

NISHTHA 1.0 (Elementary Level)

1. Introduction

NISHTHA (National Initiative of School Heads and Teachers Holistic Advancement) is an elementary level training programme initiated by MHRD is welcomed by all school teachers and heads of Andaman and Nicobar (UT). The key resource persons and State Resource Persons while conducting the training programme showed keen interest, hardship and sincerity in imparting the training programmes which created a lot of interest in the teachers as the package mainly aim for improvement of learning outcomes, by linking learner's day-to-day experiences with the theme and integrating general issues wherever applicable at the elementary level.

This training package is presented in two sections. Section I deals with seven modules which are generic in nature. Section II deals with subject specific pedagogies and includes five subject based modules. First KRPs were trained by the

National Resource Group constituted by the NCERT at the State/UT Level. Thus, KRPs further conducted the training for teachers at the block level in each of the States/UTs. Here, it was conducted in the three districts of Andaman and Nicobar (UT).

2. Need & Significance

Every teacher and school heads of Andaman and Nicobar (UT) liked the training programme as it was well planned and presented magnificently. The main focus was on competency and higher order thinking skills related to teaching and learning. Teachers infact were eager to get the training and follow the same in their classroom teaching and learning. Programme such as NISHTHA are necessary now-a-days as teachers today are expected to be aware of the provisions regarding gender, the rights of persons with Disabilities Act and the protection of children from sexual offences (POCSO) Act. The integrated programme therefore seeks to train all heads and teachers as first level counsellors to remain alert

and responsive to the needs of the students, in addition to promoting joyful learning and taking special care of the requirements of special children.

3.Objectives

The main objective is to equip KRPs/Teachers to understand better the required skills on new pedagogic perspective required for improving learning outcomes. To encourage teachers to implement school based assessments in respective schools.

To engage Principals and State functionaries to implement learning outcomes, NAS etc at the school level with support. NISHTHA is a capacity building programme for improving quality of school education through intergrated teacher training. The basic objective of this massive programme is to motivate and to equip teachers to encourage and foster critical thinking in students. The initiative is first of its kind wherein

standardized training modules are developed at National Level for all States and UTs.

4.Schedule

In Andaman and Nicobar UT, NISTHA Training on DIKSHA was conducted as per the schedule given herewith.

NISHTHA
ONLINE
NOW ON DIKSHA







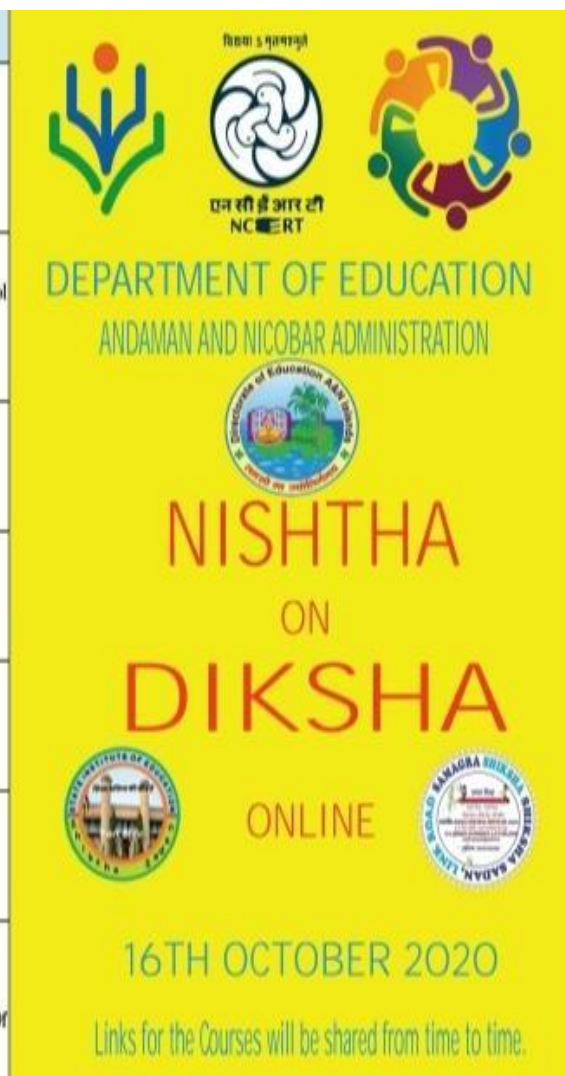
Course Schedule

Start Date	End Date	Course Details
Oct 16, 2020	Oct 30, 2020	Course 1 - Curriculum and Inclusive Education Course 2 - Developing Social - Personal Qualities and Creating Safe and Healthy School Environment Course 3 - Health and Well-being in Schools
Nov 1, 2020	Nov 15, 2020	Course 4 - Integrating Gender In Teaching Learning Process Course 5 - Integration of ICT in Teaching-Learning and Assessment Course 6 - Art Integrated Learning
Nov 16, 2020	Nov 30, 2020	Course 7 - School Based Assessment Course 8 - Pedagogy of Environmental Studies (Primary Stage) Course 9 - Pedagogy of Mathematics
Dec 1, 2020	Dec 15, 2020	Course 10 - Pedagogy of Social Sciences (Upper Primary Stage) Course 11 - Pedagogy of Languages Course 12 - Pedagogy of Science (Upper Primary Stage)
Dec 16, 2020	Dec 30, 2020	Course 13 - School Leadership : Concepts and Application Course 14 - Initiatives in School Education Course 15 - Pre-School Education
Jan 1, 2021	Jan 15, 2021	Course 16 - Pre-Vocational Education Course 17 - Covid-19 Scenario: Addressing Challenges in School Education Course 18 - Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012




NOTE :All Courses of Andaman & Nicobar Islands are prefixed with AN_ (Course Name).

Duration of the Course	Course Details
Oct 6 - 15, 2020	Registration of teachers in DIKSHA portal Mapping of SRGs to teachers Orientation of teachers on NISHTHA programme Setting up stage to launch the course
Oct 16 - 30, 2020 (3 Courses)	Course 1 - Curriculum and Inclusive Education Course 2 - Developing Social - Personal Qualities and Creating Safe and Healthy School Environment Course 3 - Health and Well-being in Schools
Nov 1 - 15, 2020 (3 Courses)	Course 4 - Integrating Gender In Teaching Learning Process Course 5 - Integration of ICT in Teaching-Learning and Assessment Course 6 - Art Integrated Learning
Nov 16 - 30, 2020 (3 Courses)	Course 7 - School Based Assessment Course 8 - Pedagogy of Environmental Studies (Primary Stage) Course 9 - Pedagogy of Mathematics
Dec 1-15, 2020 (3 courses)	Course 10 - Pedagogy of Social Sciences (Upper Primary Stage) Course 11 - Pedagogy of Languages Course 12 - Pedagogy of Science (Upper Primary Stage)
Dec 16-30, 2020 (3 courses)	Course 13 - School Leadership : Concepts and Application Course 14 - Initiatives in School Education Course 15 - Pre-School Education
Jan 1 - 15, 2021 (3 courses)	Course 16 - Pre-Vocational Education Course 17 - Covid-19 Scenario: Addressing Challenges in School Education Course 18 - Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012



NISHTHA online on DIKSHA with eighteen courses was covered within six fortnights (Three months).

All the teachers at the elementary stage in Andaman and Nicobar UT were able to take all the NISHTHA courses by January 2020.

5.Modality

This programme was conducted in customized cascade mode in which NRG of experts trained KRP (identified by State/UT for further teacher training) and SRG (identified by the State/UT for further training of school Principals and other functionaries). These KRPs and SRPs directly train Teachers and school Principals. There is no layer of master trainer in between. This has helped in reducing the communication loss which occurred earlier.

Teachers were made aware of how to update profile details on NISHTHA portal.

- **Orientation**

NISHTHA, a holistic knowledge oriented programme to equip teachers with latest challenges in teaching learning process and understanding of the learner's problems. Every child is a unique identity with different types of trades and potentialities. A single method or one kind of teaching approach is not suitable for every child to impart knowledge. There are a lot

of linguistic, cultural and ethnic barrier exists among our children in these schools. So different approaches and methods are needed to impart knowledge among such children.

Only those teachers could get the success in their approach who have depth of understanding of such factors and weaknesses of our children.

Through various videos, activities, document formats and different quiz we can gain the various skills and techniques of teaching.

● **Development of Courses**

It was observed and understood that expectations from teachers in the present day is different and includes many new attributes.

The noteworthy point in engaging the teachers from Andaman as in other States is that of the integrated programmes are connected to activity based modules including educational games and quizzes, social emotional learning, motivational interaction, team building,

preparation for school based assessment, in-built continuous feedback mechanism, online monitoring and support system, training needs and impact analysis (pre and post training).

To increase professional development of teachers, special emphasis has been given on design and development of training modules (Module download links are provided in NISHTHA Teacher Training Modules Table).

● **Implementation Strategy**

Technical teams in each block of Andaman and Nicobar Islands which is controlled by State Technical Teams at Port Blair. The State Technical Team created a group for all block technical teams in which they shared Course Links and other course materials which they further shared in their teachers group. The block technical team created what's app group for teachers in their block and added all elementary teachers from both private and government schools from their respective

blocks. Further the blocks reported to State regarding completion of courses in their respective blocks after completion of each schedule.

In Andaman and Nicobar (UT) the target was 57006 and 100% teachers were imparted with the training in order to motivate and equip teachers to encourage and foster critical thinking skills. The teachers were oriented on and developed their skills on various aspects related to learning outcomes, competency based learning and testing, learner's centred pedagogy, school safety and security, personal social qualities, inclusive education, ICT in teaching learning including Artificial Intelligence, Health and well being including yoga, initiatives in school education, including library, eco club, youth club, kitchen garden, school leadership qualities, environmental concerns, pre school pre vocational education and school based assessment in a joyful learning manner. Our UT contextualized the training modules and used own material and resource persons, keeping in mind the core topics and

anticipated outcomes of NISHTHA training programmes.

- **Communication System**

Teachers of Andaman and Nicobar UT were communicated through what's app, telegram and internet services available to make them aware of the NISHTHA Training Programme along with the course schedule forwarded to them by the technical group of the respective blocks.

- **Monitoring and reporting system**

The teachers undergoing the NISHTHA Training were monitored regularly and report submitted after regular intervals constantly by the Block Resource Coordinators and Cluster Resource Coordinators ensuring effective implementation of the said programme in the whole of Andaman and Nicobar UT.

6. Data analysis and interpretation

1. Target – 57007

Andaman	English			Enrolment	Enrolment Percentage	Completion	Completion Percentage	Certificates Issued	Certificates Issued Percentage
Andaman & Nicobar Islands	English	AN_Curriculum and Inclusive Classrooms	3167	3673	116.0	3424	108.11	3424	100.0
		AN_Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	3167	3466	109.4	3316	104.70	3316	100.0
		AN_Health and Well-being in Schools	3167	3502	110.6	3362	106.16	3361	100.0
		AN_Integration of ICT in Teaching, Learning and Assessment	3167	3680	116.2	3459	109.22	3459	100.0
		AN_Integrating Gender in the Teaching Learning Process	3167	3648	115.2	3449	108.90	3449	100.0
		AN_Art Integrated Learning	3167	3410	107.7	3284	103.69	3284	100.0
		AN_School Based Assessment	3167	3516	111.0	3357	106.00	3357	100.0
		AN_Pedagogy of Environmental Studies	3167	3462	109.3	3313	104.61	3313	100.0
		AN_Pedagogy of Mathematics	3167	3495	110.4	3342	105.53	3342	100.0
		AN_Pedagogy of Social Sciences	3167	3489	110.2	3324	104.96	3324	100.0
		AN_Pedagogy of Languages	3167	3420	108.0	3274	103.38	3274	100.0
		AN_Pedagogy of Science	3167	3425	108.1	3297	104.10	3297	100.0
		AN_School Leadership: Concepts and Applications	3167	3380	106.7	3212	101.42	3212	100.0
		AN_Initiatives in School Education	3167	3329	105.1	3177	100.32	3177	100.0
		AN_Preschool Education	3167	3262	103.0	3148	99.40	3148	100.0
		AN_Pre-vocational Education	3167	3287	103.8	3142	99.21	3142	100.0
		AN_Understanding Rights, Child Sexual Abuse and The POCSO Act, 2012	3167	3174	100.2	3070	96.94	3070	100.0
AN_Covid-19 Scenario: Addressing Challenges in School Education	3167	3221	101.7	3110	98.20	3110	100.0		
TOTAL			57006	61839	108.5	59060	103.60	59059	100.0

7. Issues and challenges

As we are aware that Andaman and Nicobar UT lies scattered. It has three districts, South Andaman District, Nicobar District and Mayabunder District. Sometimes communication becomes an issue. Poor connectivity sometimes, not always is another challenge which we need to overcome in future, is a well accepted fact.

8. Key learnings

Key learnings are nothing but the great benefits of undergoing such a course which is very useful for teachers, learners and heads of the school at the elementary stage of education.

9. Success stories

NISHTHA is an initiative to build capacity of teachers and school Principals at the elementary level. This programme aims to build the capacities of around 57006 teachers and heads of Andaman and Nicobar Islands.

10. Suggestions

The teachers and heads who were trained through 'NISHTHA' need to execute and implement their learnings in the classrooms at the ground level for the benefit of their students and improvement of learning outcomes.

11. Conclusion

All together it was a nice experience to make teaching and learning rewarding for taking things

from the grass root level for qualitative teaching and learning for betterment. The other expected outcomes of NISHTHA are as follows :

- a) Capacity building of teachers.
- b) Integrated Training of Principals/Heads as key academic support.
- c) Focus on competency and higher order thinking skills based teaching learning.
- d) Training of all Heads and Teachers as first level counsellors.
- e) Promoting experiential and joyful learning.
- f) Awareness of centrally sponsored schemes/initiatives.
- g) Online monitoring and support system.
- h) Convergence of multi departmental efforts.
- i) Activity based training modules to the best of the knowledge and

satisfaction of teachers and Heads of schools.

12. Annexures

- Course schedule
- Schedule for NISHTHA on DIKSHA of Andaman and Nicobar UT