



REPORT ON WORKSHOP ON MMP- SCHOOL EDUCATION

Chandigarh | 11th June 2012

PROCEEDINGS

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 • 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 an Daman & Diu	<ul style="list-style-type: none"> • Teacher-related support systems, such as Teacher recruitment, Teacher training etc.

		<ul style="list-style-type: none"> • 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 curt 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.

ANNEXURE I – LIST OF PARTICIPANTS

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 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	soniabe139@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@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, Dist. Kangra		Bose-hp@nic.in
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 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.co m
76	Rajasthan	Harsahay Meena	State Project Director RMSA	9414049933	hsmeena2001@yaho o.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.i n
79	Rajasthan	Nareshdra Shrimal	Research Assistant SEIERT, Udaipur	0294- 2415171, 0541375232 2	
80	Uttar Pradesh	Parthasarthy Sen Sharma	Secretary Secondary Education	9415904444	secondary.education1 1@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.c om
88	Uttarakhand	Nidhi pandey	State Project Director RMSA	9760732222	nidhipandey2001@g mail.com
89	Uttarakhand	Manisha Pawar	Secretary Secondary Education	9917003339	rmsauk@gmail.com; agriculture.edn@gma il.com
90	Uttarakhand	Kunwar Singh Rawat	Expert SSA	9837205059	ksrawat01@gmail.co m
91	Uttarakhand	Mahesh Chandra Rajwar	Lecturer Education Department	9411598251	eduporatluk@yahoo.i n
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	9897061096	schooleducation_ua @yahoo.co.in

ANNEXURE II –PARTICIPATORY SESSION

Q1 : What are the key challenges and issues you see in your day-to-day work in School Education?

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
	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
School Management	Teachers usually do not use appropriate/effective pedagogies
	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
	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 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
	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
	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 though ICT
	school mapping
	Teacher like motivation and committed to upgrade and update their content knowledge pedagogies
	Deployment of teaches 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 docs not allow teachers to joint-litigation
	Management itself appoint teachers without port without approval 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
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
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
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

ANNEXURE III – PRESENTATION FROM STATES

The presentation pack (soft copy) includes presentations from:

1. Delhi
2. Punjab
3. NCERT
4. Dadra & Nagar Haveli and Daman & Diu
5. Uttarakhand

Other states spoke without assistance from a PowerPoint presentation.