Chapter 8

Learning Management System Under Digital India Program:
Blended Learning Platform for Digital Governance

Shilohu Rao N. J. P.
Digital India, India

Shveta Sahal
PMU NeGD, India

ABSTRACT

To foster continuous learning in governance, it is imperative to use technology in such a way that learning and knowledge exchange becomes a normal engagement without external interventions (http://digitalindia.gov.in/newsletter/2016_july/index.php). Web- or computer-based learning is easy, anytime and anywhere. It has in fact become a well-established, diversely applicable practice through a software application, known as learning management system (LMS). The LMS designed for e-governance under Digital India initiative is unique and one of a kind; it takes forward the vision of competency-based learning and is a tool to deliver right knowledge and skills to right personnel. LMS deployed by National e-Governance Division serves as a tool for learning and training the government officials and other stakeholders involved in planning, developing, implementing, monitoring, and sustaining governance in Government of India. This chapter broadly discusses the significant facets of the LMS like its prominent features and framework, key benefits, services rendered, and the outcomes and impact as a consequence of its structured implementation.

1. INTRODUCTION

Learning Management System (LMS) *is a software application that automates the administration, tracking and reporting of training events* (Ellis, Ryann K., 2009).

LMS in e-Governance is a pioneering project under e-Kranti (e-Kranti is an e-Governance plan initiated by the Government of India) as part of Digital India Program initiated by the Government of India in 2015, with a vision of transforming India into a digitally empowered society (Digital India) and knowledge economy by leveraging IT as a growth engine. In consonance with this vision, it is widely recognized that there is a tremendous need to enhance the skill sets and to develop adequate number of appropriately trained resources to handle a variety of tasks (NeGD LMS) including those who are expected to design and deliver e-Governance projects. National e-Governance Division (NeGD) is responsible for implementing Capacity Building Scheme intended at strengthening capacities within the government departments. The officials engaged in delivering e-Governance projects face a major challenge in terms of human resources equipped with specific skills and competencies in the relevant areas to deliver the e-Governance projects successfully. To overcome this challenge e-Governance Competency Framework (eGCF) has been designed by NeGD to act as a baseline for developing required training programs with the objective as 'Deploy Right and Develop Right' (Issue of Governance Now, 2015). These training programs under CB scheme identify the right kind of training course for the right person that enables the structuring of e-Governance project teams as per pre-defined e-Governance job roles.

The e-GCF identifies and outlines competencies which are measurable Knowledge, Skills and Behaviors (KSBs) essential for e-Governance job roles. The objective of moving towards the competency based capacity building approach is to ensure that each e-Governance job role is delivered by an official who has the required KSBs for that role. To take this approach a step forward, a web based Learning Management System in e-Governance is being developed to enable continuous learning, driven by role based knowledge and skills. This LMS in e-Governance is a tool that allows efficient administration of training for various officials by bringing together learners/ trainees and content in an environment which allows flexible learning and regular content update at a lesser cost than traditional form of imparting training.

The purpose of this chapter is to share the insights of development and implementation of LMS for Governance purpose. Further this chapter delves into the interesting journey of implementing LMS in a digital government system, various challenges faced during the implementation and the myriad benefits offered to the government officials across PAN India post its implementation.

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/learning-management-system-under-digital-india-program/206655

Related Content

Mergers and Acquisition by Indian Firms: Managerial Perspectives on Challenges and Solutions
Som Sekhar Bhattacharyya (2019). *Dynamic Perspectives on Globalization and Sustainable Business in Asia (pp. 41-55).*
www.irma-international.org/chapter/mergers-and-acquisition-by-indian-firms/215105

Energy Efficient Residential Block Design: The Case of Ankara
Hakan Hisarligiland Sule Karaaslan (2014). *Sustainable Practices: Concepts, Methodologies, Tools, and Applications (pp. 1027-1046).*
www.irma-international.org/chapter/energy-efficient-residential-block-design/94980

Feasibility Study of Visual Computing and Machine Learning Application for Textile Material Sorting
Siu Cheung Hoand Jiannong Cao (2021). *Eco-Friendly Energy Processes and Technologies for Achieving Sustainable Development (pp. 243-267).*
www.irma-international.org/chapter/feasibility-study-of-visual-computing-and-machine-learning-application-for-textile-material-sorting/263934

The Impact of Macroeconomic Factors on the US Stock Exchange
Cemil Süslü (2022). *International Journal of Sustainable Economies Management (pp. 1-22).*
www.irma-international.org/article/the-impact-of-macroeconomic-factors-on-the-us-stock-exchange/311097

Education-Healthy Development Binomial from the Health of Whole Living Entity Perspective
Stanciu Miltiade (2015). *International Journal of Sustainable Economies Management (pp. 28-35).*
www.irma-international.org/article/education-healthy-development-binomial-from-the-health-of-whole-living-entity-perspective/138242