

Report of Regional and National Workshops



Department of School Education & Literacy
Ministry of Human Resource Development, Government of India

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1. Introduction

As part of the exercise to prepare the core scope document, three regional workshops were conducted with participation from all of the States / UTs and a few of the central agencies. The first workshop was conducted in Hyderabad, second in Kolkata and the third in Chandigarh. The workshops with participation from all levels of School Education department including Secretaries, Directors, SPDs, DEOs, Headmasters, and Teachers provided an opportunity to obtain raw thoughts and perceptions of administrators & educators on successes and challenges in School Education. The workshops aided in identifying the objectives, core focus areas and potential services to be targeted under the MMP.

The objectives, core focus areas, and potential services were presented at the National Workshop in Delhi for validation prior to finalization of the Core Scope Document.

2. Regional Workshop - Hyderabad

The first regional workshop on 'Mission Mode Project in School Education' was held on April 19, 2012 in Hyderabad. The workshop saw the participation of 55 government officials from the states of Andhra Pradesh, Puducherry, Goa, Tamil Nadu, Karnataka, Lakshadweep (UT), Chhattisgarh and Madhya Pradesh.

The workshop began with a formal welcome by NISG and thereafter an address by Ms. Radha Chauhan IAS, Joint Secretary, Department of School Education & Literacy, Ministry of HRD, New Delhi and Mission leader for the MMP. Ms. Chauhan, in her address highlighted the importance of the National E-Governance Plan, Mission Mode Projects (MMP) under the plan and how School Education sector could benefit from e-governance as well. She emphasized the importance of having a MMP in School Education, which would focus on a few core areas for ICT interventions to ensure that the mission didn't spread too thin or too large, and that the goals could be achieved in a fixed time frame in order to, improve the service delivery in School Education sector. The J.S. has informed that the department has sought the assistance of National Institute of Smart Government, an agency under the Dept. of Information Technology, Government of India to formulate core scope document for the MMP through consultative exercise with all the States/ UTs. Through her address, the JS has set the context for the workshop.

After the opening address by the Mission leader, the National Institute of Smart Governance made a presentation to cover the NeGP, context for School Education MMP to highlight the key stakeholders, issues and the services that could be included in the School Education MMP (S.E. MMP), methodology for preparation of core scope document, purpose and expectations from the consultative regional workshops.

Thereafter a participatory exercise was conducted to capture their raw thoughts on issues in the school education system by dividing the participants of the workshop into 6-7 random groups, wherein they were asked to answer two questions relating to the key challenges that they faced as administrators managing school education, and what are the key changes they envisaged would help better learning. The participants in the group were asked to communicate with each other by writing down their raw thoughts on the charts. The participants took up the exercise enthusiastically and the inputs received will now be collated to and taken as inputs for the focus areas of the School Education MMP. The raw inputs (have been divided into themes by NISG team) received from this exercise are provided in Appendix I.

During the day, presentations were made by the participating States in two sessions i.e. a few states in the pre-lunch session and others in the post lunch session. Host state of Andhra Pradesh in their presentation brought out the issues - non-ICT & ICT initiatives already taken by them. It was highlighted that senior officials are required to spend significant time in addressing court cases filed by teachers/ employees and administrative matters leaving little time to spare on the core issues of School Education. The State was optimistic that the core scope for MMP would also include e-Governance for enhancing the internal processes of the department such as administration, approvals etc. Chhattisgarh presentation highlighted the benefits of integration of the IT system of the School Education Department with IT systems of other departments. It was informed that their Civil Supplies department's IT system auto generates the supply order for supply of rations for the mid-day meals to the schools based on the attendance of the previous month of the respective school. The state shared their initiative of creating a unique code for teachers and children. The Tamil Nadu presentation showcased issuing of Smart cards to each student with a unique ID on pilot basis in a few schools, which was aimed at tracking of each student in school till they finished their education. Along with that, Tamil Nadu shared that the communications to all schools is through emails and Teacher's attendance is being tracked centrally through SMS from the mobile phone of the head master of concerned school. Puducherry's presentation focused on the need for development of comprehensive school management software duly adopting the modular design concept to collect data on students, teachers, schools, infrastructure rather than information, which could be useful for analysis. Puducherry also expressed the need for a backend ICT support for CCE, and shared with the audience their initiative in the same. Goa shared with the participants their keen interest to adopt the S.E. MMP due to the future e-readiness of the state brought about by current initiatives such as online connectivity to all schools, distribution of laptops to teachers and students etc. It was also informed that Goa is using Learning Management Systems for their teacher's training and they are embarking upon a pilot for Smart classrooms.

Immediately after the lunch, a second participatory session was held wherein the officials present were asked to role-play stakeholders in school education – students, teachers, parents, administrators & regulators, research and development, and school managements to highlight key expectations and information needs. The 'role-play' exercise led to a lot of interaction amongst the participants who got under the skin of the stakeholders and brought out excellent insights about expectations of various stakeholders.

In the post-lunch State presentation session, Madhya Pradesh team displayed their comprehensive 'Madhya Pradesh – Education Portal' on the schooling system which

facilitated e-content, scholarship information, facilitating access to private schools under the RTE 25% reservation. The presentation made by Lakshadweep focused on the system of 100% subsidy to all school going children, the transportation difficulties posed due to their geography and the absence of private schools. Karnataka presentation highlighted the ICT work undertaken by them in making the examination process for the board exams completely online, hosting the government circulars on their website for free online access, teachers/ employees ' transfers through an online mechanism. Karnataka is embarking on Private school management system, accreditation of schools, setting up subject forums and grievance redressal system etc.

After this, Akshara Foundation, working with government schools in Bangalore showed their unique software that had connected libraries from across the city's government schools online and children studying in schools without a library could actually access them through this software. Akshara spoke about the assessments conducted by them, and the platform for crowd sourcing of feedback on different government schools and their representation on a GIS map that their project Karnataka Learning Partnership had developed. Thereafter, demonstration of two exhaustive online applications was made to the participants. Center for Good Governance, Andhra Pradesh have demonstrated e-Hostel, for management of Hostels and the A.P. Social Welfare Residential Schools Education society demonstrated the School Academic Monitoring System to monitor the performance of residential schools under Social Welfare department of Andhra Pradesh. The presentations made by NISG, participant states are provided as Annexure –IV.

During the feedback session of the workshop, all the participating states expressed their satisfaction with the way the regional workshop was conducted, especially with the consultative exercise undertaken and to know about ICT initiatives happening in school education sector in other states. This, they said, inspired them to replicate such schemes in their own states. They also suggested that the workshop be scheduled for 2 days so that more details of various initiatives can be shared. Other suggestions included, creating a common IT infrastructure for School Education ICT, and need to consider internal administrative workflows of the departments as a service requirement in the core scope for MMP in School Education. Some states/UTs such as, Goa, Lakshadweep and Chhattisgarh volunteered to be 'pilot states' for the School Education MMP. The workshop concluded with expression of 'Vote of thanks' by the NISG.

The list of participants is provided as Appendix II.

3. Regional Workshop - Kolkotta

The second regional workshop on 'Mission Mode Project in School Education' was held on May 24, 2012 in Kolkata. The workshop saw the participation of 50 government officials from the states of West Bengal, Odisha, Jharkhand, Sikkim, Assam, Nagaland, Mizoram, Manipur, Tripura, Meghalaya and Andaman and Nicobar Islands. Representatives from National e-Governance Division (NeGD) of Dept. of Electronics & Information Technology (DE&IT) and NCERT attended the workshop as well.

The workshop began with a formal welcome by NISG and followed by an address by the chief guest, Mr. Shri Vikram Sen IAS, Principal Secretary of School Education department of Govt of West Bengal. Mr. Sen spoke about the importance of including School Education as a MMP under NeGP and appreciated the endeavor of DoSE&L, MHRD for arriving at core scope for the MMP through a consultative process. The PS also spoke about the need for transparency and efficiency that the MMP can bring in. The Chief Guest has mentioned about the IT initiatives by the School Education department of Govt of West Bengal and highlighted the application of GIS technology as a decision support system by the administration in sanction of additional class rooms or new schools by the government. Thereafter Ms. Carolyn Deshmukh IAS, Director, Department of School Education & Literacy, Ministry of HRD, New Delhi in her address highlighted the importance of the National E-Governance Plan, Mission Mode Projects (MMP) under the plan and how School Education sector could benefit from e-governance as well. The Director informed that the department is taking assistance of National Institute for Smart Government, an agency under the Dept. of Electronics & Information Technology, Government of India to formulate core scope document for the MMP through consultative exercise with all the States/ UTs.

After the opening addresses, Mr. Bikshapathi, Vice-President of National Institute for Smart Governance made a presentation to cover the NeGP, context for School Education MMP to highlight the key stakeholders, issues and the services that could be included in the School Education MMP (S.E. MMP), methodology for preparation of core scope document, purpose and expectations from the consultative regional workshops. He also presented the emerging Core Focus Areas based on the study until now, and encouraged the attendees to participate freely and frankly so as to provide relevant and useful insights for the MMP.

During the day, presentations were made by the participating States in two sessions i.e. a few states in the pre-lunch session and others in the post lunch session (available presentations are listed in Annexure III). The session was opened by Assam. The state has started massive training program for their teachers in subjects

such as Social, Science, and English with the aid of ICT tools and has a pool of 2700 master trainers. Assam has no major ICT initiatives in education. The department is planning a large-scale survey of the ICT needs of their students and teachers in education. They stressed on Monitoring and Evaluation as a key focus area for themselves and shared that a Teacher Monitoring System using IVRS was going to be developed soon.

Manipur, knowing well the importance of ICT at schools have a plan to set up computer labs at 325 schools. They had implemented the centrally designed IVRS for monitoring Mid-day meals implementation and intended to implement a biometric system this year to capture the attendance of Teachers and Students. The state also shared how inclement and hilly terrain makes it difficult for them to install any ICT infrastructure across the state.

Meghalaya shared their initiative of creating a web portal by the state board, wherein processes such as submission of applications, results, or mark-sheets for students are now made available online and also showed their keen interest in working more on ICT infrastructure issues. It was mentioned that ICT at schools has improved learning skills, and memory of students. The key challenges encountered by the state are lack of funds, lack of IT-skills in its manpower, basic infrastructural issues like electricity in many areas and lack of awareness amongst users about some ICT initiatives already undertaken by the state.

Along with the common issues related to infrastructure, internet connectivity and implementation difficulties that it shares with its neighbors, Nagaland stressed duplication of efforts in data collection by DISE, SEMIS and data quality issues. The state mentioned that multiple datasets for the same data related to teachers, students and schools were available and it was difficult to make any decisions based on such poor quality of data. While the School board makes available the exam results and marks online, Information Technology is not used much in the administration of department.

The state of Tripura shared that the department is implementing many of the IT applications such as DISE, and SEMIS, CAL started by different agencies such as SSA, RMSA etc. Along with that, Tripura had worked towards creating a central education website for the state. The state expressed many challenges including, lack of child enrolment data, lack of data for monitoring quality of learning, monitoring of schemes, administration of the state department etc. The State is embarking upon implementing a comprehensive MDM application to monitor the scheme, attendance, requirement of food grains based on attendance and approval of indents. Further, EDUSAT facilities are being used for imparting teaching to students.

The IT department of the State has initiated e-Forms application for enabling students to apply online for scholarships, stipends.

Andaman and Nicobar islands shared their initiative for improving ICT's role in education by setting up Community Information Centers – Vidya Vahini (CIC-VV), which are citizen service centers through which the UT conducts training for students and teachers. VSAT connectivity is currently used due to their terrain uniqueness and they are expecting the connectivity to improve significantly once the undersea Internet cable link is made operational. The UT also shared that transparency, efficiency in administration are expected outcomes from the School Education MMP.

In the post-lunch State presentation session, Jharkhand explained about the various initiatives that they have taken across teacher database, Para-teacher attendance, additional classroom approvals, monitoring of schemes (including civil works), web-based MIS, School mapping, and the child tracking system to monitor absenteeism. The state expressed the need to integrate the current IT initiatives such as CPSMS with MDMS and also suggested that the center could develop IT modules for some common services such as grievance redressal, biometric attendance system etc. for the use by states. The team has also shared that a view is emerging in the rural areas that quality in education to be given preference over access.

Odisha presented its e-Governance plan to use ICT initiatives extensively in School education in the coming future, which are centered around the child and teaching. The state shared its intentions for digitizing exams, making certificate requests online, putting in place a strong grievance redressal system and improving IT infrastructure in schools. The team has shared that Tahsildar goes to Schools on a prescheduled date to deliver integrated certificates (caste, nativity, income) to students.

The host state, West Bengal was the last state to present its IT initiatives. West Bengal has initiated an ambitious, but pertinent, project titled 'Project Dibankar' which aims to shift the focus of the School Education department from 'School' to 'Child' and focus on the overall development of the children including focus on CCE. Amongst existing IT applications, the team showcased Paschimbanga School GIS', which maps all existing schools on a GIS map along with GIS layers of habitation etc. This enables a Decision Support System, which is supported by state policy, wherein only locations that are proved acceptable by the GIS system are considered for funding for new school allocations or for construction of additional classrooms.

An open question and answer session went on for some time during which NCERT shared some of its experiences as well. Most questions were centered on how

content can be structured and converted to digital form so as to make it more impactful and easy-to-use for children. Answering another question, NCERT shared with the participants about its upcoming initiative of putting a large question bank online so that children can access a random quiz generator and discover which are the topics they need to concentrate on more. NCERT has expressed the need for including office automation (HRMS, FMS), database of resources, delivery of content through e-Books, audio, video, Multimedia mode, Training of teachers, conducting surveys, automation & interlinking of libraries, monitoring of all centrally sponsored schemes in the proposed School Education MMP.

After the presentations by all the states, NISG initiated a participatory exercise wherein all members of the audience were divided into smaller groups and asked to discuss and pen down their thoughts on two questions. The first question was, 'What challenges and issues do you see in your day-to-day experience?' and the second was, 'What would you measure to see if your solutions are working on the ground level?' Both these questions were to be answered across the five dimensions of: Student learning, Teacher support, School governance, Regulations and Community engagement. The participants were encouraged to provide their raw thoughts on the questions based on their day-to-day work experiences. The participants engaged in a varied and lively discussion amongst their groups and came up with many relevant and insightful points for both questions. Initially, many participants were unable to grasp the import of the second question regarding measures, but upon further discussion amongst themselves and with NISG, most participants thought of practical measures for measuring the success of the School education department and its initiatives. During the discussion that followed the participatory session, a key point regarding need-based training for teachers as opposed to periodic and compulsory training emerged. Participants were of the unanimous opinion that a system of measuring the training needs of teachers so that targeted training can be provided by experts, is an important reform. The raw thoughts of the participants are documented in Annexure I.

After the participatory session, the NISG team took all the participants through some existing implementations across the country. The Education portal of Madhya Pradesh and the various e-Governance initiatives of Kerala were shown to the states as examples of existing implementations.

During the feedback session of the workshop, all the participating states expressed their satisfaction with the way the regional workshop was conducted. Some participants expressed that they hadn't had the right expectations from the workshop leading into it. Some participants also expressed that their states are far behind in ICT maturity, and have more basic infrastructural issues that are beyond just the education department. Other participants felt the workshop was very useful

for them to understand the variety of possibilities of using ICT in education, even though they might not be ready at the ground level yet. All the participants expressed their thanks to DoSE&L of MHRD and NISG for conducting the workshop, which brings these topics up for discussion. The workshop concluded with expression of 'Vote of thanks' by NISG to all the participant states and particularly to the host, West Bengal Team for facilitating the event logistics and support provided for the Workshop.

The list of participants is provided as Annexure II.

4. Regional Workshop - Chandigarh

The third regional workshop on 'Mission Mode Project in School Education' was held on June 11, 2012 in Chandigarh. The workshop saw the participation of 94 education department officials from the states of Punjab, Haryana, Delhi, Himachal Pradesh, Rajasthan, Chandigarh, Uttar Pradesh, Bihar, Uttarakhand, Daman & Diu and Dadra & Nagar Haveli. Representatives from, Department of School Education and Literacy (DoSE&L) of MHRD, National e-Governance Division (NeGD) of Dept. of Electronics & Information Technology (DeitY), National Institute for Open Schooling (NIOS), Kendriya Vidyalaya Sangathan and NCERT attended the workshop as well. The list of participants is provided as Annexure I.

The workshop began with a formal welcome by NISG and followed by an address by Ms. Radha Chauhan, Joint Secretary, DoSE&L. The Jt. Secy stressed upon the departments intent of using the inputs obtained from all the participants in creating the Core scope document for School Education MMP and asked all participants to think in terms of service gaps, rather than infrastructure gaps. The JS informed the audience that the department is taking assistance of National Institute for Smart Government, an agency under the Dept. of Electronics & Information Technology, Government of India to formulate the core scope document for the MMP through consultative exercise with all the States/ UTs.

The Chief Guest, Shri S. S. Channy, IAS, Principal Secretary of School Education department of Govt of Punjab spoke about the importance of arriving at core scope for the MMP through a consultative process. He also stressed upon the need to enable better delivery of services through good ICT solutions such as School Management Systems, monitoring & tracking systems etc. The Chief Guest also sounded out the need to ensure that the solutions emerging from the MMP addresses the area-specific or state-specific issues.

After the opening addresses, Mr. Bikshapathi, Vice-President of National Institute for Smart Governance made a presentation to cover the NeGP, context for School Education MMP to highlight the key stakeholders, issues and the services that could be included in the School Education MMP (S.E. MMP), methodology for preparation of core scope document, purpose and expectations from the consultative regional workshops. He also presented the emerging Core Focus Areas based on the study until now, and encouraged the attendees to participate freely and frankly so as to provide relevant and useful insights for the MMP.

Thereafter, an introduction session was initiated in which all the participants introduced themselves briefly and also expressed any immediate thoughts on the MMP or the ongoing workshop. Besides introducing themselves, many participants

also gave a quick brief of the most common thoughts about ICT interventions and concerns:

- The difficulty of rolling out ICT interventions at the last mile, especially in the rural areas
- The need for a structure in deploying integrated technology solutions instead of stand alone systems
- Giving more attention to the academics and pedagogical aspects of implementation rather than the administration
- Limit the scope to identified focus areas and implement in a phased approach
- Include focus on open learning, out of school children through ICT tools
- Bring in Stakeholder perspective by ensuring that the role of various educational administrators to be given appropriate consideration in designing the systems
- Replication, with required modifications, of existing successful ICT initiatives of States instead of reinventing wheel
- Include services for RTE compliance
- Quality of learning is to be the key objective of initiatives
- Plan for training of people in IT and retention of such trained resources on the IT projects for a fixed term

Upon the completion of the introductory session, the NISG team initiated the participative exercise. Participants were informed about the importance attached to this exercise and how the outputs of this exercise will be used as inputs for creating the Core scope document for the School Education MMP. All members of the audience were divided into smaller groups and asked to discuss and pen down their thoughts on two questions. The first question was, 'What challenges and issues do you see in your day-to-day experience?' and the second was, 'What would you measure to see if your solutions are working on the ground level?' The participants were asked to answer these two questions across the four dimensions of: Student learning, Teacher support, School management, and Governance/Regulations. The participants were encouraged to provide their raw thoughts on the questions based on their day-to-day work experiences. The participants engaged in a varied and lively discussion amongst their groups and came up with a many relevant and insightful points for both questions. Initially, many participants were unable to grasp the import of the second question regarding measures, but upon further discussion amongst them and with NISG facilitators, most participants thought of some indicators for measuring the success of the School education department and its initiatives.

The participants gave a very enthusiastic response and engaged in lively and deep discussion amongst them and with the NISG team as well. All the groups were given opportunity to share a few of such thoughts in the open forum through a representative of the group. The raw thoughts of the participants are documented in Annexure II.

Thereafter, there were demos of e-Comprehensive Teaching Learning Tool by Kendriya Vidyalaya Sangathan, Madhya Pradesh Education portal by the State's representative, and a presentation of ICT initiatives in school education by state of Delhi. The KVS demo showcased their two digital initiatives. The first was the platform for creating digital content by teachers to explain certain subject topics and the second was a system, which enabled students and teachers to test themselves on a concept to increase their preparedness. The Madhya Pradesh Education portal demonstration highlighted the portal functionalities and features, such as teacher services, student entitlement system etc. In Madhya Pradesh data collection, entry is done by Block MIS coordinator and the services of CSCs are used too. The Delhi presentation introduced their i-Schooling initiative. The focus of the initiative is to make the administration of the schools more accountable and transparent and reduce the burden of routine, repetitive and monotonous works to a fraction of the original and spare more time of the officials in productive and academic related works. Delhi state has enabled the following features:

- Online Admissions, mark sheets and School leaving Certificates for students
- Teachers have access to online circulars, can fill up online ACRs, Apply for online transfer and can take computer generated pay slips
- School Principals send attendance online, get online permission for various jobs, have all the schools records in electronic mode that are accessible in no time.
- Officers can get any type of data, a report about any teacher or students online

The participants appreciated the demos and presentation as it enabled exchange of knowledge about IT applications in school education domain across states.

After the presentations, an open discussion session was initiated in which each state was given some time to confer and come up with the key ICT-enabled services that they foresee as being the most impactful, if rolled out through the MMP. Although, mixed with some infrastructure based solutions and general challenges, the states provided the following pertinent responses:

| Sl No. | State | Inputs |
|--------|--------|---|
| 1. | Punjab | <ul style="list-style-type: none"> • Provide internet connectivity at the village level, and mobile applications for people to use with ease |

| | | |
|----|--------------------------------------|--|
| | | <ul style="list-style-type: none"> • Provide student centric services • Provide services for Children with Special Needs • Given that the quality of Teachers needs to improve as teachers are uninterested, or non-motivated, the selection system of teachers needs to be reviewed • Stress on quality of education for students • Biometric attendance of teachers, • Teachers transfer system • An integrated I.T system to contain Student information module, teacher information module, School infrastructure information module, administration of schools including library and laboratory |
| 2. | Uttarakhand | <ul style="list-style-type: none"> • As 50 % of the state govt. employees are from the education department, managing the teachers' time is an issue • Quality of teachers is a key issue which needs to be addressed • State is willing to volunteer as a Pilot state |
| 3. | Dadra & Nagar Haveli and Daman & Diu | <ul style="list-style-type: none"> • Teacher-related support systems, such as Teacher recruitment, Teacher training etc. • Monitoring system for student activities and performance • Teacher and Student attendance tracking system • Seamless integration of child tracking with UID • Replication of education portals such as Madhya Pradesh, Delhi etc. |
| 4. | Himachal Pradesh | <ul style="list-style-type: none"> • Unified portal for all student services such as enrolment and admissions • Child tracking system • Scholarship Management system • Centralized e-content with usage methods • Teacher services: • Personnel management system along with database containing all details of teachers • Training details of all teachers, • Monitoring of the training, • Evaluation and tracking of training in the classroom scenario • Vacancy position • Disciplinary cases data • Inspections of schools and reports • Project management system |
| 5. | Rajasthan | <ul style="list-style-type: none"> • Support system for teacher recruitment in form of estimating teacher requirement (as per Teacher student ratio - TSR) • Teachers database to provide info on teachers at school level, subject level and vacancy position etc. • Child Tracking system • Student entitlement tracking system |

| | | |
|-----|---------------|--|
| 6. | Bihar | <ul style="list-style-type: none"> • System which provides certificates and scholarship online • E-payment System to disburse all payments to teachers or vendors by Panchayati Raj Institutions and School Management Committees. • Online school database containing school profile, teacher database and student database • Tracking of teacher attendance |
| 7. | Uttar Pradesh | <ul style="list-style-type: none"> • Teacher Salaries and pensions to be computerized • Teachers postings, rationalization as per requirements of TSR • Aided schools database of teachers and students • Repository of court cases related to teachers in aided schools • Teacher attendance • Children entitlements to be managed online • Child tracking system |
| 8. | Chandigarh | <ul style="list-style-type: none"> • Online Student profile & Teacher profile • Paperless office work flow system |
| 9. | Haryana | <ul style="list-style-type: none"> • Student Management system with child data being linked with UID • Teacher Management System with teacher data being entered as per UID to track life cycle of a teacher • School Management system to provide all services related to school, Tracking of Teachers' and Students' attendance and activities • Paperless office work flow system |
| 10. | NIOS | <ul style="list-style-type: none"> • Open schooling and informal education has to be addressed in this project • Online submission of forms for admissions, support services for students such as name corrections etc. • Online submission of examination forms, download of Admit cards • Switching of courses from NIOS to SIOS or to a state school should be available • Sharing of resources to be available on the net |
| 11. | NCERT | <ul style="list-style-type: none"> • Teachers training to be imparted online • Collaborative portals for e-content |

During the feedback session of the workshop, all the participating states expressed their satisfaction with the way the regional workshop was conducted. The participants were particularly appreciative of the fact that such consultative exercises are being carried out by the DoSE&L, MHRD to arrive at the core scope for the School Education MMP. Some participants also mentioned that the workshop

helped different states learn from each other and expressed that the workshop might have been designed for 2 days so that many of the topics could've been dealt in detail. The DoSE&L in the concluding remarks expressed that the workshop has proved to be very useful, as a lot of inputs on the service perspective have been received from the participating states and finally appreciated the hospitality shown by the host state, Punjab in organizing the event successfully.

The list of participants is provided as Annexure II.

5. National Workshop – New Delhi

DoSE&L has conducted a National Workshop on School Education MMP at New Delhi on 27th July 2012 with all the States, Central agencies under the department to deliberate on the Service prioritisation and implementation models for the proposed MMP and arrive at the phasing of the MMP. This report contains the proceedings of this workshop.

1. Inaugural Address



The National workshop on 'Mission Mode Project in School Education' registered the participation of 44 education department officials from the states and UTs of Punjab, Haryana, Delhi, Chandigarh, Chhattisgarh, Gujarat, Uttar Pradesh, Bihar, Uttarakhand, Daman & Diu, Andaman and Nicobar Islands, Tamil Nadu, Kerala, Arunachal Pradesh, Manipur, Mizoram, Madhya Pradesh, Jharkhand, Jammu and Kashmir, Karnataka, Meghalaya, Nagaland, Odisha, Tripura, Andhra Pradesh and Dadra & Nagar Haveli. Besides, representatives from, National Institute for Open Schooling (NIOS), Kendriya Vidyalaya Sangathan, Central Board for Secondary Education (CBSE), Ministry of Women and Child Development



(MWCD), Ministry of DoNER, Tribal Affairs Ministry, NUEPA, and NCERT attended the workshop as well. The list of participants is provided in Annexure II.

The workshop was graced by the Secretaries of Department of School Education and Literacy (DoSE&L), Department of Higher Education (DoHE) of MHRD, Department of Electronics and Information Technology (DeitY) and the President & CEO of National e-Governance Division (NeGD) under DeitY. The workshop began with a formal welcome address by Ms. Radha Chauhan, Joint Secretary, DoSE&L. The JS informed the participants that the department is formulating the core scope document for the MMP through consultative exercise with all the States/ UTs with assistance from National Institute for Smart Government (NISG), an agency under the Dept. of Electronics & Information Technology, Government of India. The department had already conducted three



regional workshops at Hyderabad, Kolkata and Chandigarh with participation from the States and the Consultants have visited the States of Kerala, Gujarat and Bihar for stake holder consultations. The core focus areas, prioritisation of services for the core scope document being presented in the National

Workshop are a result of this consultative process. The JS also encouraged the participants for free and frank interactions so as to provide relevant and useful insights for the prioritisation of services under the MMP. The Jt. Sec emphasised that the department would use the inputs obtained from the participants of the National workshop in formulating the Core scope document for School Education MMP.

Mr Ajay Sawhney, President & CEO of NeGD under DeitY in his address has informed that major sectors like Education, Health and PDS were left out in the first version of NeGP as the government thought that these projects would be too huge to be handled during the initial stages of the NeGP. Subsequently, with the experience gained, the Apex committee in August 2011 have decided to add these three sectors in the NeGP. School Education with its huge size has different challenges and the MMP is expected to address and impact the quality of services in the School Education eco system in totality rather than in an isolated manner. Specially designed capacity building programs across the hierarchy of the departments in the States will be a critical and key success factor for the MMP and advised to add Capacity Building as a core focus area under MMP.



Mr Ashok Thakur, Secretary, Higher Education Department in his address has revealed that India has edged out USA in enrolment of students for Higher Education. Appropriately, the department is implementing NMEICT to impact the quality of teaching and learning. As regards to the School Education, he has stated that challenges are different; The primary challenge being recruitment of right kind of teachers, transparency in postings & transfers, ensuring their attendance and teaching the students. It was suggested that e-Governance initiatives shall address the above challenges in order to improve the performance of the school education department and has suggested that sanctions and release of funds under the centrally sponsored schemes of the School Education department shall be linked to implementation of e-Governance through proposed MMP.

Ms. Anshu Vaish, Secretary, School Education & Literacy, Ministry of HRD, in her address has emphasised that the department realises that the States have major role to play in the School Education sector and hence the focus is on consultative process in formulating the core scope document for the MMP. It is important to cover the



requirements of entire ecosystem of the School Education in the core scope document for MMP. While stating that there is no substitution for class room mode of learning in School education, it may be desirable to leverage ICT policy in MMP implementation. Based on the inputs from the regional workshops, state visits for stake

holder consultation over the past 4 months, the department has identified three (3) focus areas for delivering services under the MMP: : Learning Support services, Governance services (School level) and Governance services (School education department level).The Secretary reiterated the importance of the consultative process through the National Workshop to arrive at prioritisation, phasing of services to be considered from the above three identified core focus areas for formulating the core scope document for the MMP..

Mr. J. Satyanarayana, Secretary, Department of Electronics and Information Technology (DeitY), has predicted that implementation of School Education MMP could be very challenging because of three main reasons such as large scope, responsibility matrix from the perspective of center- state relations and large number of last mile sites to be reached for the implementation. He has cautioned that size of the MMP should neither be too big nor too small and hence the sizing and phasing of implementation of MMP should be well thought out during the formulation of the Core scope document. He suggested that e-Governance in School Education sector is not a green field and advised to leverage the work done by some States which have already taken lead in implementing initiatives in public sector schools and the initiatives by private school chains are also needed to be considered in formulating this MMP. He added, the potential roadblocks for the MMP implementation should be well thought during the core scope formulation stage and proper mechanisms should be put in place to overcome these roadblocks. These concerns can be addressed by ensuring the pillars of e-Governance: People, Process, Technology & Resources are given appropriate focus in the formulation of core scope. Keeping in view the customization and language requirements by the states, it was mentioned that the 3 layer solution architecture



approach: Core, Configurable and Customizable suits well for this MMP too. and recommended that use of cloud computing to facilitate easy replication by all states. Considering the large number of last mile sites for implementation, Small and Medium Enterprises could be ideal candidates for providing support, operation and maintenance services of IT infrastructure at school level under the MMP.

2. Presentation on Core Scope Document

After the opening address, Mr. Sanjeev Mittal, CEO of NISG initiated the presentation covering the importance of the MMP and the expected outcomes from this national workshop. Thereafter, Mr. Bikshapathi, Vice-President of National Institute for Smart Governance continued with the power point presentation on the Core Scope Document for the School Education MMP.

The presentation covered the methodology of the on-going study, objectives, stakeholder consultations, a preview of the regional workshops, key requirements that emerged from the stake holders during the course of the study, identification of core focus areas, the service categories and its respective indicative services under each core focus area based on the stakeholders' inputs, expected outcomes and Service prioritization framework , alternative implementation models and capacity building perspective for the MMP. A copy of the presentation made during the National workshop is placed as Annexure- III of this report. It has been envisaged that each Student, Teacher and School shall be given a unique ID as a part of the MMP and the same can be unified with the Adhaar number subsequently.



3. Discussions

Ms. Radha Chauhan, Joint Secretary, SE&L has driven the discussion session with the participating states on two main issues i.e., (i) Services prioritisation and (ii)

Implementation model for the School Education MMP. The participants were requested to express their views in a free and frank manner as it is very critical for formulating the core scope document for the School Education MMP.

- (i) Services prioritisation: The consultative exercise with the States has resulted in identifying the indicative services that are required for the School Education sector. The objective of the discussions during the



national workshop is to prioritise the services from the indicative list to be delivered through the MMP. The Service Prioritization framework prioritises the indicative services across the dimensions of potential impact on achievement of objectives of the MMP (Focus Area, Utility and Implementation Timelines) versus ease of implementation (Number of Stakeholders, Dependency on other initiatives, Infrastructure Requirements and Change Management) of the service in its complete form.

- (ii) **Implementation Model:** -The second issue proposed for discussion is suitability of implementation models for implementation of School Education MMP. The objective of the discussions during the national workshop is to arrive at the best fit implementation model that gives flexibility to the States and as well facilitate quick roll out/ replication of MMP by all States. The following three options were discussed with the participants


Option 1: States / UTs responsible for procurement / development of the Application(s) based on the guidelines

Option 2: Center takes the responsibility of procurement / development of the Application(s) around Common Core Services. States take up implementation

Option 3: Center creates hosted applications on a Cloud model around Common Core Services with the following stages of implementation:



- Evaluate the existing successful ICT initiatives in the various States / UTs
- Empanelment of products from market
- Provide a platform to deliver the software as a service





The States actively participated in the discussions and their inputs are captured in this section. The detailed inputs provided by the participants are listed in the table below:

| Sl N o. | State / Participa ting agency | Inputs | |
|---------------|--|--|---|
| 12. | Andhra Pradesh | Dr. N. Upender Reddy ,Professor SCERT, Andhra Pradesh, while agreeing that the proposed School Management System for the Schools is a welcome step, he has emphasised that priority be given to the student learning and teaching under the MMP. . He suggested that an interactive portal for content and development |  |

| Sl N o. | State / Participa ting agency | Inputs |
|---------------|--|--|
| | | <p>of ICT enabled learning material falls under this. Further, basic infrastructure such as power, Internet connectivity etc. needs to be provided to the Schools to make use of available ICT enabled teaching and learning methods by the students and teachers. The replicability and cost of ICT solutions needs to be assessed carefully.</p> |
| 13. | Madhya Pradesh | <p>Shri Sanjay Singh Principal Secretary School Education M.P, underlined that the critical elements (or pain points) for the department are:</p> <ul style="list-style-type: none"> — Attendance of teachers — Assessment of learning — Teachers Service matters <p>According to Shri Singh, the School governance is a top priority service. However, it should be kept in view that most of the Schools lack electricity supply and resources for hardware maintenance. Hence it was suggested that the Centre prescribe hardware and overall architecture that is not over dependent on Personal Computers. According to him the availability of a digital content platform is another priority area and has suggested to take cue from 'SAKSHAAT', the ICT initiative of the Higher education department</p> |
| 14. | NUEPA | <p>According to Smt. Mona Khare of NUEPA, the biggest challenge for Schools would be availability of Internet access and basic IT infrastructure such as P.Cs. Emphasis be given to training of the support personnel to maintain the ICT infrastructure at Schools. It was suggested to identify backward districts in the States for first phase rollout.</p> |



| Sl No. | State / Participa ting agency | Inputs | |
|-----------|--|--|--|
| 15. | Karnatak a | <p>Shri. G. Kumar Naik, Secretary, Govt of Karnataka, emphasized that the most important service to be addressed on top priority is 'Teacher Life Cycle' that covers teacher recruitment, transfers& postings, training, service matters and salary payments of the teacher. He went on to add that a satisfied teacher does wonders for the school education sector. School Management System that covers the services for students at the school too is to be given top priority.</p> |  |
| 16. | Gujarat | <p>Smt. Sangeta Singh, Principal Secretary from Gujarat explained that their State has already implemented ICT initiatives in Education for governance and as well in providing content. It was suggested that instead of re-inventing the wheel, the MMP may focus on identifying states which have worked intensively in the identified focus areas and create teams/ groups of these states so as to bring together the expertise for application development and implementation of each focus area</p> <p>Further, it was suggested that prioritization should be based on the expected outcomes of the MMP with emphasis on what the respective state wants to achieve. In the case of Gujarat, the current priority is now on the quality of school education. Govt of Gujarat has taken the initiative of grading of schools. Teacher evaluation, on a campaign mode and also taken steps on assessment modules, remedial measures etc.</p> |  |

| Sl No. | State / Participating agency | Inputs | |
|-----------|------------------------------------|---|---|
| 17. | Punjab | Shri. Brigadier JS Jagga , suggested that prioritization of the evaluation of teacher performance, managing attendance and to make a fool-proof implementation model, which eventually motivate teachers too |  |
| 18. | Manipur | Shri.Ranjan Yunnam, Additional Director, Education underlined the importance of ensuring attendance of Teachers. He suggested having a biometric attendance system to mark the attendance of teachers. In the light of power crisis faced by states/ schools, it was suggested to have alternative application models accessible on mobile (which can run for 10-12 hours on battery), SMS mode, a call centre facility to upload and collect data etc. He has informed that Manipur teachers have a unique ID based on which they receive their salary; this is proven to be a helpful service for teachers. |  |
| 19. | Andaman and Nicobar islands | Shri.B.S.Bhalla, Commissioner & Secy, Teacher Training and Teacher Evaluation A&N Islands highlighted that the availability of support personnel is a critical service. School Management system - Back-Office services may be easier to implement, if core application is developed at the centre. |  |
| 20. | Odisha | Shri Rajesh Verma , Principal Secretary, School and Mass Education, Orissa, accentuated the point that ICT support for the enrollment process of children to monitor high dropout rates is a critical service to be provided under MMP. He also said that the basic infrastructure to facilitate ICT implementation (such as power and connectivity) is lacking at the last mile. He corroborated the point raised by other State Secretaries that Teacher attendance is a problem |  |

| Sl No. | State / Participa ting agency | Inputs |
|-----------|--|--|
| | | <p>especially in rural areas. Shri. Verma also highlighted that HRMS for enabling the entire teacher lifecycle management issues is a critical service and be given due priority under MMP to avoid teacher spending his time on non-productive activities and service matters. Since some rural schools have only one teacher taking all classes, he suggested a service inclusion to allow 'Multigrade Teaching' using ICT. He suggested for having more community involvement in school management. He has also suggested including management of court cases as a key service for ICT intervention under MMP.</p> |
| 21. | NCERT | <p>Shri Alok verma, Secretary NCERT has observed that the indicative list of services proposed under the MMP covers all aspects of School education and are necessary. He observed that School Management Systems are readily available as ICT products in the market and could be implemented in a short span of six months. On the Learning Support Services, Shri Verma has commented that though very effective learning tools are available in the market, selection and optimization of the choice vis-à-vis cost, timeframe & capacity are the key concerns. Further availability of power and Internet connectivity for the schools should be flagged as high risk factors for successful implementation of MMP.</p> |
| 22. | Uttar Pradesh | <p>Shri. Sunil Kumar Principal Secretary, UP has informed that their State already has large database of students, teachers and scholarships. A concern was raised about creation of new database for the new applications and hence sought for seamless migration of the existing databases to new systems being developed</p> |



| Sl N o. | State / Participa ting agency | Inputs |
|---------------|--|--|
| | | <p>under the MMP. He sought guidance from the centre to have standardized hardware which is cost effective and durable. It would be desirable to standardise hardware specifications rather than vendors driving the specifications.</p> |
| 23. | KVS | <p>Smt. C.Guru Murthy, Joint Commissioner, KVS suggested to conduct a common teacher recruitment test for Govt and as well private teachers to ensure common standards and service conditions. In her view the service conditions of teachers in some of the private schools is pathetic. She highlighted that the students who were enrolled in government schools are not attending the school and instead going to private schools. . It was recommended for forging relationship with agencies which deal with out-of-school children to mitigate the problems faced. Smt. Murthy advised that syllabus function in school governance service needs to be renamed as Curriculum activities and Co-curricular activities functionality may also be covered in the MMP. Further she advocated that the guidelines for procurement procedures to be given under MMP</p> |



4. Concluding Remarks

Taking a positive view of the feedback received from the States on service prioritization and implementation models, Mr. **J Satyanarayana, Secretary, DeitY**, advocated multi-dimensional approach to make the School Education MMP a success:

a. Infrastructural issues need to be accounted for

Power and Internet connectivity have emerged as common constraints at the last mile and hence addressing these issues would be critical for the success

of such large-scale MMP. There might be several possible solutions or solution combinations for this, some of which are:

- i. Geographies with mature infrastructure to be included in the first phase and should be rolled out to other locations with a definite infrastructure improvement plan in alignment with core IT infrastructure MMPs.
- ii. Selected services such as attendance, governance functions to be delivered over mobile platforms under MMP
- iii. Capitalize on the upcoming handheld device such as Aakash for delivery of services and content
- iv. Leverage National Optical Fibre Link project, which is planning to ensure access to every Gram Panchayat
- v. Use CSC's infrastructure and resources for data entry and feedback with a nominal cost assigned
- vi. Associate with Ministry of Non-Conventional Energy for powering School computers etc.

b. Leverage existing applications and content

Many states and central agencies have developed IT applications in one or many functional areas of school education, learning content for their use over the past few years. It is important to review these and adopt them for replication across the country. In doing so, however, the following things must be kept in view

- i. The platform designed at the central level for integrating these applications is the key to the success of scaling up. This platform should not only be able to standardize the application but also provide services to all other states through the cloud. This philosophy is being pursued by DeitY under the slogan '1+1=35'; viz. one existing working application and 1 robust cloud platform together can serve all the 35 states and union territories of India.
- ii. Ensure a time bound-critical review of current successful IT applications by a State with a stringent pass/fail criteria for adopting the same as a national solution for scaling up, if a solution of a state with inherent weaknesses could pose problem to all states

c. Give flexibility to states

The centre should provide frame work and guidelines to the states for implementing and monitoring the services rolled out under the MMP, but the states be given the flexibility to adopt the services that best suits their requirements.

d. Plan the phasing well

The phasing of the implementation is critical to the success of the MMP. Therefore the phasing plan may be module based, geographical based and should be in sync with the infrastructure created under the Sarva Siksha Abhiyan

e. Standardization

The basic principles of NeGP on data standards needs to be ensured in the design of MMP to insure interoperability across the States and as well between the e-Governance applications implemented across the sectors/ departments. The data standards would enable the multiple applications of different agencies to exchange the information with the precise meaning of elements of information being understood on both the sides in the same manner.



In her concluding remarks **Mrs Anshu Vaish, the Secretary, DoSE&L**, has presented the future road map for the MMP; The core scope document would be finalised by end of August 2012 and the Detailed Project Report is expected to be ready by end of December 2012. It was observed that the physical infrastructure of schools is picking up at the last mile with funding made available to States from the Center and as well under the States own initiatives. She has concluded her address with a positive note that the feedback from States in today's National Workshop is encouraging and it is now emerging that the MMP would eventually facilitate improvement in the quality of school education. The Secretary DOSE&L has thanked the States and assured that the consultative process would be continuous till the MMP goes live in States.

5. Vote of Thanks

To end the session, Ms. Carolyn Deshmukh, Director, DoSE&L thanked the Secretary S.E&L, Secretary H.E, Secretary DietY, CEO & President NeGD, , Joint Secretary SE&L,CEO NISG, senior officers from MHRD, all the participants from the States, Central agencies for their attendance and valuable inputs and expressed that the workshop has proved to be very useful as the participating States have provided several inputs and a broad concurrence has emerged on services prioritisation and implementation models , which would facilitate in finalising the core scope document for School Education MMP.

6. Summary of discussions

Prioritization of Services: The representatives across all States and central agencies have broadly agreed with the indicative list of services proposed under the MMP and have suggested assigning top priority to the following Services under the MMP, in first phase:

- Learning support services to improve **quality of education** – Interactive portals, availability of quality content, lesson plan preparation, teacher evaluation, Student assessment tools
- **Teacher lifecycle management** – End-to-end coverage of all non-teaching activities of the teacher such as pre- recruitment tests, recruitment tests, transfer and postings, trainings, pay roll, all service matters.
- **School Management** – All academic and back end operations of a School to deliver services to Students to capture the details about the enrolment/ admissions/ transfers, performance and Attendance of the Students, tracking the progress of Lesson Plans, scheme management, and profile and performance of each School. .
- **Attendance**, especially of teachers, through multiple delivery mechanisms such as Mobile, PC based, call center based etc.

All balance services are given next priority and are proposed to be implemented under second phase. The States have also concurred that capacity building program be given high priority to facilitate change management and to ensure successful implementation of the MMP.

Implementation Model: The participants States by and large were in favour of Center developing a Core, Configurable and Customizable application modules around common services under MMP . The center to either assist the States to set up their own IT infrastructure or sets up a common central IT infrastructure for the states to implement the MMP. The States shall be given flexibility to customise the core module to meet their specific requirements. It was also agreed that instead of re-inventing the wheel, the existing successful State-level initiatives of ICT in School Education to be studied and redeveloped based on approved data standards with robust architecture.

- The applications developed under MMP shall allow seamless transfer of data from their legacy applications.
- Interoperability among the MMPs to exchange data for delivery of appropriate services.
- Phased implementation approach is desired in view of large last mile sites. The first Phase of the MMP to target the sites with mature infrastructure, followed by other locations with a definite IT infrastructure improvement plan in alignment with physical infrastructure plan.

- The MMP services to be provided over Mobile phone/ Hand-held devices and use the existing CSC Infrastructure for increasing the reach of MMP. The option of utilising the up-coming National Optical Fibre Network (NOFN), non-conventional energy modes to be explored to address the connectivity and electricity concerns.
- Small and medium enterprises to be encouraged to be part of the ecosystem to provide operation and maintenance services to the client end IT infrastructures at schools, which are dispersed across the nuke and corner of the geography.

6. Appendix I: Raw Inputs from the Participatory Sessions

6.1. Inputs received in the Hyderabad Workshop

| Q: What are your key frustrations and What are the top things you would change overnight? | |
|---|--|
| Teacher support | Teacher motivation |
| | Teacher learning process |
| | Teacher accountability |
| | Capacity Development of Teachers |
| | Stress on teachers' education |
| | Teachers absenteeism |
| | Teacher unions |
| | No way of making the service particulars of teachers which make the administration frustrating |
| | Teachers are becoming more political than education related |
| | Lack of accountability among teachers |
| | Updating teacher on the recent developments in their fields |
| | Impose ban on teachers organizations |
| | Primary education should have a proper monitoring system teachers at primary level should be competent |
| | Accountability/ownership among teachers |
| | Teachers' Attitude |
| | Teachers to be recruited on pure merit basis by competitive exams |
| | Non-attendance of teachers/ non-availability |
| | Non commitment/careless attitude/lack of support staff |
| | Lack of qualified trained teachers |
| | Low level of teacher competency |
| | Performance accountability system of teachers |

| | |
|----------------------------------|---|
| | Improving teacher quality and commitment, accountability |
| | Attitude behavior of teachers |
| | Punctuality of teachers/their habits and behavior |
| | Teachers willing to come to schools and support the child in day to day matters |
| | Problem of subject teachers in schools |
| | Student-teacher participation is not interactive |
| | Teacher promotion on the basis of testing |
| | Making the teachers/Administrators to be responsible for their job chart-accountability |
| | Lack of dedicated/sacrificing trainers |
| | Making the teachers attend the school on time |
| | Inadequate subject teachers in high & Hr. Sec school |
| Governance and Regulation | Evaluation system |
| | Monitoring system |
| | Data management (attendance, results etc.) |
| | Timely evaluation of learners |
| | Evaluation without pressure |
| | Not able to monitor as to what is happening in schools on a timely basis |
| | Children performance levels are not to the expected level |
| | Monitoring is not proper |
| | Children performance levels are not to the expected level |
| | Equal competition between students |
| | Putting effective monitoring mechanism |
| | Conducting public exams and learning outcomes of children in schools |
| | Evaluation pattern |
| | Conduct baseline tests to assess the competencies of students. |
| | Decentralized Administration |
| | Free from political interference |
| | Time management |
| | Balance ratio of students and teachers in class |
| | Teacher promotion on the basis of testing |
| Infrastructure | Lack of facilities (Furniture, sanitation etc.) |
| | Infrastructure facility - lot of disparity in different types of schools |

| | |
|---------------------------------|--|
| | Providing infrastructure to all schools including toilets, drinking water and running water |
| | Uniforms, transport |
| | Lack of proper planning in infrastructure |
| | Providing classroom infrastructure that makes the children comfortable physically and makes the teachers create interaction between the subject and children |
| | Complete infrastructure with ICT facilities |
| | No ICT facilities in schools |
| | No electricity, No computers, no internet |
| | Provision of facilities TLM, Lab facilities |
| Examinations | Conducting of public exams |
| | Examination system - Something different than year-end/term end examination and focusing on continuous evaluation |
| | Unsatisfactory results from public examinations |
| Education Administration | Expenditure and budgets provided in stipulated time |
| | Ensuring delivery of various incentives like free uniform, bicycles, textbooks etc. |
| | Timely collection of data on various schemes from the field |
| | Communication and transport facility at the most remote schools |
| | Dissemination of Information |
| | Transparency and accountability |
| | Regular updation of data |
| | Lack of TA DA |
| | Lack of institutional memory |
| | Field level staff do not feel responsible |
| | Political interference in administration results in failure of policies |
| | Political will is required for proper implementation of policies for the benefit of the students, public |
| | Large big dept. with sufficient manpower |
| | Making the system more down the line - supervising mechanism |
| | 100% enrolment without discrimination |
| | Education statistics, data are always unreliable - numbers of students, teachers etc. |
| | Lack of information, data and stats that are reliable |
| | Lack of financial resources |
| | Service matters, transfers of teachers |
| | Court litigations resulting in a number of vacancies |
| | Parallel administration - 2 secretaries, 2 ministers |

| | |
|--------------------------|---|
| | Reduce unionism in schools |
| | Manpower challenges |
| | Total supervision by e-programming |
| | Lack of procedures/Work flows |
| | Lack of planning |
| | Preparation of annual work plan and budget in SSA |
| | Data collection on physical and financial progress |
| | Providing unique number to each child and tracking the child's progress |
| | Sharing success stories through technology (website, media etc.) |
| | No proper targets and getting services with pressure mode |
| | Online teacher transfer |
| | Students get service like study certificates and birth certificates |
| | Dedication of head teachers and administrators |
| | File system paper work should be reduced |
| | Ready data should be available or should be able to get it online instantly |
| Outreach | Reaching the unreached |
| | Provide electricity for schools |
| | Good nutritious food |
| | Lack of awareness on importance of educated child |
| | Equality and equity |
| | Reach and access |
| | Compulsory schooling upto 14 years is not being followed because of poverty, lack of motivation |
| | Pass a government order to enroll all govt servants' and politician's children in govt schools |
| Children | Mainstreaming of OOSC in regular schools |
| | Inclusive education of CWSN |
| | Unable to take back dropouts into the fold of education |
| | ASPD RSTC are not working as per expected to educate out of school children |
| | Most disadvantaged groups to be trained with education |
| | Persuasion to continue studies, through media and leaders |
| | Non-attendance of students |
| Computer learning | Bridge digital divide |
| | Computers to all schools and two teachers to train them |
| | Introduce classroom practices which will hold the interest of tech savvy students |

| | |
|-----------------------------|---|
| | Students have become computer savvy, IT enabled where as teachers still use age-old methods. Many teacher don't know to use computer, don't know to take advantage of internet, broadband |
| | Teachers should have remote or mouse in hand than chalk and duster |
| | Students should have laptop/Tablet on bench instead of text book, note book, pen |
| | Headmaster should have laptop and web camera in front of him than file and registers |
| | Education officer should have laptop on table than files |
| Education philosophy | Schools/whole education system focused on examination and less on learning |
| | Teaching Learning Processes emphasizes on memorization and not on Higher Order Learning |
| | Remove all written homework |
| | Homework should be exploratory and focusing on discovery |
| | Active learning of the children by interaction, activities in classroom |
| | Creating strategies/situations in learning |
| | Individualized/ Self learning material |
| | Difficulty in implementing child centered methodology |
| | Child friendly classroom process |
| | All elements associated with school functions as a cohesive unit |
| | Education that enhances skills - wood carving, music, IT, cooking and other application based activities should be promoted |
| | Classrooms are conducted very mechanically, there is no space for innovation or application |
| | Education is not for passing exams, our efforts should be directed towards education |
| | Flexibility in transecting classroom interaction i.e. teachers should be innovative |
| | Learning to learn |
| | Problem school skills |
| | Common curriculum & need based education |
| | Black board chalk should be scrap out |
| Community | Involvement of community |
| | Community participation in school development |
| | There should be some way of presenting the achievements/ work of the dept. to parents |
| | Lack of societal involvement |
| | In view of decreasing enrolment in govt schools, how to regain confidence of parents/society towards govt schools? |

| | |
|-------------------------|--|
| | Involve local bodies |
| | Community ownership of schools |
| | Parents are not showing responsibility towards their child |
| | Students should enjoy their studies as learning is fun |
| | Free from anxiety towards heavy homework, worries to finish assignments |
| | Creativity and innovations must come into picture |
| | Students should feel free to express themselves |
| | Smart classroom processes |
| | Drawing, painting, music, games should be focused on more than classroom teaching |
| | Sensitizing the parents & community for ensuring 100% enrolment linking up government subsidy schemes with children enrolment |
| | Evening time students are free. Either they attend any coaching classes or they acquire life skill. This is not possible for the poor students. Either school should work for full time i.e. 7-1/2 hrs. Work or the others life skill should be taught in the school |
| Digital learning | Education Technology with latest computer knowledge with dedicated staff and good atmosphere |
| | Computers for quality education |
| | Infrastructure facility with digital computer education |
| | Providing SMART class room for Govt. schools in which digital content may be used |
| | Changing the classrooms & bring methodological reforms by introducing e-Technology into the class rooms |
| | Class room teaching learning process need to be improved by introducing digital technology |
| | Teachers as a bottleneck to learning particularly to CAL |
| | Language medium of instruction |

| Positive things about Education sector |
|--|
| We have developed an e-governance portal for maintaining of various schemes |
| Cater to the minimum educational needs of large chunk of population unlike many other developing countries |
| Large number of products of the system is contributing to the creation of knowledge globally |
| Awareness campaign of RTE act, activating the SMCs |
| Free supply of textbooks, uniforms, |

| |
|---|
| Encouraging students for Computer Aided Learning |
| Seeing schools being run well |
| Latest education technology with computer education |
| Our examination system |
| Access in primary schools is almost ensured in TN |
| That even despite bad conditions, people are still working, children going to schools, meeting deadlines, achieving small success despite lack of infra/resources/support |
| We are proud because we are able to impart a large number of children's lives positively through education |
| That even despite bad conditions, people are still working, children going to schools, meeting deadlines, achieving small success despite lack of infra/resources/support |
| Children come back to schools everyday despite conditions at home/school |
| Good image in society, draws the best from me |
| To work in a developmental sector, when atleast some scope is there to contribute for the future generation |
| Making the students to understand about |
| Nuclear explosion |
| Abstract things/Concepts |
| Experiments in physics & chemistry |
| Conducting seminars, science exhibitions |
| The school provided with a rural school science center |
| Students from very low income group with high motivations |
| During learning process smile on the face of students |
| STEM Priorities |
| Science, Technology, English, Maths |
| Overwhelming of training, Training institutions should be revamped |
| Individual effort by teachers/school administrators |
| Tech savviness of the youngsters |
| Teachers taking initiatives and proactively working for the welfare of the children |

The participants were divided into groups and requested to role-play different stakeholders. They were requested to write down their expectations from the education sector and also, if possible, their expectations from other stakeholders in the education sector.

| Sl. No | Parents |
|--------|--|
| 1. | Moral Values |
| 2. | Proper Teaching |
| 3. | Completion of Curriculum |
| 4. | Proper Evaluation |
| 5. | Remedial Teaching |
| 6. | Intra-relation between parents and teachers |
| 7. | Talent Search |
| 8. | Good Marks |
| 9. | Child Protection |
| 10. | Discipline |
| 11. | English language proficiency |
| 12. | Individual Attention |
| 13. | Personality Development |
| 14. | Cyber Laws Awareness |
| 15. | IT Skills |
| 16. | Infrastructural Facility |
| 17. | Sports Counseling |
| 18. | Study Certificates, DOB to be made available |
| 19. | Attendance and Achievements |
| 20. | School Grading |
| 21. | Fund Utilization |
| | Teachers |
| 22. | Students attendance responsibility should be shared equally by the parent and community |
| 23. | Engagement in non academic work hinders in the teacher learning process (skills, knowledge, policies, schemes, projects) |
| 24. | Community awareness- How can we complete the syllabus with students of different IQ levels? |
| 25. | Digital classroom |
| 26. | Adequate infrastructure (building, library, lab) |
| 27. | Healthy environment |
| 28. | Appreciation & encouragement and recognition for good works |
| 29. | Union should not encourage bad activities of teachers |
| 30. | Provide sufficient funds for projects |
| 31. | Encourage innovations |

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| 32. | Lack of residential facilities in rural areas |
| 33. | Parents should compulsory attend PTA meeting |
| 34. | Government schools should represent all categories of community mandatory (common schools) |
| 35. | After school hours illiterate parent is not able to take care so provide volunteers to take care |
| 36. | Single teacher or double teacher schools are not working well |
| 37. | Instead of class wise teachers- Provide subject wise teachers in every school |
| | Students |
| 38. | School must be a fun place |
| 39. | School should be near |
| 40. | Play ground |
| 41. | Library, Computer labs |
| 42. | No text book focus instead activity based learning |
| 43. | Assistance for weak students |
| 44. | Good teachers |
| 45. | Parent teacher meetings |
| 46. | No discrimination between girls and boys |
| 47. | No exams |
| 48. | Separate toilet for girls |
| 49. | Don't insult me |
| 50. | Career guidance |
| 51. | More Vocations courses |
| 52. | Transparency of paper evaluation |
| 53. | Transparency in admission process |
| 54. | Promoting talent |
| | Headmasters and school management |
| | Expectations from Govt: |
| 55. | Availability of Budget in time |
| 56. | Availability of Teachers subject-wise |
| 57. | Availability of Infrastructure |
| 58. | Exposure visits to excellent/other schools |
| 59. | Non deployment of teachers on other than teaching activity |
| 60. | Work Freedom |
| 61. | Capacity Building on regular basis - IT, Subject, |
| | Expectations from Parents |
| 62. | To send children regularly and take report from school |
| 63. | Monitoring children's learning at home |

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| 64. | Participate in SMC or PTA meeting |
| | Expectations from Public Representatives, Administrators |
| 65. | Do not interfere in day to day working |
| 66. | Contribute their fund to education not to ask for transfer of teachers |
| 67. | Do not police, act as facilitator monitoring should not be coercive but problem solving |
| 68. | Timely promotion/payment of claims/leave |
| 69. | Transparent administration and financial matters |
| | Expectations from Teachers |
| 70. | Always prepare for class/lesson transaction |
| 71. | Timely attendance |
| 72. | Use teaching aids/innovative teaching methods |
| 73. | Allow students to reflect/interact |
| 74. | Ensure equity/inclusion/gender equity |
| 75. | Keep update in the subject |
| 76. | Share teaching experience with fellow teachers |
| | Education administrators |
| 77. | Role clarity/Job charts of functionaries |
| 78. | Clear data points/Database/Decision support systems |
| 79. | Codification of rules & acts pertaining to school education |
| 80. | Various schemes details to be transparently made available to all stake holders |
| 81. | Interactive forums across the states |
| 82. | Decentralization of teachers service matters in true spirit of 73rd & 74th Amendments to constitution |
| 83. | For better execution GoI schemes to be implemented by live department instead of creating separate wings/society |
| 84. | Autonomy/Flexibility to states in devising & implementing schemes |
| 85. | Required resources have to be provided on time including infrastructure |
| 86. | Neighborhood/Common school system should be adopted has equipped in Kothari commission report |
| 87. | Method of CCE continuous comprehensive evaluation to be implemented |
| 88. | Recruitment of quality teachers/quality officers |
| 89. | Expose administrators to the best practices in school education world wide |
| 90. | Give IT gadgets like Laptops/ IPods to all education administrators for better monitoring |
| 91. | To be insulated form political interference |
| | Research and Training |
| 92. | Online of DISE data - Scope for areas of research & Use the DISE data for research |
| 93. | To identify resource persons for In-service training |
| 94. | Assessment of various interventions |
| 95. | Identification of Training needs |

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| 96. | Training on Action Researches on classroom Practices |
| 97. | Infrastructure (HW+SW) to research institutes for easy data analysis / digitization |
| 98. | Training on various teaching methods / techniques |
| 99. | Research on training vis-à-vis achievement levels of children |
| 100. | Need based Researches |
| 101. | Dissemination and Follow-up action can be taken up |
| 102. | Capacity building of researchers of DIETs/CTEs/IASEs/SCERT - Fund allocation |
| 103. | Expertise and Experience of other institutes |

6.2. Inputs received in the Kolkotta Workshop

| Q: What are the key challenges and issues you face in your day-to-day work in School Education? | |
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| Community participations in school management | Community management |
| Parents | |
| VEC | |
| SMC | |
| Administration supervision | |
| Grievance redressal | |
| Parents sending all their children to school | |
| Parents themselves to come to schools to make themselves aware | |
| Active role of parents/PRIs and community in school management | |
| Community support for school development | |
| Empowered community through education greater role in development | |
| Adequate use of resources for civil construction based on the development from civil work web portal | |
| Regular Inspections of schools and offices | Governance |
| Regular updating of data & information | |
| Coverage of schools with ICT | |
| Display and access of data to the public and students | |
| Accountability proper monitoring | |

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| Transparency-awakening the community and implementation of e-governance | |
| Timely collection of various data | |
| Proper monitoring | |
| Involvement of community | |
| There should be no undue political interference | |
| Quality Governance | |
| Speedy implementation of all flagship programs | |
| Maintenance of proper database of teachers, officers and employees | |
| Transparency | |
| Efficiency | |
| Law & order | |
| eTendering | |
| political interference | |
| storing data base | |
| Motivation of parents & students | Quality of education and access |
| Social economic status | |
| Sensitization | |
| To change attitude of teacher to shift from traditional teaching | |
| Learning should not be for the sake of exam- joyful learning | |
| Qualified teachers can produce quality of education | |

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| single point contact for all services one orbit | |
| The social conversation of the student to be taken in consideration at the time of admission | |
| Attitudinal change in teacher | |
| Monitoring of teachers performance | Regulation |
| Reward & punishment | |
| No implementation in the right perspective | |
| political interest | |
| Management school should be by the local people for effective running of schools | School Management |
| Active participation by the local authority will improve | |
| Attendance of teachers/students | |
| Delivery of desired goal | |
| Appointment of teachers in the recommendation of the locality/local people | |
| GER to be + 100% | Students |
| Foremost challenge is to maintain discipline among students | |
| It is the management who is mainly responsible for maintaining discipline | |
| If a teacher is well versed in his teaching subject and able to transact in effective and meaningful manner, a class will be automatically controlled | |
| At the present scenario it is very essential to focus on moral education. | |
| One should be mentally, emotionally, spiritually and physically teacher not more than the sake a employment | |
| In fact at present day the students have lost faith on his teacher | |

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| New ideas needs to be regulated to all section so as to ensure that the people can get access and get to know | |
| Adequate space room per school | |
| To frame uniform syllabus as per class level of the students | |
| Good text books as per syllabus to ensure quality of education | |
| Support useful TLMs to the students to level their creativity, competency, reasoning ability | |
| Arrangement of sports, games, arts, and other extra curricular activities to develop mental physical needs | |
| Teachers should be trained using well developed teaching methodologies in the present day context | |
| Teachers have to implement in the classroom situation what they have acquainted with the appropriate methodology | |
| LCDs computer as teaching tool | |
| Teachers are always busy with the average and slow learners but not giving time to gifted children. They are deprived | |
| Some orthodox teachers are not ready to accept modern methodology enhancing quality education | |
| Challenged students are facing problems with the normal students in the classroom situation following same curriculum in the same time period | |
| Students, still now are taught through lecture method where they are not allowed to question | |
| Children are overburden by so many books and subjects | |
| Wrong examination system are making students to follow the key points of the subject, not helping the students to go through the books thoroughly | |
| Some times school authorities are not ready to accept the community participation/parental intervention in the day to day activities in the school | |

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| Schools should go to students | |
| Adequate infrastructure | |
| Availability of text books | |
| Availability of efficient and dedicated teachers | |
| Regular evaluation | |
| Academic profiles of students | |
| Orientation of teachers | |
| proper monitoring | |
| Want of adequate infrastructure | |
| Transport facility | |
| Social taboos relating to girls education | |
| lack of sensitization | |
| Demotivating factors parents, teachers, | |
| Fear of teachers, rudeness | |
| Humiliation- Caste, status, competition, complexes | |
| Different students receptive level and their level of understanding | |
| Training /Special training for CWSN | Teacher Support |
| TLM | |
| Class room management | |
| Exposure training to introduction with others | |
| Capacity building of untrained persons | |

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| Proper and good communication skill | |
| Evaluation | |
| Take prompt action | |
| Self evaluation by teachers | |
| Evaluation of teachers performance by students | |
| Delay of work done for teacher | |
| Lack of proper coordination b/w differential education department | |
| Availability of portable drinking water, residence for teachers, teaching aided materials | |
| Export review of syllabus for relevancy | |
| Physical adventures to be part of assessment | |
| Development of central repository of e-Content | |
| School to maintain fees and seat info in transparent manner | |
| GIS mapping of all schools (real time) | |
| Child tracking, teacher attendance & performance tracking | |
| Self assessment based on ICT tools | |
| Ability to apply for applications and write exams on line get certificates on line including on line availability of answer sheet to all students | |
| Clear cut policies | |
| Online availability of edu-services | |
| Out sourcing of works relating to delivery of services in education field | |
| Mandatory e-Procurement | |

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| schools for real time online monitoring by citizen | |
| Citizen centric service | |
| Capacity building | |
| Recognition | |
| Transfer & promotion | |
| managing parent pressure and RTE | |
| Indiscipline of students | |
| Lack of sharing forum | |
| Training material | |
| Lack of dedicated and motivating teachers | |
| School infrastructure (ICT) | |
| Over burden syllabus | |
| Less play time | |
| Lack of simulation exercise | |
| Lack of focused content | |
| Migration of family | |
| Inadequate basic essential infrastructure | |
| Is essential for good training and also for availability improvement | |
| Lack of ICT facility at rural villages | |
| Subject wise and regular training | |
| Best infrastructure in training institute | |

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| Service condition of teachers | |
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| Q: What would you measure to see if your solutions are working on the ground level? |
| Future bright prospects for students |
| Absenteeism |
| Proxy teachers |
| Students access & quality of education |
| Visit schools and see how ICT is transacted in the class room |
| Testing students understanding with questionnaire |
| Ask the community, NGOs, parents and third party evaluation to oversee the successful implementation of ICT in schools |
| Ensure that all equipment is in working condition with infrastructure |
| Grade the best teacher and best school with incentive to create a healthy competition |
| Ensure proper training is imparted to teachers on ICT with project work etc. |
| In case of teacher- fully attentive students in the class, showing better result in their ongoing test |
| A teacher who is trained in ICT- usage of ICT in his day today functioning |
| Dissemination of information related to educational provisions |
| Imparting quality of education |
| Good print and non print materials, good/trained teachers |
| Adherence to time frame in the delivery |

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| Every untrained teacher should be trained within a time scheduled |
| Teachers are required to be given training in every 2/3 years (should be need based) |
| Unequal/Shortage of teachers |
| Proper scientific and transparent system in recruitment |
| Political interventions |
| Increase retention rate |
| Disciplined and punctual teachers |
| Sincerity in teaching with personal attention to the weakness of the students |
| The average learning achievement level of children should be high and difference between lowest and highest minimal |
| Literacy rate should be 100%, no dropout. Every child to complete elementary quality education |
| Improving infrastructure, access, retention through media messages, websites, channels, door to door campaign etc., |
| reduced drop out |
| increased external efficiency |
| increase NER/GER |
| increase national income |
| Increased awareness of the community |
| Disciplinary action for non compliance of direction incurred by the govt |
| Students access & quality of education |

6.3. Inputs received in the Chandigarh Workshop

| Q1 : What are the key challenges and issues you see in your day-to-day work in School Education? | |
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| Student related | Admission process |
| | Student attendance, Indiscipline of students |
| | Result sheet/migration certificate/scholarship |
| | The classroom transactions are nothing but to give information. It should be interactive, participatory and child friendly. |
| | Not enough computers to give an opportunity to work on computer |
| | Student help desk should be instituted at district HQ. Student can get any certificate from it |
| | Not able to submit their change of fee/form in time |
| | Wrong exam result |
| | Forgot to make a request in time e.g. TOC, change of subject additional subjects |
| | correction of additional data-name/date of birth/address etc. |
| | Certificates not received, setting up of exam center, copying in exam, panel of resource persons, academic facilitations, evaluators, observation at exam center |
| Teacher related | Promotion, transfers, pay, pension |
| | RTE is making children careless about studies |
| | Capacity Building |
| | What and where are the best training modules |

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| | how to enhance in service trainers training kits |
| | Student attendance, Indiscipline of students |
| | Payments Delayed, deductions, not received, lost bills, |
| | Training terms is over, over time, leaves, salary, not adequate, work load, sudden work |
| | Engagement of teachers in non academic works, Plethora of submission of reports to be prepared by teachers is not be taken into consideration for calculation of pupil teacher ratio has been calculation |
| | Teachers are not sufficiently motivated and committed. They do not teach effectively |
| | Teachers usually do not use appropriate/effective pedagogies |
| School Management | Teachers/students attendance |
| | Lack of infrastructure such as Buildings, power, broad band |
| | To monitor the RTE compliance by schools and rethinking of certain initiatives such as CCE |
| | Admission an entry level |
| | Collection of data for CCE |
| | Discipline How to tackle this problem |
| | Teachers are busy in non-teaching activities (how to reduce these) |
| | Gap between teacher student rates is a basic issue for quality education |
| | Teacher records, school infrastructure should be computerized in first phase |
| | no set guidelines for schools and teachers to maintain discipline in the class. After implementation of RTE students are least interested in learning and least bothered about training infrastructure |

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| | Digital port folio- Sample and real |
| | E-Rubrics- Sample and real |
| | Concept maps/mind maps on various themes |
| | Constructivist unit plans- |
| | Digital diary |
| | Schools should have posts of assistants/or support staff |
| | Wherever leader is good- school works well/ideally. But there is no concept/post of head master in primary school |
| | Primary school should have post of HM. Head Master should be trained/pruned and developed into a leader to make school ideal. |
| | Smart governance to track the status - so that delivery of services can be ensured |
| | Child tracking to enroll all children to schools is must |
| | Records of teachers Attendance service record ACR |
| | All registers like VER, Attendance etc. need to be computerized |
| | Computerization of enrolment attendance, scholarships teaching of children enrolled will definitely increase the efficiency of schools |
| School Administration | Teachers not interested to travel from their work place to the institute for training |
| | Assessment of training need-data availability profile of teachers not available for selection |
| | Financial sanctions/approval- development and printing of materials and their dissemination |
| | List of experts/resources needed for research training |
| | Library is not networked and sharing of data with other organizations |

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| | not possible |
| | Supervision for quality education |
| | ICT trained teachers are not available |
| | Infrastructure |
| | Autonomy |
| | Economic problem |
| | Resources |
| | System problems & transfers |
| | Commitment towards ICT implementation |
| | HRMS - human resource management system |
| | On line scholarship programmes |
| | on line application for recruitment |
| | GPS system |
| | Lack of IT professionals |
| | SWAN not connected to schools |
| | Data Collected from school in different mode and different time, type |
| | Gap in ICT infrastructure |
| | Capacity Building of technology and non teaching staff |
| | Student attendance |
| | Teacher attendance |
| | Need base training |

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| | No head master |
| | Support of politicians |
| | Subject specific teacher is primary and secondary schools also |
| | Caste system should be treated carefully |
| | Outcome should be more important than the process in the education system |
| | No monitoring after training of teachers |
| | Different teacher ratio is not up to the mark |
| | Vacation of lady teachers |
| | No record of drop out children |
| | Examination pattern should be more efficient, transparent, not of the % achieving type |
| | No incentives for improvement of teacher performance |
| | No vocational & practical base education |
| | No full day school and no importance given to students interest in study |
| | Data on how many students visited library, read books, how many hours |
| | Exam fee, funds and due funds charged from students |
| | Retirement of teachers, leave balance and medical leaves |
| | GPF withdraws, balance issuance of GPF |
| | Unwillingness of teachers to teach |
| | presence of teachers in class rooms |

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| | Who are attending the program and who are not attending ? To know & ensure that maximum locations are attending the programmes as per schedule |
| | Challenge of regular supply of power to reception of telecast |
| | Challenge of getting true information about as how many locations are utilizing the context of EDUSAT library |
| | Challenge of getting already approved funds for the expansion of the project |
| | IT infrastructure and placing IT professionals |
| | Data center |
| | Streamlining of teachers, appointments, postings, transfers, promotions, registration of court cases, and monitoring of cases |
| | Distribution of scholarships and text books, uniforms using ICT & students |
| | Teachers attendance- Teaching through ICT |
| | school mapping |
| | Teacher like motivation and committed to upgrade and update their content knowledge pedagogies |
| | Deployment of teachers in schools not according to enrolment in schools over several as well under several schemes |
| | Payment to teachers especially GPF and pension get delayed |
| | Vacancies of teachers are not filled timely |
| | The process set prolonged sometimes unduly |
| | Management of private schools especially secondary schools (aided) results In many problem. Selection of service board, management does not allow teachers to joint-litigation |
| | Management itself appoint teachers without port without approval |

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| | of the DIOs//department heads to litigation which results in problem of payment of arrears of teachers-court cases etc. |
| | RTE act bans public exam. ICT should be used to know learning levels of students without holding exam it needs to be devised |
| | Quality of teachers training remains unknown. ICT to be used in monitoring utility of teachers training Programme (in service) Lack of transportation public remains ignorant about funds received in school for Programme to display of funds utilized and work done |
| | Provision of scholarships to students |
| | MDM |
| | Provision of uniform, text books, furniture, computers, computer lab science lab |
| Parent / Community engagement | Admission |
| | Student performance reports |
| | Problem of tuitions |
| | Teachers attendance |
| | Monitoring of trainings attended by community |
| | Teacher attendance |
| | parents are also not motivated and do not take interest to look after, whether their child goes to school daily in time or not as like in private schools. Teachers should be role model for students |
| | Involvement of parents in education is needed |

Q2: What would you measure to see if your solutions are working on the ground level?

100% enrolment of children below 14 years

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| Whether teacher student ratio is maintained |
| Non manipulation |
| quality education given to students |
| Implementation of difficult schemes |
| Teacher retention in the department as the measurement of job satisfaction |
| school results are the best indicators of job satisfaction at the teachers |
| Academic Monitoring system must be improved |
| Effectiveness of training must be measured after the training at the school level |
| De duplication of students |
| RTE & RTI related queries reduced |
| Reduce false attendance & accurate benefits like MDM & scholarships distributions |
| Complaints from parents, VECs reduced |
| Running around for various works reduced by the parents & school teachers & staff |
| Information readily available |
| Improve results |
| Academic data available on line, regular attendance of teachers, reduce running to HQ, available learning material online |
| How many doing the work online |
| In Bihar- Right to services act in vogue under which we can ask for services such as scholarship and certificates of exam within limited time frame there are internet kiosks at every block level called "Vasudha Kendra" |
| Enrollment- Attendance-Irregular to be tracked |
| Attendance to be monitored |

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| Enrollment register of children |
| Able to bring more children to school |
| Deployment policy to be reviewed |
| How many teachers are posted in their house village |
| Assessment of distance wise |
| Assess other reasons gender wise |
| assess facilities in schools |
| Assess job conditions |
| We need devise mechanism to ensure that all children attend school regularly |
| Quality learning |
| Student evaluation through various level |
| Teaching learning material |
| Enhancement of enrollment |
| School environment |
| Children enjoying learning |
| teaching +learning quality improved |
| Enhancement in daily attendance |
| Follow up of teacher training by conducting test at the last day of the training schedule teacher dairy |
| % of out of school children |
| All registers need to be computerized |

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| Result register |
| enrolment register |
| attendance register |
| Daily teacher diary |
| monitor daily |
| Lack of research work by teachers and training colleges |
| No of vacancies of teachers should not be more than 10% at any point of time |
| Periodic tests to be organized to see proposes of learning levels of students |
| No case pending the teachers pension & GPF beyond 6 months |
| Decline in the no of visits paid by teachers to block education office, district level office |
| No of writ petitions received during the month |
| Time taken between receipt of funds and utilization of funds |

7. Appendix II: List of Participants

7.1. Participants in the Hyderabad Workshop

| No. | State | Person | Designation | Phone | Email |
|-----|------------|--------------------|---|--------------|--------------------------|
| 1 | Bihar | Rajesh Bhushan | State Project Director Bihar Madhyamik Siksha Parishad | 9431012687 | rajeshbhushans@gmail.com |
| 2 | Bihar | Shashi Bhushan Roy | State Programme Officer Department of Education | 9431269258 | |
| 3 | Bihar | Mukhdeo Singh | Administrative Officer Department of Education | 9835670319 | |
| 4 | Bihar | Rajesh Thadani | State Programme Officer Department of Education | 9709391447 | y.thadani2006@gmail.com |
| 5 | Chandigarh | Sandeep Hans | State Project Director | 9501705500 | ssautchd@yahoo.co.in |
| 6 | Chandigarh | V.K.Singh | Secretary Education | 0172-2740017 | fsutchd@gmail.com |
| 7 | Chandigarh | R.J.Khander rao | Regional officers CBSE | 9646174542 | |
| 8 | Chandigarh | Prof. Rajesh Kumar | Regional districts NIOs | 9810141250 | RDCHANDIGARH@nios.ac.in |
| 9 | Chandigarh | Sunil | Assistant Director Education dept. | 9888940715 | |
| 10 | Chandigarh | Nidhi | IE Coordinator | 9646139942 | ssaatchd@yahoo.co.in |

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|----|-------------------------|---------------------|--|--------------------------|---|
| | | | Education SSA | | |
| 11 | Chandigarh | Chandar Has Sharma | SO DPI VT | 9876450525 | chandershass.sharma@gmail.com |
| 12 | Chandigarh | Sanjay Mathur | Dy director School education Education | 9888884193 | |
| 13 | Chandigarh | Satinder Jeet Singh | Teacher Education State institute of science education SCERT | 9780383100 | satinderbatra@gmail.com |
| 14 | Dadra & Nagar Haveli | R.K.Gaur | State Project Director RMSA | 9558246625 | rakeshgaur4@rediffmail.com |
| 15 | Dadra Nagar Haveli | Vineet Tincoi | Sr. Consultant IT Dept. | 9737531919 | |
| 16 | Daman & Diu | K.J.R Burman | Secretary Education | 9662040226 | kjrb@rediffmail.com |
| 17 | Daman & Diu | P.S.Jani | Mission Director RMSA | 9925177877 | rmsa_daman@yahoo.in ; daman_education@gmail.com |
| 18 | Daman & Diu | Chandresh smart | Asst. Lecturer TTI Damun | 9429216933 | smart_chandresh@yahoo.in |
| 19 | Delhi | V.P.Singh | Special State Project Director RMSA & SSA | 9899730802 9818102115 | spd_delhi@rediffmail.com |
| 20 | Delhi | Deewan Chand | Secretary School Education | 9717682444 | secyedu@nic.in |

| | | | | | |
|----|---------|----------------|---|------------|---|
| 21 | Delhi | Udit Prakash | State Project Director SSA and Mission Director RMSA IAS | 9650458255 | spd_delhi@rediffmail.com |
| 22 | Delhi | Naresh Kapoor | Senior Lecturer SCERT | 9810724310 | Nareshkapoor.2004@yahoo.com |
| 23 | Delhi | Sanjay Kaushik | Lecturer, Educational Technology SCERT | 9717374038 | etscert@gmail.com |
| 24 | Delhi | Ms.Sudharani | Lecturer Dept. of Education Education | 9717267210 | vpsujjwal@yahoo.com |
| 25 | Delhi | Brahmand Jha | Consultant NeGD, DIT NeGP | 8826823672 | brahmand.jha@negp.gov.in |
| 26 | Delhi | Dr. Sonia | Asst. Director ODE | 9999624216 | soniabehl39@yahoo.com |
| 27 | FGS PBO | Hasnel sagila | Dept. of education officer Education | 9876823827 | |
| 28 | Haryana | Pankaj Yadav | State Project Director RMSA & SSA | 9464700777 | ssarmsa@gmail.com; hpsppchd@yahoo.in |
| 29 | Haryana | Surina Rajan | Financial Comm. & Principal Secretary Dept. of School Education | 9915552700 | s.rajan235@gmail.com |
| 30 | Haryana | Surender singh | Technology officer School education | 9892076923 | bangar_ss@yahoo.com |

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|----|------------------|---------------------|---|--------------|---------------------------|
| 31 | Haryana | D.N.Yadav | Dy. Director Education | 9416704907 | |
| 32 | Haryana | Zile Singh | Dy. Director Education | 9466659115 | |
| 33 | Haryana | Jasbir singh | Dy. Director Education | 9468221921 | |
| 34 | Haryana | Ajit Kadian | Dy. Director Education | 9812733366 | |
| 35 | Haryana | Suman | Asst. Director O/o DSE Chandigarh | 9463087662 | |
| 36 | Himachal Pradesh | Rohit Jamwal | State Project Director RMSA | 9418989000 | spodpephp2@rediffmail.com |
| 37 | Himachal Pradesh | K. Sanjaymurti | Secretary Education | 9816091190 | secy-hedu-hp@nic.in |
| 38 | Himachal Pradesh | S P Shekhari | Joint Director Directorate of Higher Education | 9418453535 | dir.edu@rediffmail.com |
| 39 | Himachal Pradesh | Pramjeet Gil | Technical Officer (ICT) Directorate of Higher Education | 9418454496 | dir.edu@rediffmail.com |
| 40 | Himachal Pradesh | <name not provided> | Principal SCERT Solan | 01792-228135 | Scert-hp@nic.in |
| 41 | Himachal Pradesh | Chaman Lal, | SO (ICT)(PIMP HP Board of School Education Dharmasala, | | Bose-hp@nic.in |

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|----|------------------|----------------------------|---|------------|------------------------|
| | | | Dist. Kangra | | |
| 42 | Himachal Pradesh | PJS Gill | Technical officer Higher education | 9418454496 | |
| 43 | Himachal Pradesh | Chamanlal, section officer | Section officer SIMT/Head IT Himachal Pradesh Education Dept., Dharmasala | 9418927712 | |
| 44 | KVS | Ms. Chauhan | Dy. Commissioner KVS | 9463598331 | ac.chanhan26@gmail.com |
| 45 | Madhya Pradesh | Ajit Nair | Technical Head MP Education Dept. | 9074477770 | ajit.b@gmail.com |
| 46 | MHRD | Mrs. Radha Chauhan | Joint Secretary Dept. of School Education & Literacy, MHRD | | |
| 47 | MHRD | Mr. A. K. Singh | Director Higher Education | | |
| 48 | MHRD | Mrs. Carolyn Deshmukh | Director Dept. of School Education & Literacy, MHRD | | |
| 49 | NCERT | Dr.A.P.Behera | Associate professor and head, training NCERT | 9873457143 | amar_b2000@yahoo.com |
| 50 | NIOS | Dr. Kuldeep Agarwal | Director (Academic) | | |

| | | | | | |
|----|--------|-------------------|-------------------------------------|------------|--------------------------------|
| 51 | NIOS | Mr. S. K. Prasad | Senior Programmer & Analyst | | |
| 52 | NISG | Sanjiv Mital | CEO | 9899059442 | Sanjiv.mital @nisg.org |
| 54 | NISG | K. Bikshapathi | Vice President | 9177445595 | bikshapathi@nisg.org |
| 55 | NISG | Pankaj Misra | GM | 9999367689 | pankaj@nisg.org |
| 56 | NISG | Sudarshan Gopalan | Consultant | 9966006258 | sudarshan@policyinnovations.in |
| 57 | NISG | Aruna Ramanathan | Consultant | | |
| 58 | Punjab | Brig Jagtar Singh | GM ICT Dept. of School Education | 9815651642 | hoicttech@gmail.com |
| 59 | Punjab | Harjit Singh | DEO (EE) Education Punjab | 9417175911 | singhhs.singhhs@yahoo.com |
| 60 | Punjab | Amista Sush | DEO S/E Education | 9417399251 | |
| 61 | Punjab | Surinder | DSS Education | 9484283279 | dss.sbsn@gmail.com |
| 62 | Punjab | Gurar Singh Goil | Dy director O/o DPI E Education | 9876300836 | |
| 63 | Punjab | Mena Singh | District education officer | 9417407884 | |

| | | | | | |
|----|--------|------------------|---|------------|------------------------------|
| | | | Education | | |
| 64 | Punjab | Balbir kaur guru | Education officer Education | 9356256655 | actcoptl@yahoo.co.in |
| 65 | Punjab | Rajeshwar | Education Punjab Education | 9988551137 | |
| 66 | Punjab | Varundeep | Engineer Education | 9872618107 | |
| 67 | Punjab | S.S.Randhawa | Dy SAD Education | 9876030268 | |
| 68 | Punjab | Jagtan Singh | Dy Director SISE Education | 9988106489 | |
| 69 | Punjab | Vijay Kumari | Dy director SCERT Education | 9463945494 | |
| 70 | Punjab | Sujeet | Dy Director Education | 9814803293 | |
| 71 | Punjab | Nalini sharma | OSD Education | 9876715870 | nalini_scholarship@gmail.com |
| 72 | Punjab | Surinder khan | Sr. Lecturer State institute of science education SCERT | 9815197353 | |
| 73 | Punjab | Vijay Kausmal | Dy. SPD, RMSA O/o DGS PB | 9501962211 | vijaykaushal@gmail.com |
| 74 | Punjab | Dr. Vinod Kumar | DEO Education | 9412180182 | vinod56@gmail.com |

| | | | | | |
|----|---------------|-------------------------|---|----------------------------------|---------------------------------|
| 75 | Rajasthan | Bhaskar A Sawant | Principal Secretary School Education | 9413752322 | psse_211@hotmail.com |
| 76 | Rajasthan | Harsahay Meena | State Project Director RMSA | 9414049933 | hsmeena2001@yahoo.com |
| 77 | Rajasthan | Vijay Rajput | Lecturer District Institute of Education and Training | 9414263048 | vijayrajput23@gmail.com |
| 78 | Rajasthan | Narendra Shrimal | Research Assistant SIERT | 9413752322 | siert_udr@yahoo.co.in |
| 79 | Rajasthan | Nareshdra Shrimal | Research Assistant SEIERT, Udaipur | 0294- 2415171, 05413752322 | |
| 80 | Uttar Pradesh | Parthasarthy Sen Sharma | Secretary Secondary Education | 9415904444 | secondary.education11@gmail.com |
| 81 | Uttar Pradesh | Pankaj Kumar | State Project Director RMSA | 8650000503 | pankum_79@hotmail.com |
| 82 | Uttar Pradesh | D. B. Sharma | Apar Project Director SSA | 9839141230 | |
| 83 | Uttar Pradesh | Amit Khanna | Education Department | 9935428325 | |
| 84 | Uttar Pradesh | Sanjay Sinha | Jt. Director, Finance and Accounts Committee Education Department | 9451848453 | |
| 85 | Uttar Pradesh | Bhupesh Srivastava | Computer Programmer Basic Shiksha Parishad | | |

| | | | | | |
|----|-------------|-----------------------|--|------------|--|
| 86 | Uttarakhand | Anil Kumar Negi | Director Primary Education | 9456591325 | dirse-edu-uk@nic.in |
| 87 | Uttarakhand | Mahavir Singh Bisht | Joint State Project Director RMSA | 9412364727 | mahavir.edu@gmail.com |
| 88 | Uttarakhand | Nidhi pandey | State Project Director RMSA | 9760732222 | nidhipandey2001@gmail.com |
| 89 | Uttarakhand | Manisha Pawar | Secretary Secondary Education | 9917003339 | rmsauk@gmail.com; agriculture.edn@gmail.com |
| 90 | Uttarakhand | Kunwar Singh Rawat | Expert SSA | 9837205059 | ksrawat01@gmail.com |
| 91 | Uttarakhand | Mahesh Chandra Rajwar | Lecturer Education Department | 9411598251 | eduporatluk@yahoo.in |
| 92 | Uttarakhand | Shailesh Srivastava | Lecturer SCERT | | |
| 93 | Uttarakhand | Mukesh Bahuguna | System Analyst Education Department | 9412029617 | eud_ua@yahoo.co.in |
| 94 | Uttarakhand | Shailendra Amoli | Sahayak Rajya Pariyojana Nideshak RMSA | 9897061096 | schooleducation_ua@yahoo.co.in |

7.2. Participants in the Kolkotta Workshop

| S. No | State | Person | Designation | Contact No | Email ID |
|-------|---------------------------|-------------------------|--|----------------------------|--|
| 1 | Andaman & Nicobar Islands | Dr. B.M. Bhatt | Deputy Education Officer (Science)/Director ate of Education | 9434271748 | deos.and@nic.in |
| 2 | Assam | Dr. Haren Hazarika | Dy. Director, Secondary education | 9435309950 | drharen.kr.hazarika@gmail.com |
| 3 | Assam | Sri Krishna Baruah | OSD | 9435087886 | mrskrishna_borgohain@yahoo.com |
| 4 | Delhi | Smt.C.K.Deshmukh | Director, MHRD | 9560318105 | carakhongwar.edu@nic.in |
| 5 | Delhi | Mrs. Nagalakshmi | Under Secretary, MHRD | 9810842297 | nagus.edu@nic.in |
| 6 | Delhi | Amarendra Behera | Associate Professor, CIET, NCERT, Delhi | 9873457143 | amar_b2000@yahoo.com |
| 7 | Delhi | Sri Brahmanand | Consultant, DEIT, MCIT | 8826823672 | - |
| 8 | Jharkhand | Sri Nagendra Thakur | Regional Dy. Dir. Of Education, Kolhan Division, | 9431365243 | hrdjhar@yahoo.com |
| 9 | Jharkhand | Sri Tulsi Das | District Education Officer, Hazaribagh | 9430377869 | deo_h.bag@rediffmail.com |
| 10 | Jharkhand | Sri Jayant Kumar Mishra | District Superintendent of Education, Ranchi | 9431524860 | jmishra_jsr@rediffmail.com |
| 11 | Manipur | Sri Rajen Singh | Director, Edu/S | 9436853696 | rajensingh@yahoo.co.in |
| 12 | Manipur | Sri L. Nanda Kr Singh | Under Secretary (Education-S) | 9856431598 | nandakumarlaishram@gmail.com |
| 13 | Manipur | Sri Rajmohan Singh | Secretary, Board of Secondary Education, | 9436027404 | rajbosem@yahoo.co.in |
| 14 | Manipur | Sri Iboyaima Singh | Joint Director (Plg.), Education (S), | 9856977840 | iboythh@yahoo.com |
| 15 | Manipur | Sri R.K. Tenedg Singh | Vigyan Mandir officer | 9436037173 | tenedg@rediffmail.com |
| 16 | Meghalaya | Sri J.D. Sangma | Director School Education & Literacy, | 09862000993, 0985600176 | jdsangma@hotmail.com |

| | | | | | |
|----|-----------|--------------------------------|---|------------|--|
| | | | | 7. | |
| 17 | Meghalaya | Sri C. Lhuid | Joint Director, SCERT | 9856703725 | chibs74@yahoo.co.in |
| 18 | Meghalaya | Sri Blizzard R Marak | Deputy Director | | - |
| 19 | Mizoram | Lalzarzoa | Coordinator | 9436153200 | lalzarzova@gmail.com |
| 20 | Mizoram | Sri John Lalneihsiana | Coordinator | 9436195253 | mizoramrma@gmail.com |
| 21 | Nagaland | Sri Kekhrielhoutuo Nakhro | Sr. I.T. Officer, Nagaland Board of School Education | 9436000947 | nagaboard@gmail.com |
| 22 | Nagaland | Mr. Lhoukuo Chüsi | Co-coordinator (MIS), RMSA Nagaland | 9402907553 | lhokochusi@yahoo.com |
| 23 | Nagaland | Sri K. Mizhur | Joint Director, SCERT | 9436001026 | kmezhura@gmail.com |
| 24 | Nagaland | Moalong | Research Associate | 9862121901 | moalonglmt@rediffmail.com |
| 25 | Nagaland | Pollem Tep | Joint Director, SE | 9436608577 | teppollem@gmail.com |
| 26 | Odisha | Sri Krishna Gopal Mohapatra | IAS, SPD, OPERA | 9437120609 | secysme@gmail.com |
| 27 | Odisha | Sri Bhaskar Chandra Patnaik | OAS (SAG), Additional Secretary to Govt., S&ME Department | 9437481242 | b.c.patnaik54@gmail.com |
| 28 | Odisha | Sri Srikanta Prusty | Director, Secondary Education, | 9437180410 | srikantaprusty@yahoo.co.in |
| 29 | Odisha | Sri Sukadev Das | Director, Elementary Education, | 9438851212 | - |
| 30 | Odisha | Dr. Satyakam Mishra | President, Board of Secondary Education, | 9437277313 | skmishra_ravenshaw@yahoo.co.in |
| 31 | Sikkim | Sri Rajendra Chhetri | Joint Director / IT Human Resource Development Department | 9434241588 | sikphq@gmail.com |
| 32 | Tripura | Sri D.K. Debabarma | Jt. Director, Directorate of School Education | 9774445682 | rmsatripura@gmail.com |

| | | | | | |
|----|-------------|-----------------------|--|-----------------------------------|--|
| 33 | Tripura | Smt Ambalika Dutta | Dy. Director (Science Promotion), Directorate of School Education, | 9436925602 | rmsatripura@gmail.com |
| 34 | West Bengal | Smt C.D. Lama | IAS, SPD | 033- 23343102 / 23585297(F) | chotenlama@gmail.com |
| 35 | West Bengal | Sri D. Mukherjee | IAS, Commissioner of School Education | | - |
| 36 | West Bengal | Sri S.K. Chakraborty | Technical Adviser | 9433000060 | skchakravarty@gmail.com |
| 37 | West Bengal | Sri Subir Roy | Consultant, IT Deptt. | 9831916322 | drsubirroy@gmail.com |
| 38 | West Bengal | Sri K.K. Poddar | Senior Technical Director & State, State Informatics Officer, NIC | | - |
| 39 | West Bengal | Dr. S. Roy Gupta | Sr. Scientist, NIC | | - |
| 40 | West Bengal | Sri Anindya Sengupta | Administrative Officer | 033- 23343102 9830291308 | - |
| 41 | West Bengal | Sri Bishwas | Research Fellow, SCERT | 9830005255 | edusearch253@yahoo.com |
| 42 | West Bengal | Dr Biswaranjan Manna | Principal DIET | 8001074489 | brmanna@rediffmail.com |
| 43 | West Bengal | Dr K.A.Sadat | Principal DIET | 9434095757 | kasadat@rediffmail.com |
| 44 | West Bengal | Sri Sujit Kumar Kundi | Accountant, RMSA | 9836143997 | |
| 45 | West Bengal | Sri B. Chakraborty | RMSA | 9331878323 | |
| 46 | West Bengal | Sri S.K. Dey | RMSA | | |
| 47 | West Bengal | Sri Debashish Sarkar | Deputy SPD, RMSA | 9433190866 | debashis.dse@gmail.com |
| 48 | West Bengal | Dr. S. Das | Principal DIET | 9830336176 | |
| 49 | West Bengal | Sri D.G.Ghatak | Deputy Director, School Education | 9433073718 | dgghatak@gmail.com |
| 50 | West Bengal | Sri D. Mazumdar | Technical Director (NIC) | 9038832726 | d.mazumdar@nic.in |

7.3. Participants in the Chandigarh Workshop

| No. | State | Person | Designation | Phone | Email |
|-----|------------|--------------------|---|--------------|--------------------------|
| 1 | Bihar | Rajesh Bhushan | State Project Director Bihar Madhyamik Siksha Parishad | 9431012687 | rajeshbhushans@gmail.com |
| 2 | Bihar | Shashi Bhushan Roy | State Programme Officer Department of Education | 9431269258 | |
| 3 | Bihar | Mukhdeo Singh | Administrative Officer Department of Education | 9835670319 | |
| 4 | Bihar | Rajesh Thadani | State Programme Officer Department of Education | 9709391447 | y.thadani2006@gmail.com |
| 5 | Chandigarh | Sandeep Hans | State Project Director | 9501705500 | ssautchd@yahoo.co.in |
| 6 | Chandigarh | V.K.Singh | Secretary Education | 0172-2740017 | fsutchd@gmail.com |
| 7 | Chandigarh | R.J.Khander rao | Regional officers CBSE | 9646174542 | |
| 8 | Chandigarh | Prof. Rajesh Kumar | Regional districts NIOs | 9810141250 | RDCHANDIGARH@nios.ac.in |
| 9 | Chandigarh | Sunil | Assistant Director Education dept. | 9888940715 | |
| 10 | Chandigarh | Nidhi | IE Coordinator Education SSA | 9646139942 | ssaatchd@yahoo.co.in |

| | | | | | |
|----|-------------------------|---------------------|--|--------------------------|---|
| 11 | Chandigarh | Chandar Has Sharma | SO DPI VT | 9876450525 | chandershass.sharma@gmail.com |
| 12 | Chandigarh | Sanjay Mathur | Dy director School education Education | 9888884193 | |
| 13 | Chandigarh | Satinder Jeet Singh | Teacher Education State institute of science education SCERT | 9780383100 | satinderbatra@gmail.com |
| 14 | Dadra & Nagar Haveli | R.K.Gaur | State Project Director RMSA | 9558246625 | rakeshgaur4@rediffmail.com |
| 15 | Dadra Nagar Haveli | Vineet Tincoi | Sr. Consultant IT Dept. | 9737531919 | |
| 16 | Daman & Diu | K.J.R Burman | Secretary Education | 9662040226 | kjrb@rediffmail.com |
| 17 | Daman & Diu | P.S.Jani | Mission Director RMSA | 9925177877 | rmsa_daman@yahoo.in ; daman_education@gmail.com |
| 18 | Daman & Diu | Chandresh smart | Asst. Lecturer TTI Damun | 9429216933 | smart_chandresh@yahoo.in |
| 19 | Delhi | V.P.Singh | Special State Project Director RMSA & SSA | 9899730802 9818102115 | spd_delhi@rediffmail.com |
| 20 | Delhi | Deewan Chand | Secretary School Education | 9717682444 | secyedu@nic.in |
| 21 | Delhi | Udit Prakash | State Project Director SSA and Mission Director | 9650458255 | spd_delhi@rediffmail.c |

| | | | | | |
|----|---------|----------------|---|------------|---|
| | | | RMSA IAS | | om |
| 22 | Delhi | Naresh Kapoor | Senior Lecturer SCERT | 9810724310 | Nareshkapoor.2004@yahoo.com |
| 23 | Delhi | Sanjay Kaushik | Lecturer, Educational Technology SCERT | 9717374038 | etscert@gmail.com |
| 24 | Delhi | Ms.Sudharani | Lecturer Dept. of Education Education | 9717267210 | vpsujjwal@yahoo.com |
| 25 | Delhi | Brahmand Jha | Consultant NeGD, DIT NeGP | 8826823672 | brahmand.jha@negp.gov.in |
| 26 | Delhi | Dr. Sonia | Asst. Director ODE | 9999624216 | soniabehl39@yahoo.com |
| 27 | FGS PBO | Hasnel sagila | Dept. of education officer Education | 9876823827 | |
| 28 | Haryana | Pankaj Yadav | State Project Director RMSA & SSA | 9464700777 | ssarmsa@gmail.com; hpsppchd@yahoo.in |
| 29 | Haryana | Surina Rajan | Financial Comm. & Principal Secretary Dept. of School Education | 9915552700 | s.rajan235@gmail.com |
| 30 | Haryana | Surender singh | Technology officer School education | 9892076923 | bangar_ss@yahoo.com |
| 31 | Haryana | D.N.Yadav | Dy. Director Education | 9416704907 | |

| | | | | | |
|----|------------------|---------------------|--|--------------|---------------------------|
| 32 | Haryana | Zile Singh | Dy. Director Education | 9466659115 | |
| 33 | Haryana | Jasbir singh | Dy. Director Education | 9468221921 | |
| 34 | Haryana | Ajit Kadian | Dy. Director Education | 9812733366 | |
| 35 | Haryana | Suman | Asst. Director O/o DSE Chandigarh | 9463087662 | |
| 36 | Himachal Pradesh | Rohit Jamwal | State Project Director RMSA | 9418989000 | spodpephp2@rediffmail.com |
| 37 | Himachal Pradesh | K. Sanjaymurti | Secretary Education | 9816091190 | secy-hedu-hp@nic.in |
| 38 | Himachal Pradesh | S P Shekhari | Joint Director Directorate of Higher Education | 9418453535 | dir.edu@rediffmai.com |
| 39 | Himachal Pradesh | Pramjeet Gil | Technical Officer (ICT) Directorate of Higher Education | 9418454496 | dir.edu@rediffmail.com |
| 40 | Himachal Pradesh | <name not provided> | Principal SCERT Solan | 01792-228135 | Scert-hp@nic.in |
| 41 | Himachal Pradesh | Chaman Lal, | SO (ICT)(PIMP HP Board of School Education Dharmasala, Dist. Kangra | | Bose-hp@nic.in |
| 42 | Himachal Pradesh | PJS Gill | Technical officer | 9418454496 | |

| | | | | | |
|----|------------------|----------------------------|--|------------|------------------------|
| | | | Higher education | | |
| 43 | Himachal Pradesh | Chamanlal, section officer | Section officer SIMT/Head IT Himachal Pradesh Education Dept., Dharmasala | 9418927712 | |
| 44 | KVS | Ms. Chauhan | Dy. Commissioner KVS | 9463598331 | ac.chanhan26@gmail.com |
| 45 | Madhya Pradesh | Ajit Nair | Technical Head MP Education Dept. | 9074477770 | ajit.b@gmail.com |
| 46 | MHRD | Mrs. Radha Chauhan | Joint Secretary Dept. of School Education & Literacy, MHRD | | |
| 47 | MHRD | Mr. A. K. Singh | Director Higher Education | | |
| 48 | MHRD | Mrs. Carolyn Deshmukh | Director Dept. of School Education & Literacy, MHRD | | |
| 49 | NCERT | Dr.A.P.Behera | Associate professor and head, training NCERT | 9873457143 | amar_b2000@yahoo.com |
| 50 | NIOS | Dr. Kuldeep Agarwal | Director (Academic) | | |
| 51 | NIOS | Mr. S. K. Prasad | Senior Programmer & Analyst | | |

| | | | | | |
|----|--------|-------------------|---|------------|--------------------------------|
| 52 | NISG | Sanjiv Mital | CEO | 9899059442 | Sanjiv.mital @nisg.org |
| 54 | NISG | K. Bikshapathi | Vice President | 9177445595 | bikshapathi@nisg.org |
| 55 | NISG | Pankaj Misra | GM | 9999367689 | pankaj@nisg.org |
| 56 | NISG | Sudarshan Gopalan | Consultant | 9966006258 | sudarshan@policyinnovations.in |
| 57 | NISG | Aruna Ramanathan | Consultant | | |
| 58 | Punjab | Brig Jagtar Singh | GM ICT Dept. of School Education | 9815651642 | hoicttech@gmail.com |
| 59 | Punjab | Harjit Singh | DEO (EE) Education Punjab | 9417175911 | singhhs.singhhs@yahoo.com |
| 60 | Punjab | Amista Sush | DEO S/E Education | 9417399251 | |
| 61 | Punjab | Surinder | DSS Education | 9484283279 | dss.sbsn@gmail.com |
| 62 | Punjab | Gurar Singh Goil | Dy director O/o DPI E Education | 9876300836 | |
| 63 | Punjab | Mena Singh | District education officer Education | 9417407884 | |
| 64 | Punjab | Balbir kaur guru | Education officer Education | 9356256655 | actcoptl@yahoo.co.in |

| | | | | | |
|----|-----------|------------------|---|------------|------------------------------|
| 65 | Punjab | Rajeshwar | Education Punjab Education | 9988551137 | |
| 66 | Punjab | Varundeep | Engineer Education | 9872618107 | |
| 67 | Punjab | S.S.Randhawa | Dy SAD Education | 9876030268 | |
| 68 | Punjab | Jagtan Singh | Dy Director SISE Education | 9988106489 | |
| 69 | Punjab | Vijay Kumari | Dy director SCERT Education | 9463945494 | |
| 70 | Punjab | Sujeet | Dy Director Education | 9814803293 | |
| 71 | Punjab | Nalini sharma | OSD Education | 9876715870 | nalini_scholarship@gmail.com |
| 72 | Punjab | Surinder khan | Sr. Lecturer State institute of science education SCERT | 9815197353 | |
| 73 | Punjab | Vijay Kausmal | Dy. SPD, RMSA O/o DGS PB | 9501962211 | vijaykaushal@gmail.com |
| 74 | Punjab | Dr. Vinod Kumar | DEO Education | 9412180182 | vinod56@gmail.com |
| 75 | Rajasthan | Bhaskar A Sawant | Principal Secretary School Education | 9413752322 | psse_211@hotmail.com |

| | | | | | |
|----|---------------|-------------------------|---|----------------------------------|---------------------------------|
| 76 | Rajasthan | Harsahay Meena | State Project Director RMSA | 9414049933 | hsmeena2001@yahoo.com |
| 77 | Rajasthan | Vijay Rajput | Lecturer District Institute of Education and Training | 9414263048 | vijayrajput23@gmail.com |
| 78 | Rajasthan | Narendra Shrimal | Research Assistant SIERT | 9413752322 | siert_udr@yahoo.co.in |
| 79 | Rajasthan | Nareshdra Shrimal | Research Assistant SEIERT, Udaipur | 0294- 2415171, 05413752322 | |
| 80 | Uttar Pradesh | Parthasarthy Sen Sharma | Secretary Secondary Education | 9415904444 | secondary.education11@gmail.com |
| 81 | Uttar Pradesh | Pankaj Kumar | State Project Director RMSA | 8650000503 | pankum_79@hotmail.com |
| 82 | Uttar Pradesh | D. B. Sharma | Apar Project Director SSA | 9839141230 | |
| 83 | Uttar Pradesh | Amit Khanna | Education Department | 9935428325 | |
| 84 | Uttar Pradesh | Sanjay Sinha | Jt. Director, Finance and Accounts Committee Education Department | 9451848453 | |
| 85 | Uttar Pradesh | Bhupesh Srivastava | Computer Programmer Basic Shiksha Parishad | | |
| 86 | Uttarakhand | Anil Kumar Negi | Director Primary Education | 9456591325 | dirse-edu-uk@nic.in |

| | | | | | |
|----|-------------|-----------------------|--|------------|--|
| 87 | Uttarakhand | Mahavir Singh Bisht | Joint State Project Director RMSA | 9412364727 | mahavir.edu@gmail.com |
| 88 | Uttarakhand | Nidhi pandey | State Project Director RMSA | 9760732222 | nidhipandey2001@gmail.com |
| 89 | Uttarakhand | Manisha Pawar | Secretary Secondary Education | 9917003339 | rmsauk@gmail.com; agriculture.edn@gmail.com |
| 90 | Uttarakhand | Kunwar Singh Rawat | Expert SSA | 9837205059 | ksrawat01@gmail.com |
| 91 | Uttarakhand | Mahesh Chandra Rajwar | Lecturer Education Department | 9411598251 | eduporatluk@yahoo.in |
| 92 | Uttarakhand | Shailesh Srivastava | Lecturer SCERT | | |
| 93 | Uttarakhand | Mukesh Bahuguna | System Analyst Education Department | 9412029617 | eud_ua@yahoo.co.in |
| 94 | Uttarakhand | Shailendra Amoli | Sahayak Rajya Pariyojana Nideshak RMSA | 9897061096 | schooleducation_ua@yahoo.co.in |

7.4. Participants in the National Workshop

| S.No. | Name | Designation | State | Mobile No. | Mail ID |
|-------|------------------|----------------------|-------------------------------|---------------|--|
| 1 | B.S...Bhalla | Commissioner & Secy | Andaman & Nicobar | 9434289428 | |
| 2 | Dr. N.Upender | Prof. SCERT | AP | 9849909227 | |
| 3 | G.Koyu | Secretary | Arunachal Pradesh | 9436041031 | |
| 4 | B.Young | Director | Arunachal Pradesh | 9436043583 | |
| 5 | Monya Nyon | DDSE | Arunachal Pradesh | 9436225965 | |
| 6 | BM Gupta | Advisor | CBSE | 9312112728 | bmgupta.cbse@nic.in |
| 7 | R.K.Gaur | Director education | Daman & Diu Dadranagar Haveli | 9558246625 | rakeshgaur4@rediffmail.com |
| 8 | Brajesh Mishra | Director DONER | Delhi | 9868132268 | brajesh.m@nic.in |
| 9 | Manisha Berthe | Principal Consultant | Delhi | 8447740726 | |
| 10 | Diwan Chand | Secretary | Delhi | 9717682444 | secyedu.nic.in |
| 11 | Yogish Modi | Project consultant | Gujarat | 9978408505 | |
| 12 | Sangeta Singh | Principal Secretary | Gujarat | not available | secedu-pri@gujarat.gov.in |
| 13 | BK Tripathi | Prl. Secretary HRD | Jharkhand | 9431133130 | |
| 14 | M.N Baig | Director | Karnataka | 9480695408 | |
| 15 | G.Kumar Naik | Secretary | Karnataka | 9480695301 | kumarnaikg@gmail.com |
| 16 | Tushar giri nits | Project director | Karnataka | not available | |
| 17 | Shri A. | Director of DPI | Kerala | 9995508800 | shajias@gmail.com |

| S.No. | Name | Designation | State | Mobile No. | Mail ID |
|-------|---------------------|--------------------------------|----------------|---------------|--|
| | Shajahan | | | | |
| 18 | Govindan kutty | spl. Secretary | Kerala | 9446332949 | ssgedn@gmail.com |
| 19 | A.Shajahan | DPI | Kerala | 9995508800 | |
| 20 | C.Guru Murthy | Joint Commr | KVS | 9968126879 | |
| 21 | Sri Sanjay Singh | Principal Secretary SE | Madhya Pradesh | 7869916569 | singhsanjay@mpgov.in |
| 22 | Sh.Ranjan Yunnam | Additional Director, Education | Manipur | 8974007692 | ranjanyunnam@gmail.com |
| 23 | P.S.Thangkhoro | Prl. Secretary | Meghalaya | not available | |
| 24 | Sh.F.R. Khargkongor | Secretary, Education | Meghalaya | 9436310136 | |
| 25 | A.K.Singh | Director | MHRD | 9968720084 | anandsingh.edu@nic.in |
| 26 | Lal Nohinglova | Secretary | Mizoram | 9436149450 | |
| 27 | V.L.Malsawvna | Dy SPS | Mizoram | 9436366868 | vlmalsawvna71@gmail.com |
| 28 | Lalhim Sanya | FAO | Mizoram | 9436144138 | llsanga@gmail.com |
| 29 | Amita Tandan | Sr. Consultant | MWCD | 9811226835 | tandonamita65@gmail.com |
| 30 | T.Imkongemba | Commr Secy | Nagaland | 9436000158 | |
| 31 | Alok verma | Secretary NCERT | NCERT | not available | alokverma@ifs.nic.in |
| 32 | Brahmanand | Consultant | NeGD | 8826823672 | brahmandiha@negp.gov.in |
| 33 | Sonia Behl | Additional Director, | NIOS | 9999624216 | seniabehl39@yahoo.co |

| S.No. | Name | Designation | State | Mobile No. | Mail ID |
|-------|---------------|---|------------------|------------|--|
| | | Education | | | <u>m</u> |
| 34 | Mona Khare | Professor | NUEPA, New Delhi | 99891404 | |
| 35 | Girish Varma | Principal Secretary SE | Odisha | 9937039977 | |
| 36 | Briz JS Jagga | GM ICT | Punjab | 9815651642 | brigfst@gmail.com |
| 37 | Sri.Devarajan | Director, State Council of Education and Research & Training | Tamilnadu | 7373003600 | |
| 38 | Sri Namagiri | Joint Director, Sarva Siksha Abhiyan | Tamilnadu | 9566593065 | |
| 39 | Mrs. Uma | Joint Director, School Education | Tamilnadu | 9444268500 | |
| 40 | Dilip K | JD | Tripura | 9779995682 | |
| 41 | Mukesh Balyer | System Analyst | Uttarakhand | 9412029617 | edu-ua@yahoo.co.in |
| 42 | M.S.Rajeswar | System Analyst | Uttarakhand | 9927580133 | edu-ua@yahoo.co.in |
| 43 | Sunil Kumar | Prl. Secretary | Uttarpradesh | 9415904555 | |
| 44 | Asif | | Gujarat | 9913013445 | |