and circulated to all districts and reinforced through training. Reviews are also tracked on a daily basis for both quantity and quality. The number of reviews per district and per block has shown a steady increase to the point that a comprehensive review is conducted every month. The quality of review conducted is also tracked and average review rating has also shown a steady increase over time.

Both block and district level reviews are on the rise since December



Quality of reviews are improving consistently



Review ratings

	Cr 1. DEO led	Cr 2. DC Led	Cr 3. Block led	Cr 4. DEO review quality (All blocks attended + presented)	Cr 5. DEO review quality (Best practices, challenges, action steps, compliance)	Total (25)
Sarakela	5	0	2.7	4	6	18
	Conducted	Not Conducted	5 blocks conducted	All block attend but only 3 block presented an updated document	Best Practices: 1. Academic workshop at crc level during the workshop group discussion among teachers for learning outcome of children. 2. First 2 hours are spent on GS in guru gosti. Challenges: Low Attendance, Single teacher school Action steps: Organize SMC meeting regularly, continue Prayas program, organize parents teachers meeting for sensitize the parents about Gyan setu	
Ramgarh	5	0	5	5	6	21
	Conducted	Not Conducted	Not Conducted	All blocks attend and presented an updated document	Best Practices: Gyansetu Implemented in all schools. Lesson plan implemented in some schools. Challenges: Implementation of lesson plan in all schools. Lack of dedication in some teachers. Action steps: Direction given to BEEOs/BPOs BRPs/CRPs for proper monitoring and mentoring of schools. Proper verification of schools for bronze nominations. Special efforts and monitoring of poor performing schools.	
Hazaribagh	5	0	3.1	5	5	17.7
	Conducted	Not Conducted	10 blocks conducted	All blocks did not prepare an update document	Best Practices: Parent teacher meeting monthly Challenges: Lack of training of english teacher. Action steps: Implementation of lesson plan in school regularly. Regular smc meeting and identification of poor school are to be taken action for remediation by block level official.	

15

Example from West Singhbhum:

Action Taken to Improve

1. Analysed the As-Is status of the District Review Meeting and identified 4 bottlenecks – preparation by the chairperson for the district review especially creating a talking point, support to blocks to reflect and prepare necessary documents for review, facilitate the review with focus on agenda, and documentation of review.

2. Engaged in a one-on-one conversation with District Education Officer and ADPO to scope the meeting with prior communication to all the Block offices about the expectations from them. Detailed communication along with template was shared with the blocks at least 7-10 days prior to the review.
3. Provided support to block officers to understand the expectation and help them reflect on the agenda/template for review. Capacitated the block officials to prepare for the district review with all necessary supporting as well as articulating the guidance they seek from the District Review Meeting and send the filled template to districts at least 3 days prior to the review.
4. Joint study of the Block template with DEO and ADPO to articulate the block-specific talking points and action-taken report.
5. Motivate Block Officials to crisply present the findings during the district review without apprehension and supplement them wherever required.
6. Co-facilitate the Review Meeting with the Chairperson and Organiser practising empathy and problem solving.
7. Assist in the documentation of the Review Meeting and creating system for follow-up on actionable.

Impact

1. District Review Meetings in West Singhbhum happens in the defined cadence.
2. District Review Scores of West Singhbhum is higher as compared to other districts as due SOP is followed.
3. District makes customised plans for block and sub-block-level for implementation of Gyan Setu.
4. 100% Blocks prepare the Block Review Template and share this with district in the due time.
5. 100% Participation of DEO, BEE, and BPO in the Review Meetings.
6. District Reviews are time-bound and focused on agenda circulated.
7. Review Meetings have become problem solving and peer learning forum.
8. Continuous capacity building of District and Block functionaries on conducting an effective review.
9. Felicitation of top performing blocks and setting new benchmarks.

Outcomes with anecdotes

1. Action Taken Report per block is discussed and problem solving is done.
2. Better governance has led to better performance of district and blocks.
3. Blocks have started emulating the district's practise in respective Block Review Meeting.

4. Learning Outcome Data is being regularly discussed and actioned. 2 blocks have organised Teacher's Cluster Meeting basis learning outcome data (especially in basic arithmetic operations).
5. % of Academic Monitoring by BRP/CRP has consistently met the set expectations.

2. School Monitoring

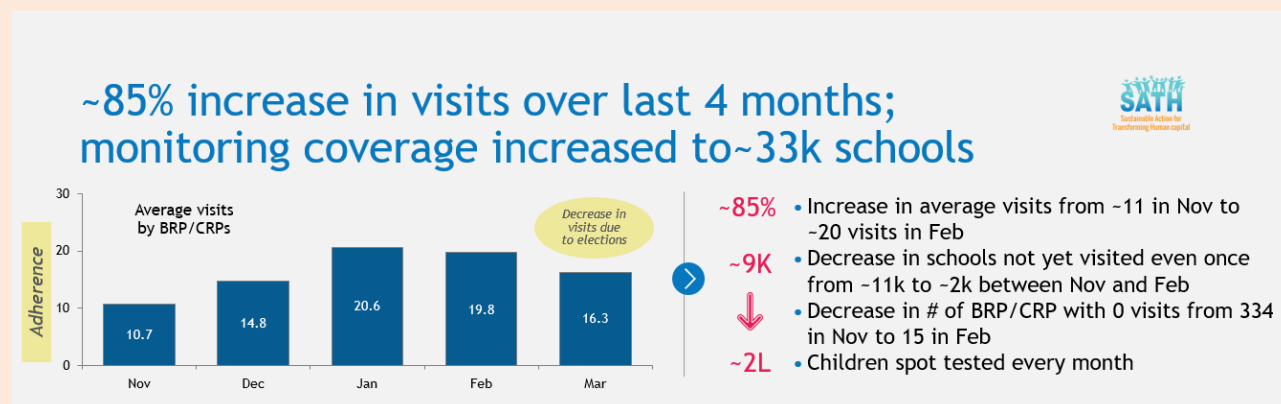
Jharkhand has been instrumental in developing a comprehensive multi-layered monitoring ecosystem spearheaded by a ~3000 member strong workforce of block and cluster level resource persons. As depicted in the figure below a functional monitoring apparatus is working at cluster, block, district and state level.

Monitoring ecosystem	State level officials (SPD, MIS team, PMU)	~50
	District level officials (DSEs, DEOs, ADPOs)	~50
	Block level officials (BEEOs, BPOs)	~500
	Block and Cluster Level Resource Persons	~3000

Resource Persons: BRP/CRPs have been the backbone of this monitoring ecosystem. Back in August, 2018 there was limited accountability of the BRP/CRPs on school visits and monitoring due to multiple factors. First, the visits were recorded on paper and there was no digital platform to upload this data real time from the schools. Second, the cluster of schools in Jharkhand were such that each cluster had 20-25 schools with multiple CRPs allocated to each cluster and hence there was no single point of accountability for these cluster of schools. As a result a comprehensive exercise was carried out in September, 2018 where the clusters were re-designed and one CRP was made accountable for each cluster of 18-20 schools. These clusters were designed keeping in view the village panchayats which could ensure an effective overlap between the two units. Additionally, a BRP/CRP rationalization exercise was also carried out to identify areas with surpluses and vacancies and subsequently surplus BRP/CRPs were transferred. In parallel, a one month residential training was organized for the ~3000 BRP/CRPs centrally in Ranchi to train



them on using the tablets provided to them, using the monitoring application in the tablets and the best practices of monitoring schools, testing learning level of students etc. BRP/CRPs were given a target of 24-30 visits per month. From Nov onwards, their visits to schools has seen a positive upward trajectory as shown in the figure below.



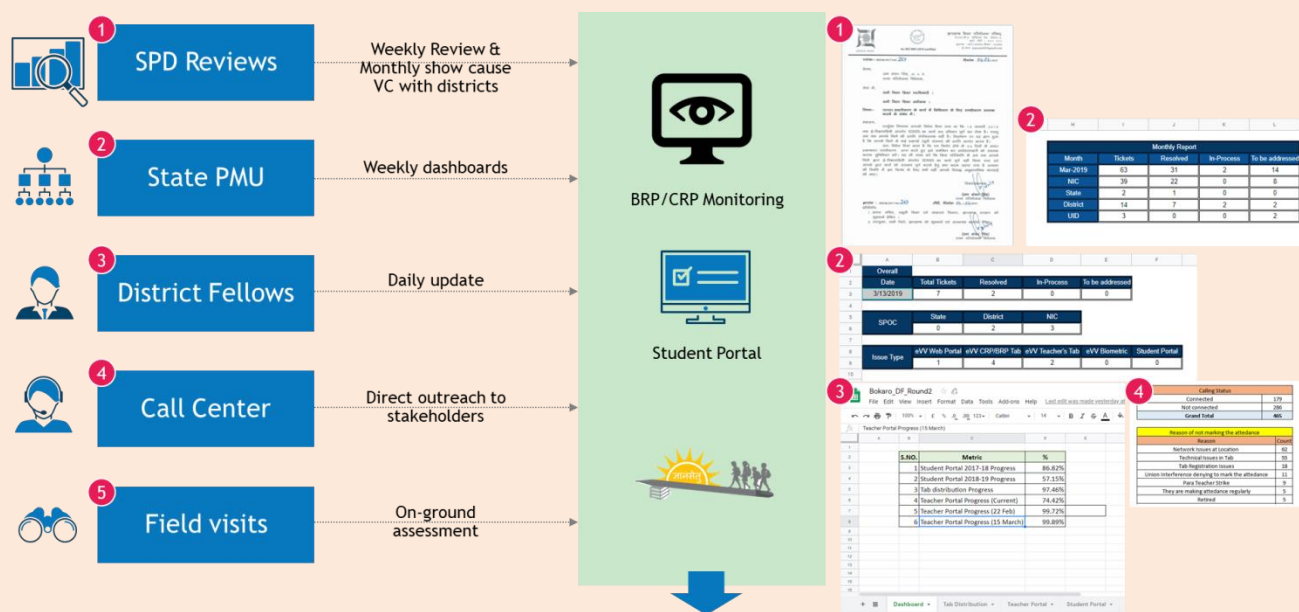
~3000 BRP/CRPs are visiting ~18-20 schools every month covering ~30,000 schools. This has seen a jump of ~85% since November, 2018. The coverage has improved massively with only ~2k schools left untouched. This has been a result of vigorous follow up by the State where inactive BRP/CRPs (with 0 visits in a month) are being tracked regularly since November, 2018 through the call center/PMU and adequate steps have been taken to activate them. As a result, the number of inactive BRP/CRPs recorded has fallen drastically from 334 in Nov to 15 in February. The impact of this activated and functional monitoring apparatus has been manifolds. Some of them are listed below:

- The biggest impact of these visits have been collecting the learning level data of students from the school. BRP/CRPs test 3 students in every school visit which amounts to ~2L students tested every month and provides an opportunity to capture monthly improvement in learning outcomes.
- BRP/CRPs have been able to validate teacher and student data and attendance in schools. This has been extremely useful in updating databases and keeping a track of attendance in schools.
- The other big impact of these school visits has been a real time status of implementation of key initiatives such as Gyan Setu (LEP) in Jharkhand. This has helped us identify and focus on areas where implementation has been weak.
- Additionally, we have captured updated data on status of infrastructure in schools including data on toilets, drinking water, classrooms, boundary walls in school etc.

Additionally, in order to ensure adherence and quality in the school visits by BRP/CRPs multiple steps have been taken including monitoring geo-locations of BRP/CRPs centrally to ensure the data is recorded from school premises only.

Block and District officials: Block and district officials play a critical role in being the link between the on-ground workforce of BRP/CRPs and the State. Tablets have been provided to key block and district officials such as BEEO, BPO, ADPO, DSE, DEO with a mandate to do school inspections regularly. This exercise has been recently started and a plan has been put in place to ensure all key officials are in the field visiting schools for at least 4-5 days a month. Apart from that, districts and blocks play a critical role in reviewing the adherence of BRP/CRPs to their target. DCs are also being engaged regularly to improve field implementation.

State: The state monitoring apparatus comprises of multiple stakeholders as depicted in the figure below.



An extensive exercise was undertaken to set up a 50 member strong PMU after interviewing more than 200 candidates. The PMU has been structured as a 20 member State PMU and 30 member District Fellows which are stationed in 24 districts. In addition to that there is a 15 member call center which supports the monitoring ecosystem through toll free numbers. Every critical outcome is monitored through a multi-step process. An example is provided below:

- Gyan Setu (LEP) Implementation: BRP/CRPs visit the schools to check the status of implementation of Gyan Setu. They enter data on GS on a daily basis on e-Vidya Vahini application which is available real time to the State. This is monitored by the PMU. Every week PMU takes out a report from the e-Vidya Vahini dashboard, does a second round of verification through the call centers. This in turn is taken to SPD reviews and actions are taken for weak districts. Additionally, a team from the State also does field visits to further corroborate the data available on e-Vidya Vahini platform. An outcome of this robust process has been positive improvement in learning levels.

Going ahead, the vision is to sustain this monitoring ecosystem by ensuring an active workforce both on ground (BRP/CRPs, District Fellows etc.) and at State level (PMU, SPD reviews). The

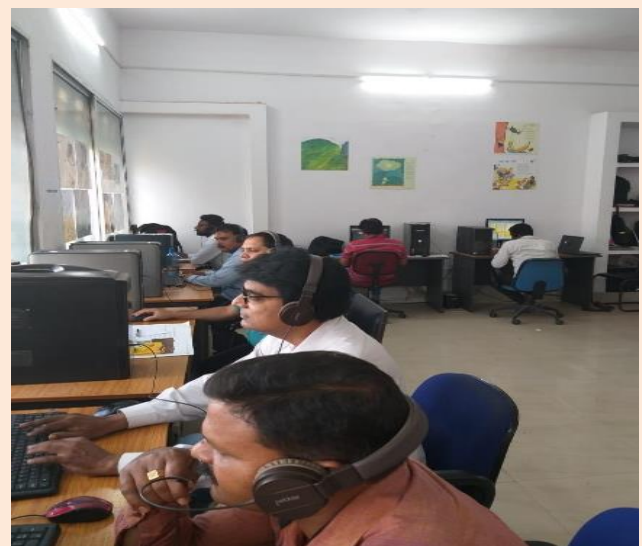
presence of an activated monitoring system has direct impact on every single aspect of functioning of schools where any grievance is highlighted in real time to the highest authority and there is complete transparency to resolve it in pre-defined timelines.

3. Virtual Field Support through Call Centre

Executive Summary

The Jharkhand Education Project Council currently has an operational call center acknowledged as Virtual field support which conducts over 600 calls every week. The call center collects and delivers critical time-sensitive information across the state by directly calling the responsible officer instead of a multi-level communication channel, thereby reducing the time taken for a response or information dissemination manifold. Additionally, the direct response from the field allows the state to verify and test the validity of several data points for key initiatives. Further, it communicates the focus of the state all the way to District /block/cluster officials to encourage them to show results and to demonstrate the state's seriousness towards various initiatives. State officials prepare briefings for the call center on their expectations, and the call center constantly corrects its process through regular feedback during the life of a call cycle. Through the life of the call center, the government has leveraged its short turnaround time for better planning and to successfully develop proposals for several key initiatives in a faster timeframe.

Pictures: VFS inside the JEPC premises



Objective & Vision

Virtual Field Support (VFS) is an initiative aimed at creating large scale impact, reducing people dependency, and reaching out to remotest locations with the help of tech-based support system. The initiative also promises to empower women by creating job opportunities. Vision of virtual field support is to take advantage of technology to support the district and block level education functionaries and also the school teacher and administrators, which is implementing all the

programs at ground level affecting child learning. It defines itself as one of the ways that support through the call where directly frequent interaction between individuals or with a group is not feasible.

Through Virtual Field Support, we are talking about a call center which literally provides an educational collaboration, support, monitoring, communication and verification of information over call.

The school education system itself is a very wide canvas and so it is challenging to reach all schools/Clusters/Blocks in a regular interval, and understand their needs, challenges and provide consistent support to them. Through this virtual field support, we can observe, monitor and provide them instant solutions to mitigate their challenges specially to those schools, clusters and blocks who are situated in remotest locations. One of our motives for virtual field support is that we keep information and feedback about every initiative and activities or compliance from the concerned persons through the calls to individuals. Through call centre, we have created an aid system in school education that can continuously co-operate in monitoring the successful execution of various state-run programs specially Gyansetu, e-VidyaVahini etc. The call centre supports the state initiatives in field level verification and cross verification for it's smooth and quick implementation at district, block, cluster and school level. It also helps the officials at various levels for generating reports and queries or assistance both for academic and administration.

Purpose Served by the VFS

- Using the call center as a means for communication serves many objectives for the state, such as:
- Data collection directly from the ground instead of a multi-level communication channel
- Information dissemination and data collection in a much speedier manner.
- Constant follow-up calls in case the issue requires multiple reinforcements
- Reflection of the urgency and importance due to the direct communication from a high level
- Higher onus on the respondent to provide an answer in a shorter timeframe

The call center provides a faster communication channel to the state as opposed to other means. The direct call from the State Projector Director's wing through the call center to schools, block and cluster officials effectively communicates the state's commitment towards various initiatives and ensures every official is dedicated to their role. It effectively demonstrates to the schools and officials the importance placed by the high administrative bodies of the state on proper functioning and implementation.

Current Setup and Process

The call center has a Program manager responsible for developing the data collection template, delegating tasks, and troubleshooting in cases of non-responsiveness. Program manager is provided with a weekly work plan with details of outbound calls to be made (example in Figure

1 below). Under the supervisor, there are trained Calling associates & CRPs responsible for placing calls to identified recipients for data collection or providing information.

Once a data collection or information dissemination need is identified, the call center is given a set mandate with enough context to talk to the call recipient. Based on the nature of the request, the callers are either given a data collection template to record answers in or a script to inform call recipients regarding a time-sensitive matter. The data collection process includes:

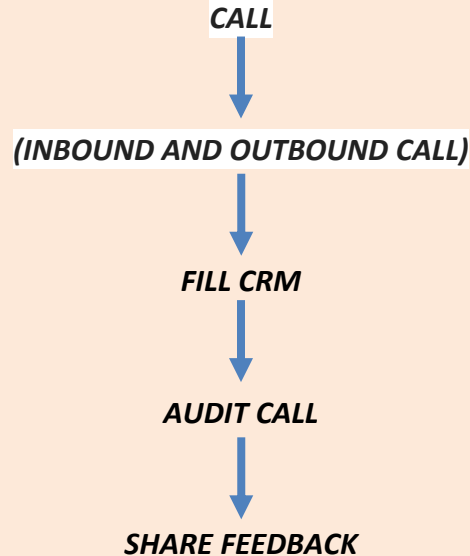
- Training on guidelines for data collection and the template to record responses
- Initiating calls to the field by the call center and data collection
- Verifying whether data is recorded in the required format
- Correcting data recording process based on the feedback
- Continuing data collection until specific date and regularly sharing data collected

Module	Sub-Module	Task	Additional Task	Calls to	Resource	Min Calls Expected	Output Expected
Gyan Setu	Gyan Sethu Requisition/ Gyan Sethu Certification	Need to call and ask to share the Gyan sethu books requisitation report and Changes in the school list of Gyan Sethu Certification		ADPO/DE EO	2	All District need to completed	NA
	TOP/Bottom Performing Schools	Need to confirm the MOM/Report on the meeting conducted with TOP & Bottom Schools. Also need to confirm the if any					
	Random call to CRP/BRP	Random call to CRP about the Gyansethu status conducted in the school		BRP/CRP	2	38	Reason of find out Gyansethu not conducted
EVV	0 visit Feb	Calls for verification of 0 visits		BRP/CRP	2	150	Reason for not visited any school
	Invalid school	Need to call ACP/ADPO/DF to check invalid schools tagged to BRP/CRP		ADPO/ACP/DF	1	10	Correct DISE code of the schools
	Mapping	Need to call each BRP to confirm the status of the mapping	Support on Mapping as required	BRP/CRP	7	350	List of mapping issues with resolution status; sorted district-wise also; Expected 50% resolution per week
Total					14	548	

Figure 1: Example of weekly work plan

Technical process

In VFS calling associates are the key players. They operate inbound and outbound call and also cross verify whether their problem is solved or not? Our inbound and outbound calls are recorded with proper information of individual callers. We make a call with the help of Ameyo software and as per record we also fill CRM (customer relationship management). The complete calling procedure and CRM review can be described as below-



Process: Working environment

VFS is established in the Premise of Jharkhand project of education council Building Ranchi, In Joint collaboration with JEPC and Piramal Foundation. The working atmosphere of VFS is an example of a conducive work culture, where a total of 23 people, 11CRPs male members from government side and 11 female members from the Piramal Foundation along with one supervisor working closely to inspire peer learning and to provide support and guidelines to each other. Everyone works in a collaborative mode, for the development of their own skill & understanding and ensuring the ownership of the work. Time to time JEPC officials also monitor the functioning of call center and verifies the call quality.



Detail of calls till date:

	Connected	Not Connected	Total	Average Handling Time per Call
Inbound	481	297	778	2.34 Sec
Outbound	4740	8524	13264	2.43 Sec

Nature wise Outbound Calls:

Type	Subtype	Count of Calls	% of Calls
Gyansetu	Gyansetu Compliance (Teachers & BRP/CRP)	744	15.70
	District Review	93	1.96
	Gyansetu Poor Performance Schools	319	6.73
	Block Review	83	1.75
	Lesson Plan knowledge test of Teachers	171	3.61
E-VidyaVahini	Mapping confirmation to BRP/CRP	2136	45.06
	SD-MIS	261	5.51

	BRP/CRP Understanding of EVV Questions	122	2.57
Administration	School not functioning Compliance	219	4.62
	Schools not making attendance in Tab	232	4.89
Others	Logistic Survey calling to BPO's	360	7.57
Total		4740	100

Way Forward

- Currently VFS is engaged in gathering and Verifying the information from field. In future it is strengthened to provide the Academic support to teachers/Headmasters/CRPs/BRPs for vibrant Class Room transaction or Activities to achieve the desired output at school level.
- VFS Will help in developing CRM (customer relation Management) portal for capturing the data of all officials and Teachers working in school education system, so that all the data will be available at one place.
- VFS Will provide Voice of customer or Voice of field members regarding their issues/needs so that the state, Division, District level administrative and academic officials can develop their support accordingly.

