



REPORT ON WORKSHOP ON MMP- SCHOOL EDUCATION

Hyderabad | 19th April 2012

PROCEEDINGS

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 list of participants is provided as Annexure I

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 JS 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 set the context for the workshop.

After the opening address by the Mission leader, the National Institute of Smart Government 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 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 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 be collated 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 Annexure – II.

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 issuance of Smart cards to each student with a unique ID on pilot basis in a few schools, which was aimed at tracking each student in school till they finished their education. Along with that, Tamil Nadu shared that the communication 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 the concerned school.

Puducherry's presentation focused on the need for development of comprehensive school management software with the help of modular design 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 lunch, a second participatory session was held wherein the officials present were asked to role-play stakeholders in school education – students, teachers, parents, government officials, research and development, and school managements; and highlight key expectations and information needs. The role-playing exercise led to a lot of interaction amongst the participants who got in the shoes of the stakeholders and brought out excellent insights about expectations of various stakeholders. The output from the role-play exercise is provided as Annexure –III.

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 demonstrated e-Hostel, for management of Hostels and 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 by the central ministry and to know about ICT initiatives 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 efficiency 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.

ANNEXURE I – LIST OF PARTICIPANTS

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ANNEXURE II – FIRST PARTICIPATORY SESSION

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
Monitoring and Evaluation	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 know the competencies of students, tribal welfare dept. started a program called 'punadi' to know the skills
	Decentralized Administration
	Free from political interference
	Time management
	Balance ratio of students and teachers in class
	Teacher promotion on the basis of testing
	No electricity
Hence no computer, no internet, teachers motivation level at lowest level	

Infrastructure	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 and clean toilets with running water
	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
	Hence no computer, no internet, teachers motivation level at lowest level
	Provision of facilities TLM, Lab facilities
	Examinations
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 upgradation 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 are always different - numbers of students, teachers etc.	
Lack of information, data and stats that are reliable	

	Lack of financial resources
	Lack of reliable data source for policy making
	Service matters, transfers of teachers
	Court litigations resulting in a number of vacancies
	Parallel administration - 2 secretaries, 2 ministries
	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 no to each child and tracking the child's progress
	Capturing data on progress through technology
	Sharing success stories through technology (website, media etc.)
	No proper targets and getting services with pressure mode
	Online teacher transfer
	Students get facility like study certificates and birth certificates
	Non reliability of the data/information
	Political intervening
	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
	Information provided by the school to block + compiled at date
	In line affected LWE affected dates smooth functioning of school itself a great challenge
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 philosophy	Education officer should have laptop on table than files
	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 scrapped
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
Development of an e-governance portal for maintaining 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
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 impact a large number of children's lives positively through education
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 and Abstract things/Concepts
Experiments in physics & chemistry
Conducting seminars, science exhibitions

The system made me proud that I have used projectors and laboratory
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
HRD-TE, HE, SE, EE, Training
Individual effort by teachers/school administrators
Tech savviness of the youngsters
Reaching lacs of children
With all limitations the system runs
Making the students to understand about
Teachers taking initiatives and proactively working for the welfare for the welfare of the children

ANNEXURE III – SECOND PARTICIPATORY SESSION

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.	Communication English
12.	Individual Attention
13.	Personality Development
14.	Cyber Laws Awareness
15.	IT Skills
16.	Infrastructural Facility
17.	Sports Counseling
18.	MMS Information
19.	Study Certificates, DOB
20.	Attendance and Achievements
21.	School Grading
22.	Fund Utilization
Teachers	
23.	Students attendance responsibility should be by shared equally by the parent and community
24.	Engagement non academic work hinders in the teacher learning process (skills, knowledge, policies, schemes, projects)
25.	Community awareness- How can we complete the syllabus with students of different IQ levels?
26.	Digital classroom
27.	Adequate infrastructure (building, library, lab)

28.	Subject wise teachers posting in every school
29.	Healthy environment
30.	Appreciation & encouragement and recognition for good works
31.	Union should not encourage bad activities of teachers
32.	Provide sufficient funds for projects
33.	Encourage innovations
34.	Lack of residential facilities in rural areas
35.	Parents should compulsory attend PTA meeting
36.	Government schools should represent all categories of community mandatory (common schools)
37.	After school hours illiterate parent is not able to take care so provide volunteers to take care
38.	Single teacher or double teacher schools do not work well
39.	Instead of class wise teachers- Provide subject wise teachers PS

Students

40.	School must be a fun place
41.	School should be near
42.	Play ground
43.	Library, Computer labs
44.	No text books
45.	Assistance for weak students
46.	Good teachers
47.	Parent teacher meetings
48.	No discrimination between girls and boys
49.	No exams
50.	Separate toilet for girls
51.	Activity based learning
52.	Don't insult me
53.	Career guidance
54.	More Vocations courses
55.	Transparency of paper evaluation
56.	Transparency in admission process
57.	Promoting talent

Headmasters and school management

	Expectations from Govt:
58.	Availability of Budget in time
59.	Availability of Teachers subject-wise
60.	Availability of Infrastructure
61.	Exposure visits to excellent/other schools
62.	Non deployment of teachers on other than teaching activity
63.	Work Freedom

64.	Capacity Building on regular basis - IT, Subject,
	Expectations from Parents
65.	To send children regularly and take report from school
66.	Monitoring children's learning at home
67.	Participate in SMC or PTA meeting
	Expectations from Public Representative
68.	Do not interfere in day to day working
69.	Contribute their fund to education not ask for transfer
70.	Do not police, act as facilitator monitoring should not be coercive but problem solving
71.	Timely promotion/payment of claims/leave
72.	Transparent administration and financial matters
	Expectations from Teachers
73.	Always prepare for class/lesson transaction
74.	Timely attendance
75.	Use teaching aids/innovative teaching methods
76.	Allow students to reflect/interact
77.	Ensure equity/inclusion/gender equity
78.	Keep update in the subject
79.	Share teaching experience with fellow teachers

Edu administrators

80.	Role clarity/Job charts of functionaries
81.	Clear data points/Database/Decision support systems
82.	Codification of rules & acts pertaining to school education
83.	Various schemes details to be transparently made available to all stake holders
84.	Interactive forums across the states
85.	Decentralization of teachers service matters in true spirit of 73rd & 74th Amendments to constitution
86.	For better execution GoI schemes to be implemented by live department instead of creating separate wings/society
87.	Autonomy/Flexibility to states in devising & implementing schemes
88.	Required resources have to be provided on time including infrastructure
89.	Neighborhood/Common school system should be adopted has equipped in Kothari commission report
90.	Method of CCE continuous comprehensive evaluation to be implemented
91.	Recruitment of quality teachers/quality officers
92.	Expose administrators to the best practices in school education world wide
93.	Give IT gadgets like Laptops/ iPods to all education administrators for better monitoring
94.	To be insulated from political interference

Research and Training

95.	Online of DISE data - Scope for areas of research & Useful the DISE data for research
96.	To identify resource persons for In-service training
97.	Assessment of various interventions
98.	Identification of Training needs
99.	Training on Action Researches on classroom Practices
100.	Infrastructure (HW+SW) to research institutes for easy data analysis / digitization
101.	Training on various teaching methods / techniques
102.	Research on training vis-à-vis achievement levels of children
103.	Need based Researches
104.	Dissemination and Follow-up action can be taken up
105.	Capacity building of researchers of DIETs/CTEs/IASEs/SCERT - Fund allocation
106.	Expertise and Experience of other institutes

ANNEXURE IV – PRESENTATION FROM STATES

The presentation pack includes the presentations from:

1. Andhra Pradesh
2. Goa
3. Tamil Nadu
4. Puducherry
5. Madhya Pradesh
6. Chhattisgarh
7. Karnataka
8. Lakshadweep

The presentations are attached in a separate zip file along with this report.