ICT enabled Education Services

An Indian Perspective
Gross Enrolment Ratio (India)
Components - Relation

Access
- Physical
- Academic
- Co-curricular
- Basic Health
- Scholarships
- Subsidies

Quality
Development of Capacities to
- Teach
- Learn
- Skill
- Contribute

Equity
- Gender Parity
- Social
- CWSN
- Geographical

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Retention?

Factors that impact the outcomes at each stage:

- Elementary = Quality of teaching and learning processes
- Secondary  = Quality of interaction and relevance (life skills)
- Tertiary    = Quality + Relevance + Purpose
Inclusion

With Inclusion as all encompassing goal with a bottom up approach, Can ICT enablement address.....

Non Exclusion due to

• physical barriers
• social/gender values and attitudes
• better opportunities for others?? (digital divide)
• non availability of localized/contextual learning content
• access to upgrading skills lifelong.
ICT- silver Bullet?

The e-Readiness index is a Relative Index and includes three sub-components

• ICT environment of a given state or community.
• The readiness of the community’s key stakeholders to use ICT.
• The actual usage of ICT among these stakeholders

‘..contribute to widening access to education, improving educational management and addressing issues of quality and relevance of the education system that are perennially faced by developing countries. 

http://www.gtesci.org/ict-and-education.html (Global eSchools and Community initiative)
Indian context
Mission in SE

Objectives of the Mission in SE include:

• Enable improvement in **quality** of learning
• Improve **efficiency** of school administration and governance of schools
• Improve **service delivery** of school education department to the key stakeholders including students, parents, community, teachers, and schools
• Access to near real-time and better **quality data** for decision support
ICT can play an enabling role in achieving the objectives stated in RFD

**RFD objectives**

- **Access**: Improved coverage
- **Equity**: Inclusion of all groups
- **Quality**: Higher standards of learning
- **Policy, Institutional & Systemic reforms**

**MMP objectives**

- Enable improvement in quality of learning
- Access to near real-time and better quality data for decision support
- Improve internal efficiency of school administration and governance
- Improve service delivery of school education department

**Vehicle for implementation of National Policy on ICT in School Education**
Challenges Faced By Stake Holders

**Day to day challenges**

- **Student**
  - admission
  - attendance
  - result sheet/
    - migrate certificate/
  - scholarship
  - teacher attendance
  - 
    - also marks leave
      - account
      - or study

- **Teacher**
  - promotion
  - RTE making
    - children care free
  - pay / pension
  - transfer
  - capacity building
  - student attendance
  - indiscipline of students

- **Parent**
  - admission
  - student performance
  - problem of tuitions
  - teacher attendance

- **School Management**
  - teacher / staff
    - attendance
  - building, power, 
    - broadband
  - lack of infra-
    - structure

**Monitoring of Txs:**

- attended by command
Stakeholder inputs

Critical to formulation of ICT policy:

Open and informed interactive workshops

Analysis of State initiatives and drawing of inferences

Sustained Online dialogue

Identify cheer ‘leaders’ to mobilize and create ambience

(ICT Awards, best practices, class room content creation)

OER Repository for collaborative content

www.nroer.org
Collaborators

- Institutions
- Government
- IT related Service Providers

Students
Teachers
Community
Key areas for ICT interventions

- Scheme delivery & monitoring
- School Recognitions
- Affiliations (Schools, D.Ed)
- Student’s performance assessment
- Quality Data for DSS
- Needs-based training
- Collaborative Platform for content
- Visibility of school and student performance
- Support for learning for CWSN
- Enrollment and Admissions (Students)
- Teacher Transfers & Rationalization
- Teacher and Student Attendance
- Examination Management and certificate depository
- Standardized but localized lesson plans
- Teacher Service Matters
- Special events and exams
- Admissions and Recruitment (Teachers)
- Quality of Education
- Disciplinary and Court cases
Integrated Data Collection, Aggregation, Reporting and Analysis at all levels

State School Information System

Common Education Data Standards

Mobile Interface

Bulk Upload Interface

User Interface

Online access (admissions, examination results, ...)

Teacher & Student Attendance, ...

Offline Batch Upload of Core Data

Core Data Collection by CRCs / Feeder Schools

CRCs / Nodal Schools

District

Schools

Low Infrastructure Readiness @ Schools

High

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Development of Content Standards (e.g., Dublin Core, Common Education Data Standards)

Institutional & Governance Mechanism and underlying tools for Sourcing, Approving, and Hosting Content
Services
Capacity Framework

• Address the need to (self) assess capacity, identify gaps and provide options for resolution

• Standardize tool to factually peg a ‘where am I now’ query to ‘where should I go’ and ‘how’?

• Twine ICT as part of governance without need for an ‘e’

• Indicators to each of these capacity components to be identified and benchmarked
References

1. Core scope Document of MMP in SE (National Institute of Smart Government)
2. Draft Detailed Project Report for the MMP (National Institute of Smart Government)
3. ICT policy in School Education [www.mhrd.gov.in](http://www.mhrd.gov.in)
6. National Knowledge Network [http://deity.gov.in/content/e-infrastructure](http://deity.gov.in/content/e-infrastructure)
Thank you for your attention

radhaschauhan@edu.nic.in
Joint Secretary School Education
Government of India