



From Data-Rich to Decision-Ready: Strengthening FLN Implementation through a Government Monitoring System in Jharkhand

Theme: Evidence on core components of evidence-based approaches and evidence use for programme decision-making

India's Education System & Jharkhand's FLN Delivery Structure

NATIONAL TOTALS · UDISE+ 2024-25

1.47MM schools nationwide

246.9MM students nationwide

10.12MM teachers nationwide

GOVERNMENT SCHOOLS TOTAL UDISE+ · 2024-25

60% of all schools

51% of all students

51% of all teachers

Source: UDISE: Unified District Information System for Education, 2024-25 (Ministry of Education)

JHARKHAND STATE TOTALS · UDISE+ 2024-25

24 districts

19 aspirational districts

264 blocks

2,273 clusters

35,454 government schools

113,124 teachers in government schools

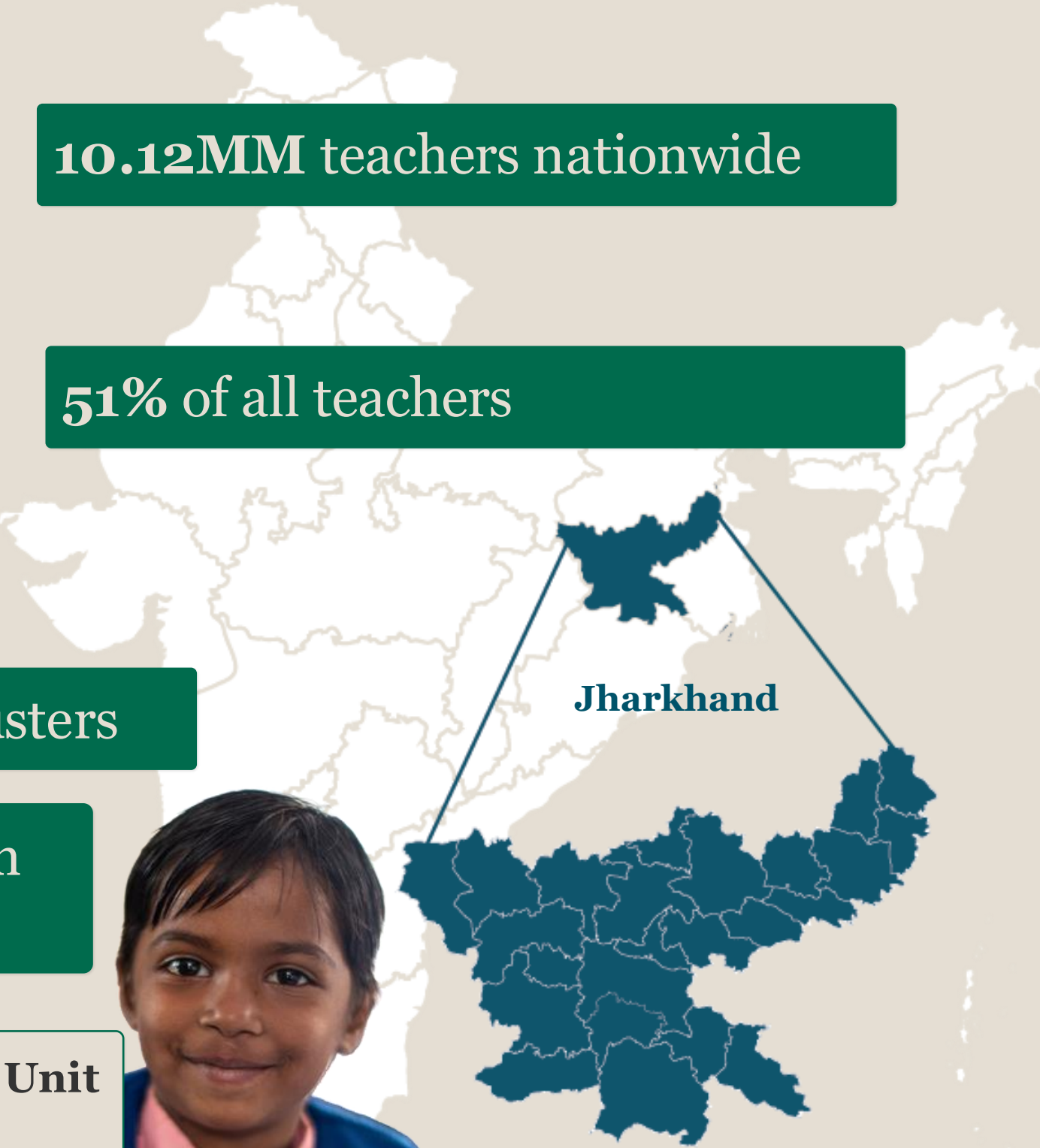
4.74MM students in government schools

Jharkhand Education Project Council (JEPC)

Jharkhand's state implementing agency for Samagra Shiksha, responsible for planning and delivery of key school education initiatives.

State Project Management Unit (SPMU)

Established under JEPC in 2025, the State Programme Management Unit strengthens FLN implementation through data-driven planning, monitoring and system support.



State Project Management Unit (Quality Education)

KEY DOMAINS

OBJECTIVES

VISION



**Curriculum
and Content**

System strengthened with sustained and dynamic knowledge for developing relevant and quality TLMs for all primary grades to improve SLOs



**Educator
Training and
Coaching**

Institutionalized effective training programs for educators and key stakeholders leading to improved classroom teaching practices and quality student learning



**Delivery
Structures**

- Achieved on-ground implementation fidelity through effective cascade of activities supported by a regular and comprehensive feedback mechanism
- Momentum for FLN outcomes built by encouraging innovation among districts and encouraging government stakeholders through DIC intervention



**Research
and Insights**

Improved evidence generation and data informed decision-making through effective use of monitoring and assessment tools and diverse data

**Strategic
Communication**

Increased prioritization of quality education goals enabling stakeholders to actively champion and drive change within the educational ecosystem

**By 2030,
through
system
strengthening,
all children at
the end of
Grade 5,
achieve grade
appropriate
competencies
across the
state of
Jharkhand**



e-Vidya Vahini (eVV)

e-Vidya Vahini (eVV) is the Government of Jharkhand's digital school monitoring platform — the state's system of record for school and classroom-level data.

35,454 schools on the platform

2,499 CRPs and BRPs

113,124 teachers (all grades)

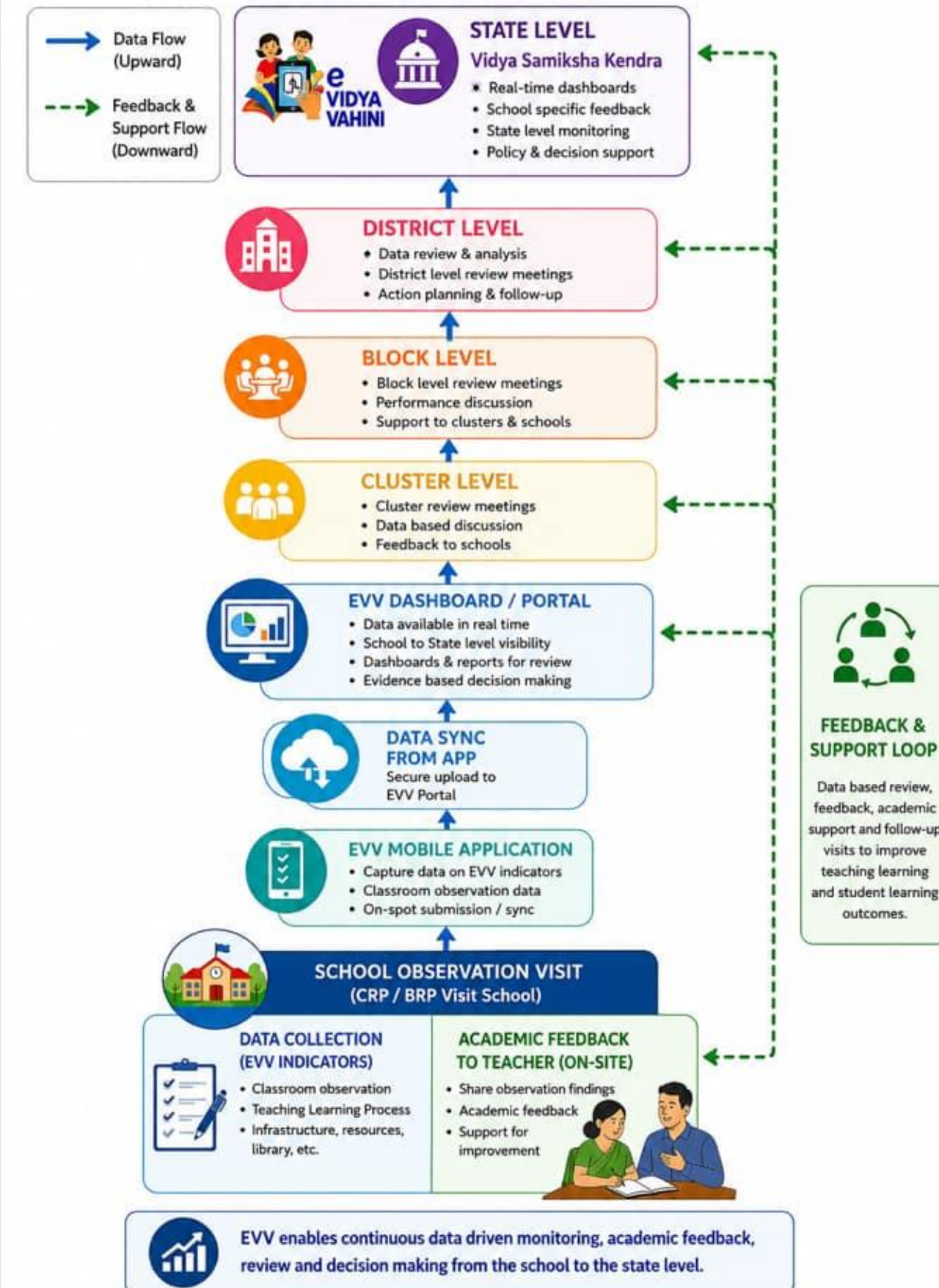
4.74MM students

A Cluster Resource Person (CRP) and Block Resource Person (BRP) forms Jharkhand's school monitoring cadre. This cadre visits schools, observes the classroom against structured indicators, logs it on eVV, and gives the teacher on-the-spot feedback, feeding data into cluster-to-state review meetings.

The entire data flow and feedback and review mechanism is illustrated here

EVV (E-Vidya Vahini) – Data Flow, Feedback & Review Mechanism

Continuous data driven monitoring and academic support for better learning outcomes



From collecting data to generating useful evidence

The redesign started with the decisions the system needed to make

Diagnose

Review existing monitoring data

What was being captured?

Validate

Observe classrooms & shadow CRPs/BRPs

What was missing?

Redesign

Refine indicators with users

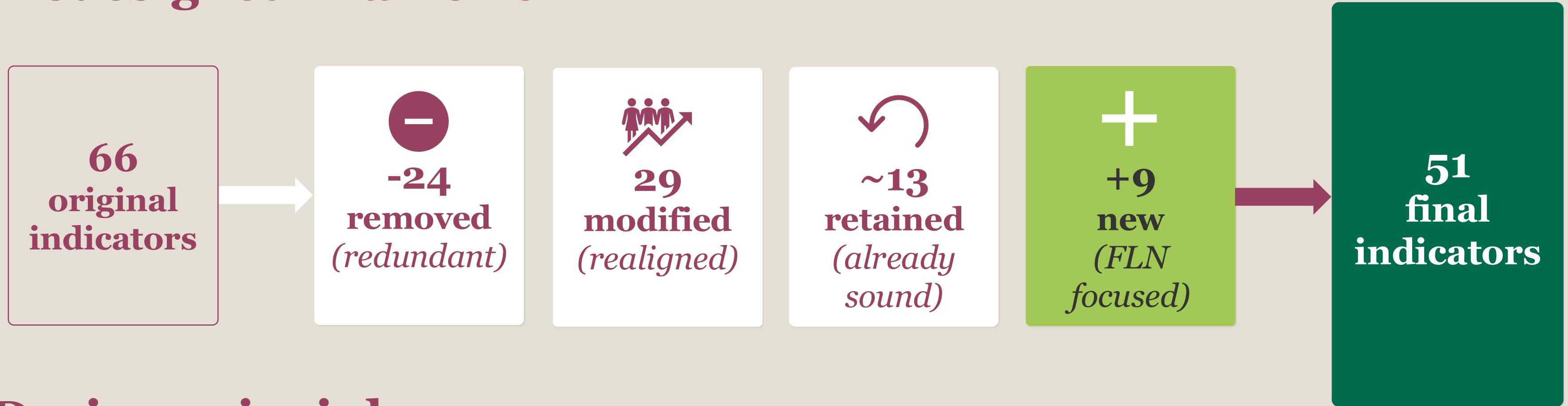
What information would enable action?

We designed the indicators backwards — from the action we wanted the data to enable.

Data review + field observation + stakeholder consultation + iterative refinement



Redesigned Framework



Design principles

Fewer, prioritised indicators

Focus observation on what matters most.

Aligned to FLN competencies

Capture the classroom practices linked to foundational learning.

Observable and actionable

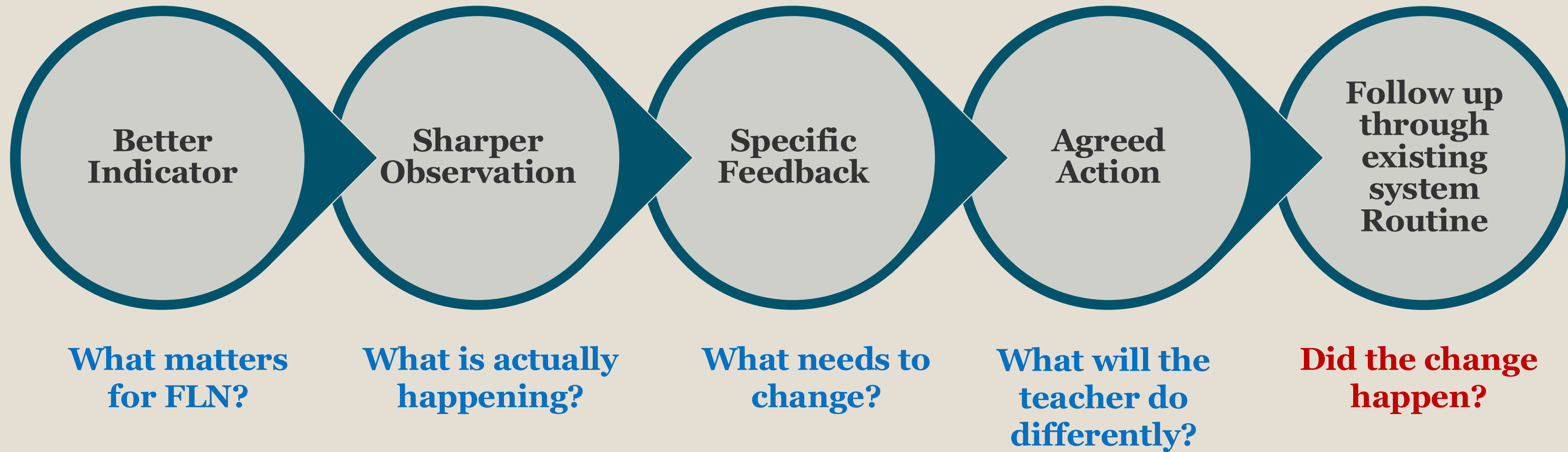
Capture things a CRP/BRP can see and discuss.

Simple enough to use

Enable confident use by the middle-tier cadre

We changed the instrument, not the architecture.

The Data-to-Action Loop



The unit of change is not the indicator. It is the data-to-action loop.

When monitoring becomes a tool for instructional improvement

Early signals from the system

Hazaribagh | Two observation cycles | Nov–Dec 2025

**Practice
time**
62% → 65%

Scaffolding
31% → 37%

**Lesson-plan
adherence**
27% → 32%

**Use of
teacher
guides**
21% → 28%



And the story travels beyond Jharkhand because eVV is:

1. Government-owned

2. Embedded in existing system

3. Middle-tier as users, not just limited to data entry

4. Fuels data-driven decisions

From a monitoring system to a learning system

SEE

Better classroom-level information

INTERPRET

Identify patterns, gaps and priorities

ACT

Target academic support and agree actions

LEARN

Refine practice — and refine the indicators

The next frontier

- Dynamic dashboards for review meetings
- Stronger feedback loops
- Continuous indicator refinement
- Peer learning and support for CRPs/BRPs

A strong monitoring system should not only measure implementation. It should help the system learn how to improve implementation.

Thank you

Questions & Discussion



“One of the best parts of the revised eVV is that it reflects the suggestions shared by CRPs and BRPs. This has made it more relevant to the actual field realities. I believe the improved version will help all of us collect quality information and data.”

Cluster Resource Person (CRP),
District-Simdega, Jharkhand



“Strengthening eVV was something we had been looking forward to for a long time. The new indicators, especially those related to library and classroom sessions, make the tool much more relevant. It also motivates us to continuously strengthen our own capacities so that we can support teachers more effectively.”

Cluster Resource Person (CRP), District-Bokaro, Jharkhand