REPORT ON NATIONAL WORKSHOP ON SCHOOL EDUCATION MISSION MODE PROJECT UNDER NeGP.

New Delhi | 27th July 2012

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PROCEEDINGS

1. Inaugural Address

The National workshop on 'Mission Mode Project in School Education' was held on July 27, 2012 in New Delhi. The workshop saw the participation of 44education department officials from the states of Punjab, Haryana, Delhi, Gujarat, Uttar Pradesh, Bihar, Uttarakhand, Daman & Diu, Andaman and Nicobar Islands, Tamil Nadu, Kerala, Arunachal Pradesh, Manipur, Mizoram, Madhya Pradesh, Jharkhand, 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), NMEPA, and NCERT attended the workshop as well. The list of participants is provided in Annexure I.

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 have 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 stressed upon the departments intent of using the inputs obtained from all the participants 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 hasdifferent 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 Buildingas 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 would definitely 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 addresshas emphasised that the department realises that the States have major role to play in the School Education sector and hence the focus 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).She also reiterated that the importance of the consultative process through the national workshop in arriving at

the prioritisation, phasing of the services to be considered from the above three identified core focus areas for formulating the core scope document for the MMP..

Shri 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 huge scope, responsibility matrix from the perspective of center- state relations of this subject and large number of last mile sites to be reached for the implementation. The 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 outduring 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 states which have already taken lead in implementing initiatives in public sector schools and managements of private schoolchains in formulating this MMP.He added, these potential roadblocks should be well thought of ahead of implementation and proper mechanisms should be put in place to overcome these roadblocks. One important manner to address this is to ensure that the pillars of e-Governance: People, Process, Technology & Resources are given appropriate focus in the formulation of core scope. As regards to the solution architecture, it was mentioned that the 3 layer approach: Core, Configurable and Customizable for suits well for this MMP too, keeping inview the customization and language requirements by the states. He mentioned that use of cloud computing might be appropriate to facilitate easy replication by all states. Considering the large number of Schools, 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 addresses by the senior officers, Mr. Sanjeev Mittal, CEO of NISG initiated the presentation to the audience 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- I 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 UID numbersubsequently.

3. Discussions

The 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 in formulating the core scope document for the School Education MMP.

3.1 **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 to be delivered through the MMP. The Service Prioritization framework prioritisesthe indicative services across the dimensions of Potential impact on achievement of objectives of the MMP (Focus Area, Utility and Implementation Timelines) andEase of implementation (Number of Stakeholders, Dependency on other initiatives, Infrastructure Requirements and Change Management) of the service in its complete form.

The States have 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 No.	State / Participating agency	Inputs	
1.	Andhra Pradesh	Dr. N. Upender Reddy ,Professor SCERT, Andhra Pradesh, while agreeing that the proposed solution such as School Management system for the Schools is a welcome step, he has emphasised that the top priority of the MMP should be on the student learning and teaching. . He suggested that an interactive portal for Content and development of ICT enabled learning solutions 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	

Sl No.	State / Participating agency	Inputs	
2.	Madhya Pradesh	Shri Sanjay Singh Principal Secretary School Education M.P, underlined that the critical elements (or pain points) for the department are: — Attendance of teachers — Assessment of learning — Teachers Service matters According to Sri Singh, the Governance of School is a top priority service. However, it should be kept in mind the most of the Schools lack electricity supply and hardware maintenance resources. Hence suggested the centre to 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	
3.	NUEPA	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 to 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.	
4.	Karnataka	Shri. G.KumarNaikSecretary, Govtof Karnataka, emphasized that the most important service to be addressed on top priority shall be the '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 is the best resource for the School and makes wonders for the sector. School Management system that covers the services for students at the school too is to be given top priority.	
5.	Gujarat	Smt. Sangeta Singh, Principal Secretary from Gujarat explained that the 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 a teams of these states so as to bring together the expertise for application development and implementation for each focus area o Further, it was suggested that prioritization should be based on the expected outcomes of the MMP with emphasis on what the	

Sl No.	State / Participating agency	Inputs	
		respective state wants to achieve. In case of Gujarat, the priority is now Quality of school education and is the State's current focus is on Grading of schools. Teacher evaluation. Assessment Modules, remedial measures etc.	
6.	Punjab	Shri. Brigadier JS Jaggaprioratisethe evaluation of teacher performance, manage attendance and to make a fool-proof implementation model, which eventually motivate teachers too	
7.	Manipur	Shri.Ranjan Yunnam Additional Director, Education underlined the importance of ensuring attendance of Teachers. He suggested to have 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 etc. He brought to notice that Manipur teachers have a unique ID based on which they receive their salary; this is a helpful service for teachers.	
8.	Andaman and Nicobar islands	Shri.B.S.Bhalla Commissioner &Secy Teacher Training and Teacher Evaluation A&N Islands highlighted that 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.	
9.	Odisha	Shri Girish Varma Principal Secretary SE accentuated the point that Support for the enrollment process of children for monitoring high dropout Rates as critical service for MMP. He also said that the Basic infrastructure w.r.t ICT (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 especially in rural areas. Shri. Verma also highlighted that HRMS for teachers or a service for enabling the entire teacher lifecycle management	

Sl No.	State / Participating agency	Inputs	
		issues is critical to avoid teacher spending time in non-productive activities Since the rural schools have one teacher taking all classes, he suggested a service inclusion to allow 'Multigrade Teaching' using ICT. He also suggested having more Community involvement is in school management. He has also suggested to include Management of court cases as a key service for ICT intervention under MMP.	
10.	NCERT	Shri Alok verma, Secretary NCERT have commented that the indicative list of services proposed under the MMP covers all aspects of School education. He has 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. Commenting on the Learning Support Services ShriVerma brought to notice 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 Power issues and Networking the schools should be kept in mind as high risk factors for successful implementation of MMP.	
11.	Uttar Pradesh	Shri. Sunil Kumar Principal Secretary, UP has informed that the State 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 under the MMP. He sought guidance from the centre to have standardized hardware which is also cost effective and durable. It would be desirable to standardise hardware specifications across rather than vendors driving the specifications purchase	
12.	KVS	Smt. C.Guru Murthy, Joint Commissioner suggested to conduct a common teacher recruitment test for Govt and as well private teachers. She highlighted that the students who were enrolled are not attending the school and that the private teachers service conditions are pathetic. The Joint Commissioner recommended forging relationship with out of school agencies to mitigate the problems faced. Smt. Murthy indicated 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	

Summary of discussions:

The inputs from the representatives across all States and central agencies broadly agreed with the services proposed and have suggested to give 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, 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 with a caveat about the power supply problems and P.C maintenance problems..

➢ **Attendance,** especially of teachers, through multiple delivery mechanisms such as Mobile, PC based, call center based etc

3.2   Implementation Model: -The second issue proposed for discussion is suitability of implementation models from the following three options 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.

1. Option 1: States / UTs responsible for procurement / development of the Application(s) based on the guidelines
2. Option 2: Center takes the responsibility of procurement / development of the Application(s) around Common Core Services. States take up implementation
3. Option 3: Center creates hosted applications on a Cloud model around Common Core Services with the following stages of implementation:

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

Summary of discussions:

The participants states by and large were in favour of Model 2 or Model 3 and expressed that States shall be given flexibility to customise the core module to meet their specific requirements. The applications developed under MMP shall allow seamless transfer of data from their legacy applications.

4. Concluding Remarks

Taking 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 this project a success:

a. Infrastructural issues need to be accounted for

Power and connectivity are emerging as common restraints 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

    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 mind

    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 observedthat 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. It is now appearing that the MMP is feasible and it would facilitate in improving the quality of school education. she 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&Lthanked 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 in finalising the core scope document for School Education MMP.

ANNEXURE I – LIST OF PARTICIPANTS

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