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# EDUCATING BHARAT

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# IT in Education

Incorporating ICT to rejuvenate the Indian education system is necessary to make the youth more employable and entrepreneurial

As Giti, a 12-year old, trudges her way through an arduous 4 km walk to reach her school everyday, the sole motivation for this Gorakhpur resident is the enticement to work on the new black PC, a recent addition at her modest three room government school. Giti and millions of other such students can now dream of working on a PC, thanks to the government's growing emphasis on introducing ICT in school education by earmarking Rs 5,000 crore in the 11th Five year plan.

As the literacy rate grew from 18.3% in 1950-51 to 65% in 2003-04 owing to increase in the number of schools from 0.23 mn to 1.18 mn in the same duration, India's education system has been grappling with the declining quality of education. In order to stem the rot perpetrating in the education system, the government is now going all out to introduce ICT at the secondary and senior secondary levels.

According to a Boston Consulting Group report, the developed world will have a shortage of 40 mn working people by 2020. This shortfall can be met by a knowledge economy like India, with its predominantly young population. "Incorporating ICT in renewing the education system in India is a necessity since India has a large demographic divide. This will help address the gaps in skill development in youth and will make them more employable and entrepreneurial in a larger socio economic system," agrees Rahul Bedi, director, corporate af-

fairs, Intel South Asia.

A silent revolution seems to be on in the dusty corridors of government schools, pan India, as the government makes a concerted effort to bridge the digital divide and ensure that the benefits of ICT reaches right up to the grassroots level. Apart from making the education system more applicable to the demands of the modern day world, ICT can also address some of the key challenges like quality of teachers, infrastructural issues, low relevance in jobs, etc. "Our children are not equipped with the right kind of skill-sets which would make them employable candidates in the future. Therefore, we need to make sure that all children are made part of this digitally aware generation and have the same levels of exposure to IT," says Soumya Kanti, president, Edureach (Educomp's ICT Division).

It is not an easy task however, considering that the government sector is known to be plagued with issues of red tapism and slow decision making. In addition, factors like lethargy on the part of the school management to upgrade skills and lack of support functions can cost dearly.

## Growing Interest

Often derided as merely money spinning entities with no social responsibility, the private sector seems to be showing a keen interest to work with the government. But the government too has not woken up overnight to partner with the private sector.

Introduced way back in 1985, computers in the initial phase of installation were simply set up at school premises, leaving the school management responsible for its maintenance and hardware and software purchase. In certain cases, replacement of a faulty keyboard took as long as eight months, leading to loss of precious training time for the students. Realizing that school authorities were perhaps not the right people to manage such things, for the first time in India, the Tamil Nadu government took the initiative of partnering with the private sector and offered them guaranteed quarterly profit on a BOOT model—with strict SLA guidelines to maintain IT infrastructure in schools. "The model seemed to have worked since even after a change in guard in Tamil Nadu, the new AIADMK government did not make attempts to seek changes in the model," says L Balasubramanian, president, school learning solutions, NIIT Limited.

While many may argue that the corporate sector functions only as a money spinning entity, they should keep in mind that any change in the education system takes a long time to bear fruits—so obviously, companies which are committed to the cause would think above short term gains in business or in terms of branding.

Intel India has been working for the past ten years with various central and state education bodies offering programs in higher education, teacher training, informal education and science promotion, etc. "Significantly, we do this in non revenue driven PPP mode, wherein we bring our content and manpower expertise and partner with government bodies to bring in the infrastructure, to jointlyimplement these education programs," says Bedi. The company runs another such program called Learn Program—a community-based program for emerging markets designed to help learners in the age group of 8-16 years. Launched in 2004 in India, the program till has reached more than 87,000 learners in 1,100 centers across 23 states and 4 Uts, in collaboration with Navodaya Vidyalaya Samiti. In states like Kerala and Chandigarh, in addition to NVS, the program runs in collaboration with KSITM and SSA respectively.

Microsoft India also makes its technologies accessible and afford-

> "We are in the business of creating human resources for the future by upgrading competency and bridging the divide"
>
> **- L Balasubramanian,** president, school learning solutions, NIIT Limited

able to educational institutions and students through special licensing programs including licensing Microsoft software at approximately 20% of the market cost; campus-wide site licensing program through easy annual or term based subscriptions; programs like PIL for government schools, MSIS (Microsoft Student Innovation Suite) for government-funded student PC programs, student option for students procuring laptops/PCs etc, further subsidize the cost of licensing Microsoft software.

## State-wise Report Card

The Indian government had launched its ICT in schools scheme way back in 2004 for providing access to computer education to secondary students. While the southern states had taken the lead in introducing computers in government schools quite sometime back, other states too are finally waking up.

Incidentally, Andhra Pradesh has become the first state in India to offer ICT education to all its 1.8 mn school going children. Covering 5,000 government schools, the state government will be installing a total of 50,000 computing seats in the schools. The YSR Reddy-led Congress government has outsourced the five-year tenure project to leading educational IT companies like NIIT, Educomp, Everonn, Social Computers and Terasoft based on a BOOT model. It requires outsourcers to install, staff and manage the labs, and helps ensure that the labs are installed quickly and performance benchmarks are met. NIIT incidentally has bagged the lion's share (worth Rs 172.8 crore) in this single largest turnkey project in the school segment in India and would work across 2,005 schools. The company has incidentally been involved in providing school learning solutions in over 663 government schools in the state over the last five years.

The Karnataka government too

"The challenge before private vendors is spreading awareness in the government sector about benefits of ICT"

—**Soumya Kanti**, President Edureach, Educomp

has awarded a work order worth Rs 50.27 crore to Educomp for implementation of computer aided education in 708 PU colleges in the state over a period of five years. In addition, the Yedurappa led government also inked a Rs 109 crore deal with Educomp to provide computer aided education in 1,571 schools.

Even as the southern states stole a march over the Northern states attracting IT MNCs a dime a dozen, offering tax concessions and other infrastructure benefits, this time around the tables have turned. All in a matter of 2-3 years, the supposedly 'backward' states like Uttar Pradesh, Bihar, Chhattisgarh, Assam, Rajasthan are now working hard to equip their students with the right ICT skills.

Lauded for the developmental work being undertaken since the

**The Public Private Partnership model seems to have emerged as the most successful model for bridging the digital divide in the country**

change of guard in Bihar, particularl during the Kosi floods last year, th Bihar government along with th Maharashtra government has award ed the contract to NIIT for providin computer and computer aided educa tion to 1.9 mn students in 900 stat government schools in the two states While in Maharashtra NIIT will b training nearly 1.3 mn students ir 500 state government schools, abou 6 lakh children in 400 schools in Bi har would be taught in the next fiv years. As per the contract, the com pany would provide a network of te computers and one server in eacl school backed by a UPS and a gen erator to enable continuous powe back up apart from providing highl trained instructors for classes eigh to twelve in secondary and highe secondary government schools for i period of five years.

Following in the footsteps, state: like Uttar Pradesh and Assam toc have given out orders for a total o 2,042 schools to Educomp. Occupy ing a major chunk of the Rs 120 crore Educomp would work in 1,401 school: in UP across four zones—Lucknov (372 schools), Meerut (380), Jhans (369), Gorkhapur (280). Right from providing hardware and software, including providing connected accessories, Educomp would also provide one full-time instructor at each school, supplying courseware; imparting training; providing electricity and Internet connection at each school and at the same time monitoring and managing the project during the five-year contract period. On the other hand, in Assam, working with the Assom Sarba Siksha Abhijan, (SSA) Mission, Educomp would be involved in imparting training and engagement of Technical Para teacher in 641 schools.

Close on the heels is Haryana, which is also taking the first steps in introducing ICT in senior secondary schools. The state government has awarded a Rs 18.3 crore order to Educomp to be implemented over a period of three years to over 800 government high schools in 12 districts—Ambala, Bhiwani, Faridabad, Gurgaon, Hissar, Jhajjar, Karnal, Mewat, Panchkula, Panipat, Rohtak and Sonipat.

The Rajasthan Council of Elementary Education (RCEE) has entered into a Rs 21.4 crore contract with NIIT to introduce CAL in 1,672 government upper primary schools in twenty-two districts of Rajasthan within the framework of the Sarva Siksha Abhiyan (SSA). The five-year agreement would involve setting up 1,672 fully furnished modern computer labs with over 5,016 computers, benefiting 33,340 teachers and 8,36,130 students.

Closer home, the New Delhi Municipal Corporation inked an agreement with NIIT for providing information and communications education in 29 municipal schools including 11,500 students from classes six to twelve, for a period of one year initially. As per the engagement, NIIT would train teachers and would also set up computer labs inside NDMC and Navyug Schools to offer training on computer science and informatics practices and offer basic computer education programs for students of classes six to ten.

With this, NIIT will offer ICT education in more than 9,500 government, municipal and private schools across the country.

The latest in line is the Gujarat government which has awarded the contract to the two leading IT education majors, Educomp and NIIT. While Educomp has bagged a Rs 83.82 crore contract to cover around 8,50,000 students from classes 9th-12th across 1780 schools in two zones namely, North Gujarat (905 schools) and Saurashtra & Kutch

## Key Challenges for Schools

Availability of power: a crucial factor in the functioning of any ICT initiative, as power outages and fluctuations add to the high maintenance costs of computer.

Maintenance includes three components—preventive maintenance, troubleshooting, repair. Without local support computer breakdowns have a long turnaround time for repair therefore it is imperative that the authorities put into place the maintenance backbone. Troubleshooting problems at the site helps in identifying problems reducing cost of the maintenance engineer's visits.

OS software is expensive, requiring version upgrades adding to the cost burden of the hardware.

Addressing initial resistance to change from teachers and allaying fears of redundancy once technology comes in assuring that technology is no substitute and is only a platform of knowledge transfer.

Tackling lack of trained faculty and lethargy on part of management and faculty to upgrade themselves by introducing more training programs.

(875 schools); NIIT would work in 1,870 higher and higher secondary government schools impacting around 9 lakh students; the contract is worth Rs 84.3 crore.

## Training Teachers

Even though equipping the students with the right IT skills to make them employable candidates tops the agenda, one cannot brush aside the significance of training teachers—that is, equipping educators with IT tools to enable access to quality content. And challenging them to integrate ICT into teaching in order to replace traditional teaching methodologies.

One such program is Microsoft's 'Partners in Learning' under which 3.5 mn educators in more than 100 countries have been trained. In June 2008 Microsoft India announced an investment of $20 mn, specifically for the Indian education sector, and launched Partners in Learning 2.0. The first phase of the project, Shiksha, has till date trained more than 340,000 government teachers in states like Maharashtra, Andhra Pradesh, Karnataka, Madhya Pradesh, Rajasthan and Tamil Nadu.

"The reason Project Shiksha has managed to be so successful is that apart from establishing IT academies, where we set up infrastructure for state governments for training teachers on a BOOT model, we have also tied up with state-run district institutes for Education and Training and with educational institutions like Jawahar Navodaya Vidyalaya Samiti, Kendriya Vidyalaya Sangathan, Madarsas," says Rajeev Katyal, director, education, Microsoft India. Apart from partnerships, since Shiksha has a pre-service delivery model and a post-school model, the impact increases.

Intel's Teach Program, on the other hand, is a professional development program assisting classroom teachers for effectively integrating technology to enhance student learning. Since 1999 more than 5 mn teachers in over forty countries have been trained, while in India, the program has trained more than ten lakh teachers across nineteen states, has sixty-two teacher education universities, eight SCERTs and central government relationships like NVS, KVS & NCTE.

The Public Private Partnership model seems to have emerged as the most successful model for bridging the digital divide in the country. And ICT in education, especially computer-aided learning, is well on its way to achieve its purpose—exercising a positive impact on raising learning standards as well as in reducing dropout rates among children in these schools across the country.

—**Stuti Das**
stutid@cybermedia.co.in

# Training India

## For ICT education in Indian schools, the government seems determined to raise the bar



COURTESY: NIIT LTD

**B**oasting of the world's largest school system with more than 1.2 mn schools spread over 604 districts, India's education system story ends on a dismal note. Nothing illustrates the abysmal picture more than that almost 35 mn of its school aged children are still out of school, accounting for the largest out-of-school population in the world.

Even as the government charges a 2% education cess, the education system in India is in a complete disarray, having to deal with high dropout rates (the average school attendance was around 70% of the enrollment in 2004–05 while states like UP and Bihar recorded an average attendance of 57% and 42%, respectively). Lack of trained teachers; teachers missing from school duty (one-third of the teachers in MP, 25% in Bihar, and 20% in UP do not attend schools); and growing work load on trained teachers has resulted in one teacher teaching several classes at the same time.

The fact that children drop out of school early or fail to acquire basic literacy and numeracy skills partially reflects the poor quality of education, making a strong case for introducing ICT to address many of these issues. However, it cannot be a standalone scheme. It has to be one that actively solicits the partnership of states and other organizations for homogeneous proliferation of ICT in the education sector, in the country.

## Early Days

Perhaps not many would be aware that India's efforts to introduce ICT in schools goes way back to 1984, when computer literacy and studies in school (CLASS) was introduced as a pilot project. During the eighth five year plan, the project was even adopted as a centrally sponsored scheme and was extended to institutions and new government aided secondary and senior secondary schools, which were subsequently given BBC micro computers.

While not much is known about the progress of the project itself, the intention to introduce IT in the education sector was once again revived by the IT Task Force constituted in July 1998.

The task force made recommendations for introduction of IT in the education sector including schools, following which the central government introduced several schemes like Vidyarthi Computer Scheme, Shikshak Computer Scheme and School Computer Scheme to enable purchase of computers by students and teachers at affordable costs. The force also recommended introducing the Internet, beginning from the school level and going up to polytechnic colleges by 2003.

One of the most significant recommendations was introduction of SMART Schools. However, its scope was limited in concept and definition. It also emphasized on setting up of Smart Schools by Kendriya Vidyalayas and Navodaya Vidyalayas in the states.

## Calling for Netizens

In an address the union minister of state for HRD (higher education), D Purandeswari, called for dovetailing efforts at the ICT level for providing quality higher education. Taking a cue from developed countries like the US, UK and Australia which have not only invested significantly in higher education but have also made the sector as one of their largest export earners. Some Asian economies like Singapore and UAE too have experienced the competitive advantage

provided by a world class higher education infrastructure.

Purandeswari added that Indians should consider themselves fortunate since the demographic profile is dominated by the young population, thereby providing an ideal opportunity for maximizing the benefits of ICT.

To equip the students with IT skills, for preparing them for jobs in the growing services sector and making them self-learners in the cyber world, the central government is soon going to launch a scheme called the 'National Mission in Education through ICT'. The scheme seeks to provide connectivity to the learners so that they can link themselves to the knowledge world in cyberspace. It would also work for creation of knowledge modules with right content to address the personalized needs of learners.

Underlining the significance of ICT in attaining the goal of a knowledge-based society and for delivering the benefits of ICT enabled learning, the national mission would also focus on achieving technological breakthrough by developing low cost and low power consuming access devices—making available free bandwidth for education proposes to every Indian.

## National Policy

The absence of a national ICT for education policy has led to a proliferation of individualistic, expensive and unreplicable ICT initiatives across several states in India. For instance, the Madhya Pradesh government initiated a computer-enabled education program called "Headstart" for using the computer as a teaching/learning tool at elementary education level. Operational since November 2000, the program is now being run in 3,361 schools in forty-eight districts.

### 11th Five Year Plan: Delivering ICT in School

■ A sum of Rs 5,000 crore has been allocated in the eleventh five year plan for establishing ICT infrastructure in government schools. Out of the 1.08 lakh government schools, 80,000 schools are proposed to be connected to the Internet through terrestrial broadband mode and the remaining 28,000 will be provided Internet connectivity through broadband VSAT. Each school will be provided a networked computer lab with at least ten computers, a server, a printer and broadband Internet connectivity of 2 Mbps.

■ The plan is also laying emphasis on teacher training in the use of computers and teaching through computers. This revamped scheme will be implemented in partnership with the states and private providers, and will be a sub-mission of the National Mission of ICT of MHRD.

The department of school education & literacy, Ministry of Human Resource Development along with the global e-schools and communities initiative (GeSCI) has started the process for formulating the national policy on ICT in school education. To facilitate this GeSCI partnered with center for science, development and media studies (CSDMS).

However, considering that India has some 1.2 mn schools with 290 mn students attending school every day; thirty-five state boards and two central boards and a number of educational agencies are involved as stakeholder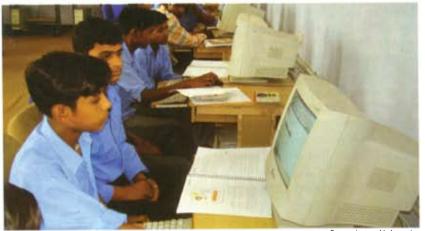s. The engagement model for policy building process therefore is based on multi-stakeholder partnerships including engagement with concerned communities; sharing of experiences and

*Asian economies like Singapore and UAE have experienced the competitive advantage provided by a world class higher education infrastructure.*

ideas from stakeholders; building focus groups with member partnerships on content, infrastructure, capacity building, etc. And most importantly, incorporating inputs and recommendations to create an informed policy document.

As a follow up, the HRD ministry has engaged with approximately 400 members including education experts, ICT specialists, businesses, schools, teachers, students and others to collate their views, suggestions and recommendations on a national policy on ICT in school education.

The project is focused on assisting the department of school education, MHRD, for developing an appropriate framework to support the effective deployment and integration of ICT in the education system. It will provide a platform for dialog amongst all stakeholders; evolve a strategy for leveraging economies of scale in procurement of standard content, equipment and services; and leverage resources from other partners. Also, to evolve a mechanism to ensure that knowledge, expertise and skills are shared across all states and territories; and building inhouse capacities within the MoE to conduct regular updates for ensuring a dynamic and live policy.

While the policy is still in the pipeline, some of the salient recommendations include enabling schools and colleges to use ICT in an integration mode—the radio, television and computer; implementing the scheme under the BOOT model with private participation. Considering that last mile implementability is an issue in education the committee should also have someone who understands how ICT tools address last mile realities. While devising the policy for the use of ICT in school education, there should be uniformity in syllabus as well as synchronization between lectures.

—Stuti Das
stutid@cybermedia.co.in

Source: jnvpanchkula.gov.in

# Technology
# in School Education

India needs innovations to impart quality education in schools. This can be achieved through techno-pedagogy and a thorough change in mindsets

Education today holds the key to India's development. India cannot cash in on its demographic dividend and emerge as a super power if its predominantly young population is not well-educated. Even after sixty years of independence, India is home to 46% of the world's illiterates.

On the brighter side though, the country has come a long way up the literacy curve. As the literacy rate rose from 18.3% in 1950-51 to nearly 65% in 2003-04, the number of schools in the country too increased from 0.23 mn to 1.18 mn during this period. The government's Sarva Shiksha Abhiyan (SSA), launched in 2000-01 to achieve useful and relevant elementary education for all children by 2010, is now showing encouraging results with the number of out-of-school children in the 6-14 years age group witnessing a drop from 13.4 mn in 2005 to 7.06 mn in March 2006.

When it comes to education, India is a study in contrast. There are not just vast differences in quality of education being imparted in schools across the country, but there are regional differences as well. To begin with, education being a state subject, each state has its own educational board and curriculum. In all, there are around 1 mn government schools; 200,000 private schools; and 31 educational boards in the country.

These discrepancies notwithstanding, there is a dire need to impart quality education. For, the opportunities before India are huge. As per a Boston Consulting Group report, the developed world will have a shortage of 40 mn working people by 2020. This shortfall can be met by a knowledge economy like India, with its predominantly young population, provided our education system undergoes some fundamental changes.

Information and Communication Technology (ICT) can play a vital role in imparting quality education. Information technology can bring about two vital changes—one, it can help impart education in an effective manner; and two, it has the potential to change the education system. But this is no mean task. It requires planning and vision.

On its part, the government recognizes the role IT can play in imparting quality education. According to the Planning Commission, the Indian government is committed to provide computers in all government secondary schools by the end of the Eleventh Five Year Plan (2007-2012). But computers alone will not lead to quality education.

## Bridging the Digital Divide

Even though computer education was introduced fifteen to twenty years back in some urban schools in the country, most schools in rural India still do not have adequate teachers, let alone a computer laboratory. In short, an enormous digital divide prevails in India. In order to bridge the digital divide, we need to train teachers, provide schools and students with the right IT tools and assess and manage students on a regular basis.

The costs for bridging this digital divide can be prohibitive. Even though PCs, laptops and Internet connectivity have become cheaper, they remain unaffordable for a majority of schools in India.

In order to take ICT to every school, we need to keep the total cost of ownership low. Various institutions are working at reducing the price of a laptop. One Laptop Per Child

(OLPC) Foundation (a non-profit organization) has launched the OLPC XO laptop, priced at around $188. And, the Indian Institute of Science (IISc), Bangalore has been working on a computer that would cost a lot cheaper—at around Rs 500-1,000.

Last year, Andhra Pradesh became the first Indian state to provide computing access to 5,000 government schools, covering 1.8 mn school children. These schools are using a low-cost and eco-friendly virtualization tool provided by US based NComputing. This technology creates multiple virtual desktops on a single PC, enabling several users to tap its unused capacity and share the system simultaneously. This represents a key innovation reducing not just the procurement costs of the ICT infrastructure, but also the TCO, over a five year period. This is an important aspect as one should consider the cost of electricity and backup power supply when arriving at the TCO.

## Towards Techno-pedagogy

Students can learn from various sources—beginning from a traditional set-up like a teacher teaching in a classroom environment; through self-learning media (like books, computers and television); through experiences and project based learning methodologies and even through testing and assessment modules.

Every student has his or her unique style of learning. Some students learn better when visual props are used, others through oration. Some may learn better through experiences. In fact, the styles of learning for the same student may vary from time to time. By using ICT, educators can have an array of tools at their disposal that can cater to the unique learning styles of students (such as multimedia learning tools, visual learning tools, abstract learning tools, etc). For instance, an atomic explosion can be explained more effectively using a multimedia tool.

Besides learning styles, even the learning capability of each student is different. In any class, nearly 50-60% of students are average learners. Slow learners generally lose out as they cannot keep pace with what is being taught in the classroom. Fast learners lose interest and need something extra. This is where technology can help in self-paced learning. Educators can also deploy assessment tools to see how students are progressing. These assessment tools can be used to generate a 'collective response' which, in turn, can be used to modify and even redesign the curriculum.

Globally, the technological revolution has prompted a fundamental shift in the understanding of pedagogy and its related practices. Traditionally, teaching did not require the instructor to also be a learner. The teacher's role would be that of a facilitator and at times, could become a co-learner.

Techno-pedagogy implies that there is no 'one' valid or legitimate method of instruction per discipline, neither per medium and neither per learner. It refers to weaving various techniques of teaching into the learning environment. In techno-pedagogy, creativity is an essential aspect of the successful learning environment.

The National Curriculum Framework 2005 recognizes the need to meet the challenges of ICT and globalization. The framework, in some form, recognizes the importance of techno-pedagogy by seeking to view the child as a constructor of knowledge and by recognizing the interface between cognition, emotion and action.

## A New Learning Culture

In my view, mobile devices can be an excellent tool for learning. In the case of PCs and laptops, the equipment cost, including battery as well as the software costs, are prohibitive. Besides, bandwidth is still quite expensive. Mobile devices, on the other hand, are all-pervasive. Mobile phones have reached remote villages, with an overall penetration of 36%.

A mobile device is a cheaper and simpler tool to facilitate remote-learning. India already has a well-established mobile infrastructure. And new technologies like 3G will bring faster Internet connectivity, making it easier to view rich media content on the device.

The young are more tech-friendly and adept at using new applications (such as social networking websites like Facebook and Twitter). Social networking websites can, in fact, be an effective tool to clear (classroom) doubts. Similarly, YouTube is an excellent supplementary, self-learning tool; just type 'mathematics' on its search engine and you will get several videos on problem solving. All these applications can be accessed on a mobile device with a larger screen.

The education system has to witness a tectonic shift in order to adopt concepts like techno-pedagogy and mobile-education. The system has to open up to concepts like 'learning at home' and 'learning on the move'.

The younger generation adopts technology very fast. It's the parents and educators who will require a drastic change in mindset. For, a mindset change will undoubtedly lead to a larger change in India's education system. That, in turn, will lead to development at the very grassroots of this country.

> **A mobile device is a cheaper and simpler tool to facilitate remote-learning. India already has a well-established mobile infrastructure**

—L Balasubramanian
The author is president,
school learning solutions, NIIT
maildqindia@cybermedia.co.in

# NIIT School Learning Solutions

NIIT is a market leader in providing complete IT integration programs for schools both in the Government as well as the Private sector. NIIT has partnered with the State Governments of Tamil Nadu, Karnataka, Chattisgarh, Andhra Pradesh, Assam, Maharashtra, Bihar, Gujarat amongst other states as well as with over 1400 private Schools across the country. School Learning Solutions from NIIT have cumulatively touched and transformed lives of more than 8 million children in about 12000 schools.

Having understood the importance of IT and IT enabled learning in schools, School Learning Solutions from NIIT under the brand name of NIIT eGuru have revolutionized classroom teaching and learning, and taken technology to the grass-root level. NIIT eGuru School Learning Solutions have been conceived and developed with a view to provide both "Computer Education" and "Computer Aided Education", delivered on a turnkey basis. NIIT eGuru range of school solutions consists of end-to-end offerings that include Interactive Classrooms, Math Lab, IT Wizard, and Quick School. **Interactive Classrooms** revolutionize the teaching and learning of Science, English, Mathematics and Social Studies whereas a **Math Lab** helps students visualize and feel mathematics. With **IT Wizard** schools have a choice to choose from two world class IT curriculums i.e., first ever 'Web & Multimedia' curriculum for schools based on ADOBE creative suite and 'Programming & Productivity' curriculum based on Microsoft's Windows Vista and Office 2007 suite. **Quick School** is a comprehensive Education Resource Planning solution for efficient school management.

As part of the NIIT eGuru offerings, NIIT extends the benefits of the ***NIIT Mind Champion Academy- a joint initiative between NIIT and Grandmaster Vishwanathan Anand,*** to the schools. The initiative consists of formation of Chess clubs at schools, provision of chess coaching, conducting chess tournaments and identifying talent to encourage them to play tournaments and get FIDE rating.

The chess clubs at the schools are facilitated with a chess kit consisting of a chess coaching software, chess board, posters etc. NIIT MindChampions' Academy has fostered nearly 6351 chess clubs with more than 7,45,000 students cumulatively since inception, as its members in schools where NIIT offers computer education.

Through its school's initiative, NIIT has been continuously introducing products and solutions which will bring back the "joy of learning" into the lives of students.

NIIT

**NIIT**