

NITI for States



VIKSIT BHARAT STRATEGY PLATFORM

Choose a Topic



SECTORS



DEMO USE CASES



*ASPIRATIONAL
DISTRICTS PROGRAMME*



*ASPIRATIONAL
BLOCKS PROGRAMME*

Choose a sector to explore use cases



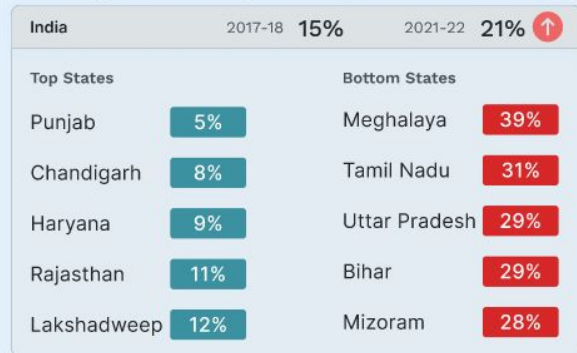
Choose a Use Case

How to reduce secondary school
Dropout Rates in your district?

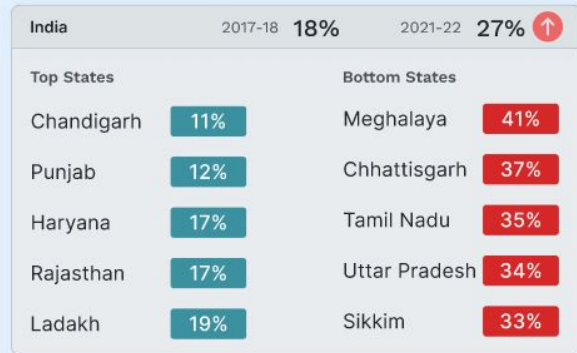
How to improve Learning Outcomes in
your district?

How to improve Learning Outcomes in your district?

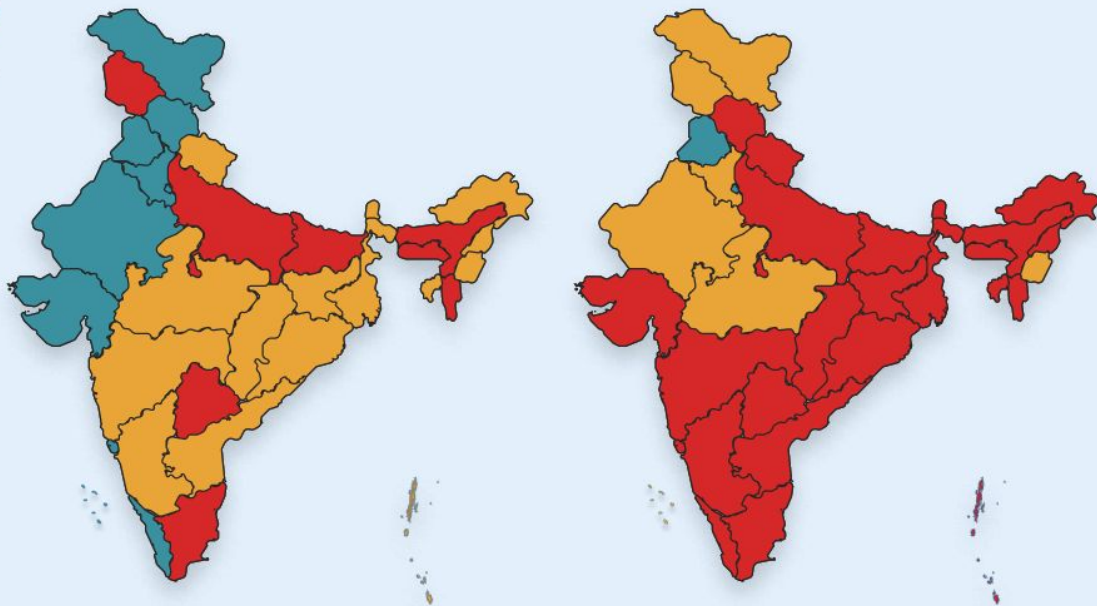
Percentage of students performing below basic in Language, Class 8



Percentage of students performing below basic in Maths, Class 8



Learning outcomes, as per the NCERT framework, are assessment standards that define the expected level of learning that children should achieve in a class.

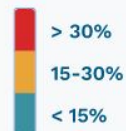


Percentage of students performing below the basic level in Language (Class 8)

Percentage of students performing below the basic level in Maths (Class 8)

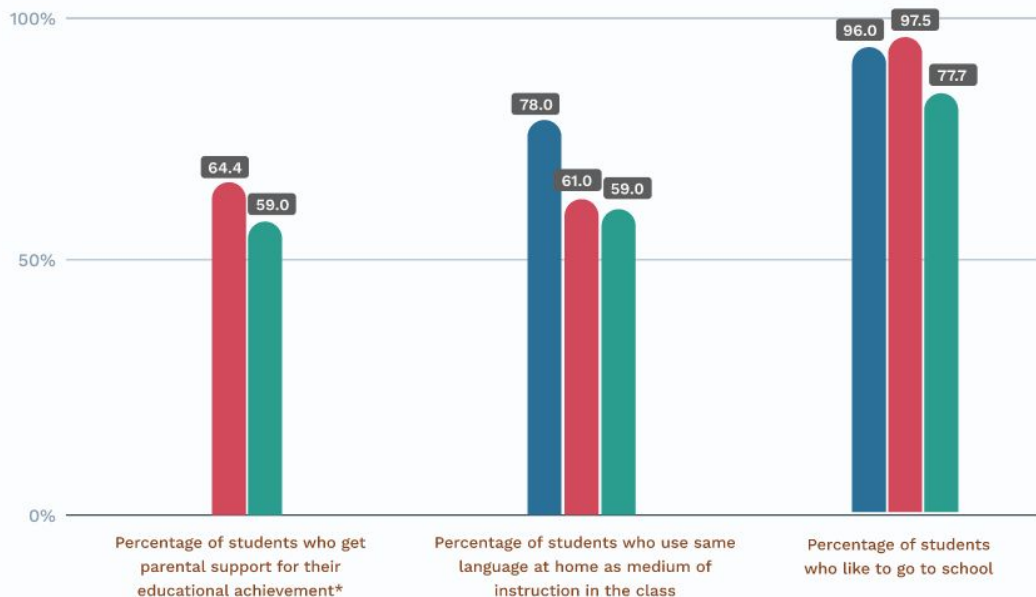
Why Class 8?

Class 8 outcomes highlight cumulative learning gaps at the primary school level, necessitating targeted interventions to prevent dropouts as students graduate to secondary classes and to prepare students for future opportunities.

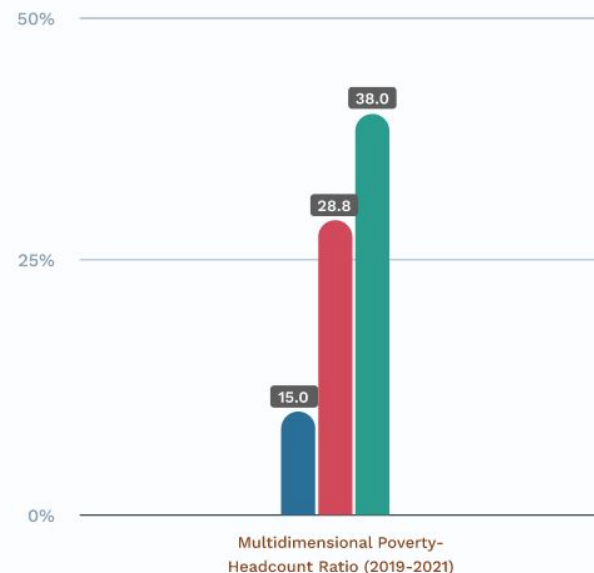


Behavioural and Economic Factors

- Only 59% of children in Dumka receive parental support. Increasing this can enhance children's motivation, and improve their learning outcomes.
- Dumka needs to improve the alignment of home language with classroom instruction, as it enhances student understanding and engagement, leading to better learning outcomes.

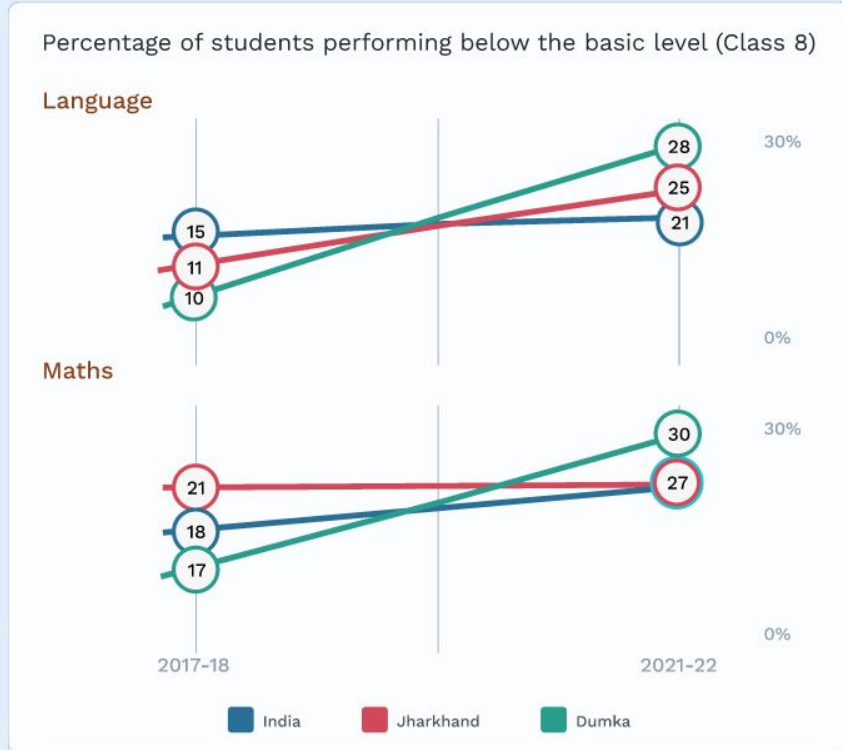


Poverty in Dumka is nearly 3 times that of India's. Financial constraints affect school attendance leading to poor academic performance.



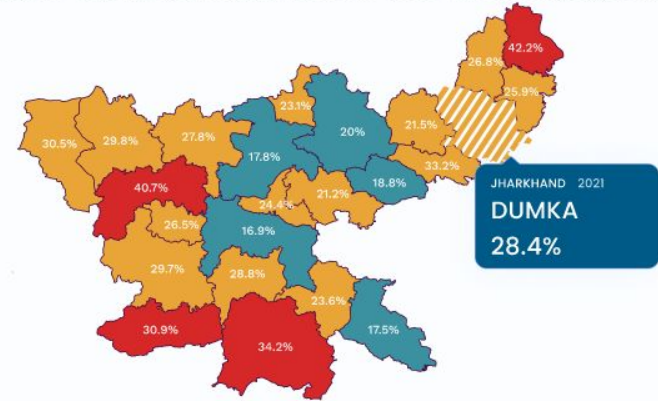
*Jharkhand's value is the average of all districts in Jharkhand, India's value is average of all states values

From 2017-18 to 2021-22, the percentage of students performing below the basic level in Class 8 increased across India, Jharkhand and Dumka highlighting the learning setbacks caused by the COVID-19 pandemic.

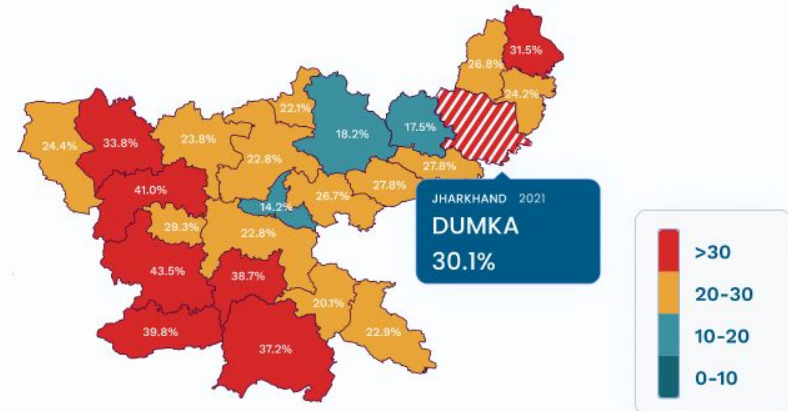


Data Source | National Achievement Survey, 2021

Percentage of students performing below the basic level in Language (Class 8)



Percentage of students performing below the basic level in Maths (Class 8)



Factors Impacting Learning Outcomes

PHYSICAL INFRASTRUCTURE

% of schools approachable by all-weather roads

% of schools with functional toilets

% of schools with electricity connection

% of schools with libraries

DIGITAL INFRASTRUCTURE

% of schools with adequate audio visual resources

% of students having access to digital devices in the school

% of schools with computers

% of schools with internet facility

% of students with internet connectivity at home

TEACHING QUALITY

% of teachers participated in professional development program

% of teachers with adequate instructional material and supplies

% of students who understand what teachers teach in class

Pupil teacher ratio at upper primary level

BEHAVIOURAL AND ECONOMIC

% of students who get parental support for their education

% of students who use same language at home as medium of instruction in the class

% of students who like to go to school

Community engagement

Multidimensional Poverty Index

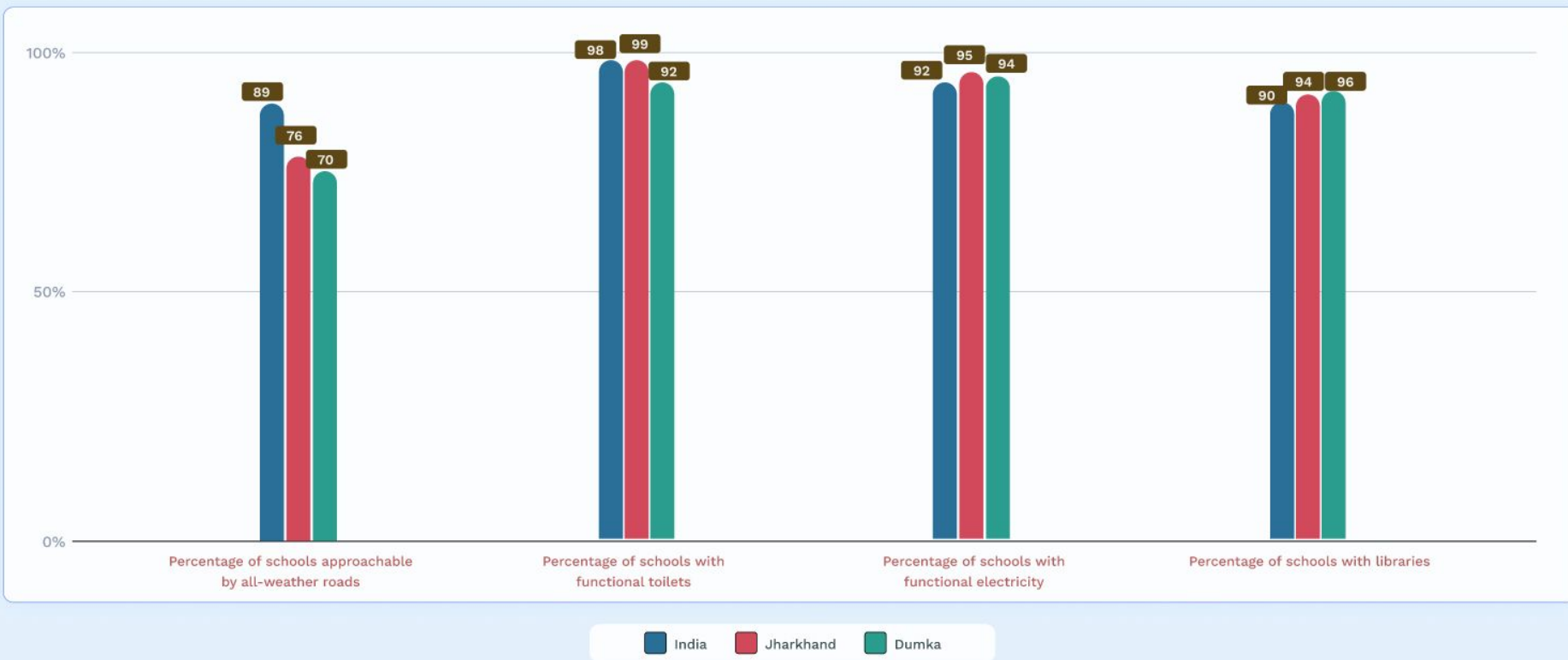
■ Low Performing Indicator

■ High Performing Indicator

■ Insufficient Data

Physical Infrastructure

Dumka has lower percentage of schools approachable by all-weather roads and functional toilets compared to state and national average, affecting regular attendance of students in the schools. The district is doing fairly well on other infrastructure parameters indicating limited need for intervention.



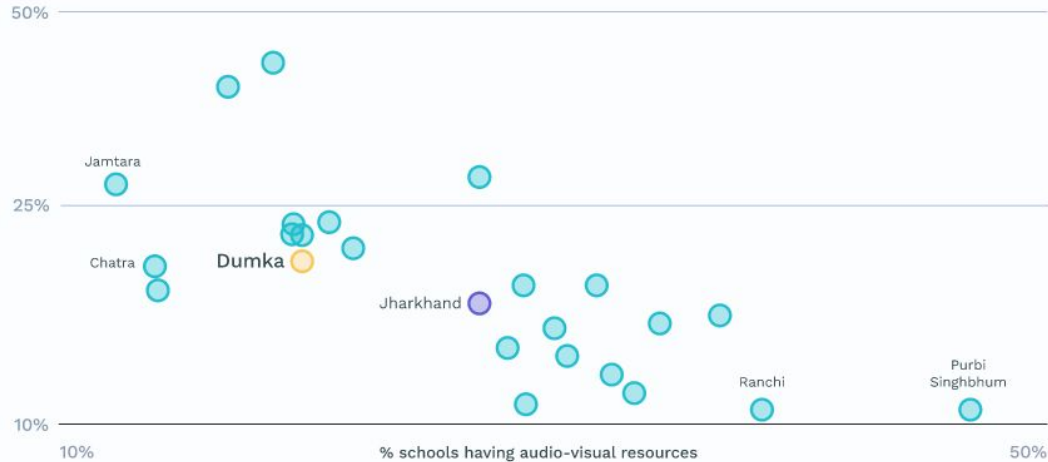
Digital Infrastructure

There is strong evidence to suggest that providing better Audio-Visual (AV) resources, digital devices and interactive multimedia content enhances learning outcomes by making education more engaging and effective. However, in Dumka, only 21% of schools have adequate AV resources.

Impact of having adequate audio-visual resources to learning outcomes

● indicates districts in Jharkhand

% below basic level
(Language)



Percentage of schools having adequate audio-visual resources

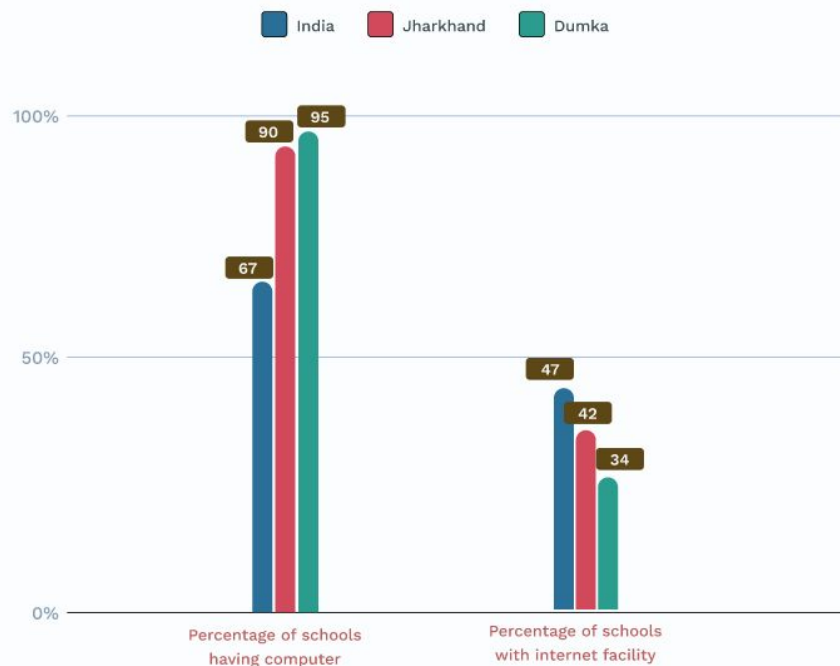
■ Jharkhand ■ Dumka



Digital Infrastructure

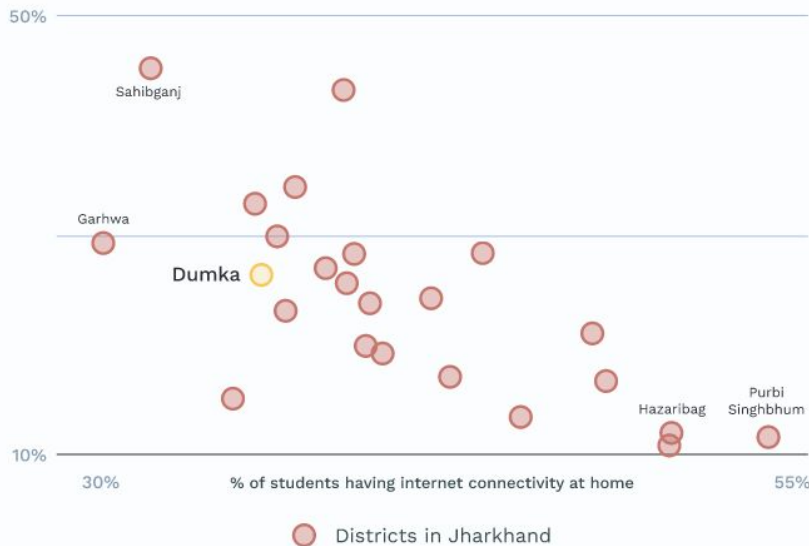
The low internet availability in the schools in Dumka (34%) indicates that while computers are present, limited connectivity restricts their full potential for enhancing learning. Strong evidence from Jharkhand districts suggests that home internet connectivity enhances learning outcomes by enabling access to online resources and supporting independent learning. However, in Dumka, only 37% of students have internet access at home.

PERCENTAGE OF SCHOOLS HAVING COMPUTERS AND INTERNET FACILITY



IMPACT OF HAVING ACCESS TO INTERNET CONNECTIVITY AT HOME TO LEARNING OUTCOMES

% of students performing below the basic level in language (Class 8)



Teaching Quality

- Teacher participation in professional development programs in Dumka is at 56%, highlighting the need for improvement to enhance teaching quality and foster innovative, research-backed approaches.
- The low availability of instructional materials for teachers in Dumka limits their ability to deliver effective lessons, impacting student learning outcomes.

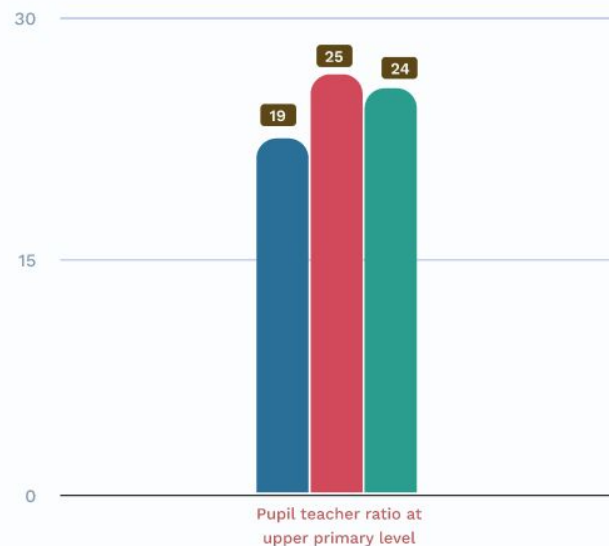


Highest (Garhwa, Jharkhand) 77%

Highest (Purbi Singhbhum) 43%

Highest (Hazaribagh, Jharkhand) 78.3%

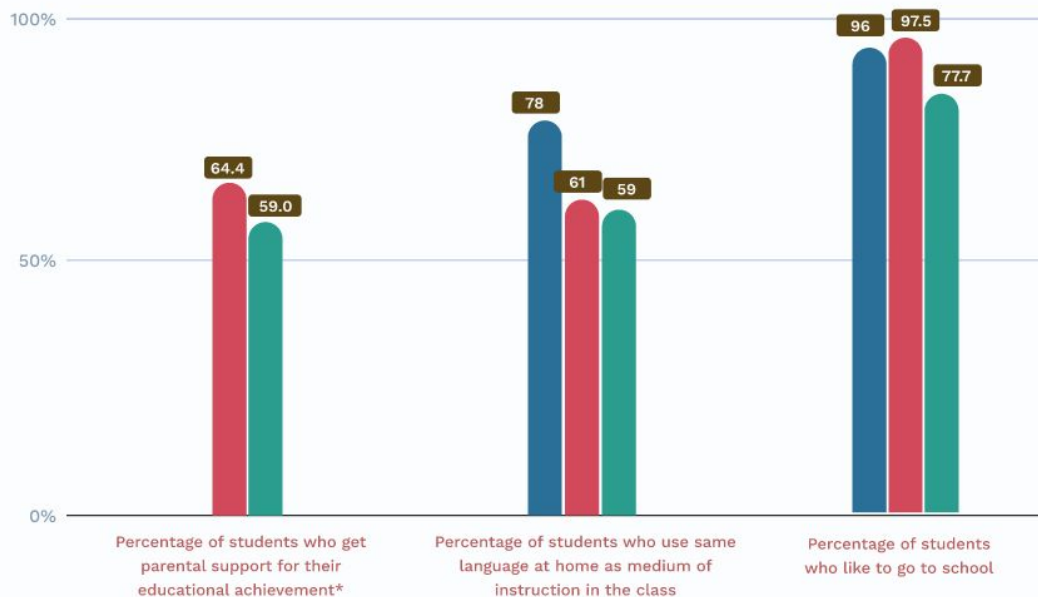
Jharkhand and Dumka perform well in pupil-teacher ratios, which supports effective classroom management and enhances learning outcomes



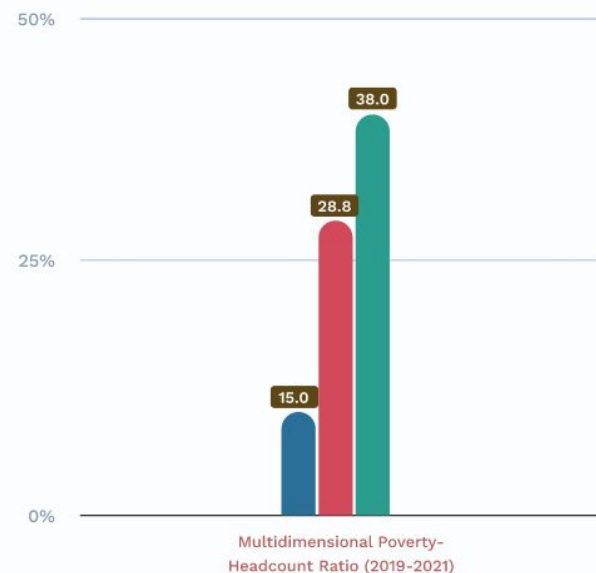
Recommended PTR at upper primary level 35:1

Behavioural and Economic Factors

- Only 59% of children in Dumka receive parental support. Increasing this can enhance children's motivation, and improve their learning outcomes.
- Dumka needs to improve the alignment of home language with classroom instruction, as it enhances student understanding and engagement, leading to better learning outcomes.



Poverty in Dumka is nearly 3 times that of India's. Financial constraints affect school attendance leading to poor academic performance.



*Jharkhand's value is the average of all districts in Jharkhand, India's value is average of all states values



Recommendations to improve Learning Outcomes in Dumka district

Digital Infrastructure



Increase internet connectivity in schools and provide digital devices to bridge gap in access to online resources. Equip classrooms with adequate audio-visual resources and multimedia content to support interactive learning



Tiruvannamalai District, Tamil Nadu



Leverage video sharing and streaming services to facilitate anytime-anywhere learning.



Purnia District, Bihar

Teaching Quality



Increase teachers' digital literacy and comfort with digital infrastructure in classrooms.



Tiruvannamalai District, Tamil Nadu



Provide annual training to subject teachers on innovative methods for teaching to enhance students' learning, retention, and application



Meghalaya



Provide adequate instructional materials, digital tools and vernacular content to empower teachers to deliver engaging lessons.



Prioritise teaching in child's home language, particularly in tribal areas where language barriers exist.

Social & Behavioural



Improving student engagement by promoting activity-based learning and encourage children to apply lessons to real-world contexts; train teachers to incorporate play-way methods.



Madhya Pradesh



Ensuring parental involvement through workshops, exhibitions showcasing students' achievements, and School Management Committee (SMC) meetings. SMC meetings should involve community leaders and block/district officials to co-create actionable solutions.



Fatehpur District, Uttar Pradesh

Find Recommendations & Best Practices



Unnayan Purnia: Empowering Education through Technology

📍 Purnia District, Bihar

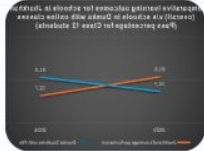
Digital Infrastructure North Zone



Jodo Gyan - Enhancing Mathematics Teaching in Meghalaya

📍 Meghalaya

Teacher Quality Student Engagement
East Zone



Edtech: Improving Pass Percentage of Board Students through Online Classes

📍 Dumka, Jharkhand

Digital Infrastructure Student Engagement
Central Zone



Dakshata Unnayan: Improving Learning Outcomes through Activity-Based Learning

📍 Madhya Pradesh

Teacher Quality Student Engagement
Central Zone



Improving Quality of Education in Government Schools through E-Learning

📍 Tiruvannamalai District, Tamil Nadu

Digital Infrastructure South Zone



Mission Sankalp: Transforming Education in Fatehpur through Innovation and Communities

📍 Fatehpur District, Uttar Pradesh

Digital Infrastructure Student Engagement
North Zone

Choose a Best Practice for more details

UNNAYAN PURNIA: EMPOWERING EDUCATION THROUGH TECHNOLOGY

AIM

Addressing poor learning levels, high dropout rates, and limited quality teaching resources

STRATEGY

Live streaming and pre-filming classes to facilitate students to study “anywhere-anytime”

INTERVENTIONS

High quality, motivated and well qualified teachers filmed classes in a state of the art studio for classes 9 -12. Classes live streamed to classrooms across the district and also made available through social media platforms across 265 high schools via "Unnayan Smart Classes" and social media platforms like YouTube and Facebook. The program offered a structured approach with a main course from April to December, a crash course from December to January, test series, MCQ practice, and evaluations

OUTCOMES

Cumulatively 11.7 million views on classes. Purnia District Topper a student of Unnayan Purnia. The

REGION

Purnia District, Bihar

FUNDING

YEAR

Started in 2023



KEY RESULTS



Program covered grades 9-12, offering online classes through a structured approach with 11.7 million cumulative views and top 30 students scoring an average of 88% in Class 10

EDTECH IN DUMKA: IMPROVING PASS PERCENTAGE OF BOARD STUDENTS THROUGH ONLINE CLASSES

AIM

Improve board exam performance among Grade 11 and 12 students in 24 public schools to compensate for learning losses due to teacher unavailability.

STRATEGY

The intervention, in collaboration with the online start-up, combined technology, private sector efficiency, student involvement, and system improvements to provide subject-specific online guidance.

INTERVENTIONS

- It used two-way interactive live digital lessons to ensure timely syllabus completion and increase engagement. Leveraged ed-tech tools to enhance learning through online resources, ensuring students had access to the necessary subject guidance.

OUTCOMES

Learning outcomes improved going by the pass percentage of 12th grade students in science.

REGION

Dumka, Jharkhand

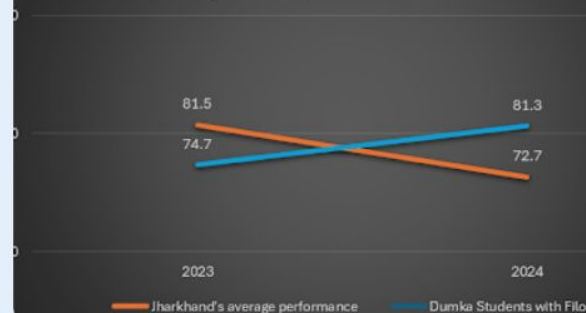
FUNDING

-

YEAR

2023-24

Comparative learning outcomes for schools in Jharkhand (overall) v/s schools in Dumka with online classes (Pass percentage for Class 12 students)



KEY RESULTS

The online platform improved Dumka's pass rates from 74.7% to 81.3%, surpassing the state average of 72.7%.

IMPROVING QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS THROUGH E-LEARNING

AIM

Address lack of digital infrastructure at block-level schools.

STRATEGY

Making e-learning materials and hardware accessible in schools, training both teachers and children in their use.

INTERVENTIONS

- Volunteer teachers trained children and teachers in using digital infrastructure
- Children were mentored to use AV classrooms and computer resources to participate in various district, state, national and international co-curricular activities.

OUTCOMES

Since implementation, students in the block secured first place in an NGO (e-Vidyakok) -run national-level program active in 9 states. They also won several district-level competitions and even participated

REGION

Peranamallur Block, Tiruvannamalai
District, Tamil Nadu

FUNDING

CSR

YEAR

2019



KEY RESULTS

Children improved their learning outcomes, excelled in competitions and innovation leading them to win international innovation olympiads.

JODO GYAN - ENHANCING MATHEMATICS TEACHING IN MEGHALAYA

AIM

Improve learning outcomes in Meghalaya where students rank low in mathematics

STRATEGY

Teaching through storytelling and play way method creatively using maths kits as tools for teaching is better, efficient and more effective than the traditional method of teaching, through abstraction and mechanical rules.

INTERVENTIONS

Teachers trained in new methods to teach mathematics and given direction on engaging children

OUTCOMES

JRM (Joint Review Mission), which consisted of Pedagogy Experts visited the State in 2014 and after having evaluated the approach, found that children responded to teachers with great enthusiasm in Maths. Smriti Irani, then Union Minister for HRD, Govt. of India, applauded the programme and

REGION

Meghalaya

FUNDING

CSR Funding

YEAR

2013-2016



KEY RESULTS

Teachers in 3000+ schools trained.

DAKSHATA UNNAYAN: IMPROVING LEARNING OUTCOMES THROUGH ACTIVITY-BASED LEARNING

AIM

Improve learning outcomes in Madhya Pradesh

STRATEGY

Dakshata Unnayan (DU) is a remediation program championed by NITI Aayog through its SATH-E (Sustainable Action for Transforming Human Capital – Education) project - it has a focus on innovative teaching methods.

INTERVENTIONS

- Children taught using activity-based learning methods to actively engage them in the learning process.
- This approach provides opportunities to think critically and apply concepts in real-world contexts, using simple materials from the environment, such as sticks, stones, and leaves.
- Simplified assessments framework was created, emphasizing fewer, targeted assessments with clear purposes. Formative assessments were designed to test a wider range of competencies through

REGION

Madhya Pradesh

FUNDING

NITI Aayog

YEAR

2018



KEY RESULTS

15-20% of students improved their learning outcomes.

MISSION SANKALP: TRANSFORMING EDUCATION IN FATEHPUR THROUGH INNOVATION AND COMMUNITY ENGAGEMENT

AIM

It aimed to enhance enrollment, retention, and learning outcomes in government schools in Fatehpur, Uttar Pradesh, with a focus on Class 8.

STRATEGY

Building capacity of teachers in leadership, community engagement, and innovative practices to transform Class 8 learning outcomes.

INTERVENTIONS

- Smart classrooms, projectors, and interactive tools were introduced to modernize education.
- Active teachers motivated peers to improve school performance. Initiatives like "Star of the Month" awards, welcoming ceremonies, and regular yoga sessions increased attendance and engagement.
- Parental trust grew through student exhibitions. Partnerships with NGOs like Pratham Education Foundation improved academic outcomes.

REGION

Fatehpur District, Uttar Pradesh

FUNDING

Public funds and organizations

YEAR

2019



KEY RESULTS

SAT-2 attendance reaching 93.5%. Class 8 performance improved notably, ranked 16th for Grade A+, 2nd for Grade A, and 3rd for Grade B in UP.