

## NISHTHA 1.0 (Elementary Level)

### 1. Introduction

NISHTHA Programme (on DIKSHA Portal) in the State was started from 16<sup>th</sup> October 2020 for 6503 Elementary teachers. In fact the programme started as soon as the Ministry of Education & NCERT launched the NISHTHA on DIKSHA Portal.

### 2. Need & Significance

Prior to this NISHTHA programme, teacher training was not held using a common training module(s), on the contrary, different districts imparted teacher trainings as per their availability of resources both men and materials, involving BRCCs, CRCCs and in some districts using DIET faculty etc. however, there were no common training modules.

Need for common training modules for training of teachers was advocated by different stakeholders in many occasions.

The development of common training modules by NCERT has really made a lot of difference on the quality of teacher trainings. Apart from the pedagogical courses, NCERT has come up with generic courses also which encompasses every topic which a teacher ought to know for effective classroom transactions and also for developing their personalities. Not only these, NISHTHA also have modules for the Head of Schools which otherwise would not be covered in the conventional mode of teacher trainings.

Launching of NISHTHA on DIKSHA, i.e. the online mode also helped in achieving the target which was otherwise not possible during this pandemic.

### 3. Objectives

The objective of this programme was to provide a comprehensive teacher training to the targeted groups in the online mode through DIKSHA Portal.

### 4. Schedule

The schedule of the programme was as under:

<b>Timeline</b>	<b>Modules to be covered</b>
<b>October 1-15</b>	Module 1- Curriculum and Inclusive Education Module 2-Developing Social - Personal Qualities and Creating Safe and Healthy School Environment Module 3-Health and Well-being in Schools
<b>October 16-30</b>	Module 4- Integrating Gender in Teaching Learning Process Module 5- Integration of ICT in Teaching-Learning and Assessment Module 6- Art Integrated Learning
<b>November 1-15</b>	Module 7- School Based Assessment Module 8- Pedagogy of Environmental Studies (Primary Stage) Module 9-Pedagogy of Mathematics
<b>November 16-30</b>	Module 10-Pedagogy of Social Sciences (Upper Primary Stage) Module 11-Pedagogy of Languages Module 12- Pedagogy of Science (Upper Primary Stage)
<b>December 1-15</b>	Module 13-School Leadership: Concepts and Application Module 14- Initiatives in School Education Module 15-Pre-School Education
<b>December 16-30</b>	Module 16- Pre-Vocational Education Module 17 - Covid-19 Scenario: Addressing Challenges in School Education Module 18 -POCSO

## 5. Modality

- Orientation: The NISHTHA programme was started in the State in 2019-20 in the face-to-face mode. 100 KRPs and 20 SRPL were selected for covering 14333 teachers. These KRPs & SRPL were trained by the SRPs from NCERT by holding workshop at SCERT, Itanagar.

Due to lockdown in the March 2020, only 7830 teachers could be imparted training during 2019-20.

For the training of the remaining 6503 teachers in 2020-21, the Nodal Officers appointed for NISHTHA attended the virtual trainings provided by NCERT and DIKSHA support teams, there after all the KRPs & SRPL along with District Education Officers, DPCs were imparted online trainings giving them details about registering on DIKSHA and taking the courses.

The district people in turn imparted online trainings to the teachers in different batches and the programme was completed.

- Development of courses

Course materials developed by NCERT was used as the State follows NCERT curriculum.

- Implementation strategy

1. KRPs & SRPL were oriented about NISHTHA on DIKSHA along with the DEO, DPOs etc. by the State Nodal Persons.
2. They in turn had virtual workshops in batches in their districts to orient the teachers as how to register on DIKSHA and join and consume the courses.
3. Telegram & WhatsApp groups were formed in each district for providing support to teachers.
4. For places having net connectivity issues, printed modules were provided to the teachers who would study these modules and then go to places with net connectivity to complete the online courses.
5. Technical support was provided by the Technical Admin.

- Communication system

6. In places with net connectivity, Telegram & WhatsApp groups were formed for providing support to teachers.

- Monitoring and reporting system

The Nodal Officers appointed for NISHTHA literally travelled to all the districts to oversee that the programme went well and the target was achieved. As the State has connectivity issues, this monitoring by the Nodal Officers was fruitfully because many things would be clarified which was not possible through virtual meets/webinars.

## 6. Data analysis and interpretation

1. Target: 6503
2. Total enrolment, completion and certification (No of teachers. Not of instances)  
This is same as Sl. No. 4. Provided in Sl. No. 4

3. Course wise analysis - enrolment, completion and certification (No of instances):

Provided in Sl. No.5

4. Course wise analysis - enrolment, completion and certification (No of teachers)

Course	Enrolment	Completion	Certificates Issued
Module 1 Arunachal Pradesh Curriculum and Inclusive Classrooms	7209	6476	6476
Module 2 Arunachal Pradesh Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	6660	6116	6116
Module 3 Arunachal Pradesh Health and Well-being in Schools	6453	6050	6050
Module 4 AR_Integrating Gender in the Teaching Learning Process	6554	6124	6124
Module 5 AR_Integration of ICT in Teaching, Learning and Assessment	6060	5664	5664
Module 6 AR_Art Integrated Learning	5992	5690	5690
Module 7 AR_School Based Assessment	6149	5820	5820
Module 8 AR_Pedagogy of Environmental Studies	6075	5806	5806
Module 9 AR_Pedagogy of Mathematics	5973	5611	5611
Module 10 AR_Pedagogy of Social Sciences	5935	5577	5577
Module 11 AR_Pedagogy of Languages	5738	5418	5418
Module 11 अरुणाचल प्रदेश भाषा शिक्षण शास्त्र	2201	1678	1678
Module 12 AR_Pedagogy of Science	5051	4823	4823
Module 13 AR_School Leadership: Concepts and Applications	5794	5419	5419
Module 14 AR_Initiatives in School Education	5657	5325	5325
Module 15 AR_Preschool Education	5625	5360	5360
Module 16 AR_Pre-vocational Education	5679	5408	5408
Module 17 AR_Covid-19 Scenario: Addressing Challenges in School Education	5574	5406	5406
Module 18 AR_Understanding Rights, Child Sexual Abuse and The POCSO Act, 2012	5433	5261	5261

5. Course wise analysis – enrolment (Actual in portal VS no of teachers the specific state)

NISHTHA Online on DISKHA			
Medium	Course	CSV	Actual
		Enrolment	Enrolment
English	Module 1 Arunachal Pradesh Curriculum and Inclusive Classrooms	9007	7209
English	Module 2 Arunachal Pradesh Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	7468	6660
English	Module 3 Arunachal Pradesh Health and Well-being in Schools	6670	6453
English	Module 4 AR_Integrating Gender in the Teaching Learning Process	7988	6554
English	Module 5 AR_Integration of ICT in Teaching, Learning and Assessment	6240	6060
English	Module 6 AR_Art Integrated Learning	6102	5992
English	Module 7 AR_School Based Assessment	6304	6149
English	Module 8 AR_Pedagogy of Environmental Studies	9010	6075

English	Module 9 AR Pedagogy of Mathematics	7236	5973
English	Module 10 AR Pedagogy of Social Sciences	6096	5935
English	Module 11 AR Pedagogy of Languages	6186	5738
Hindi	Module 11 अरुणाचल प्रदेश भाषा शिक्षण शास्त्र	2241	2201
English	Module 12 AR Pedagogy of Science	5230	5051
English	Module 13 AR School Leadership: Concepts and Applications	6091	5794
English	Module 14 AR Initiatives in School Education	5992	5657
English	Module 15 AR Preschool Education	5810	5625
English	Module 16 AR Pre-vocational Education	5949	5679
English	Module 17 AR Covid-19 Scenario: Addressing Challenges in School Education	6315	5574
English	Module 18 AR Understanding Rights, Child Sexual Abuse and The POCSO Act, 2012	6021	5433

6. District wise analysis - enrolment, completion and certification (No of teachers)

**Module 1 Arunachal Pradesh Curriculum and Inclusive Classrooms**

Sl. No.	District	Enrolment	Completion	Certificate
1	Anjaw	6	5	5
2	Changlang	661	623	623
3	Dibang Valley	120	110	110
4	East Kameng	534	486	486
5	East Siang	992	899	899
6	Kamle	92	78	78
7	Kra Dadi	209	179	179
8	Kurung Kumey	47	36	36
9	Lepa Rada	210	179	179
10	Lohit	30	29	29
11	Longding	276	250	250
12	Lower Dibang Valley	147	124	124
13	Lower Siang	95	79	79
14	Lower Subansiri	226	204	204
15	Namsai	619	573	573
16	Pakke Kessang	145	139	139
17	Papum Pare & including ICR	984	857	857
18	Shi Yomi	25	22	22
19	Siang	351	312	312
20	Tawang	61	42	42
21	Tirap	25	12	12
22	Upper Siang	28	19	19
23	Upper Subansiri	721	658	658
24	West Kameng	488	458	458
25	West Siang	117	103	103
	<b>Grand Total</b>	<b>7209</b>	<b>6476</b>	<b>6476</b>

Note: Above data is only for Module 1

7. Trends in enrolments: As evident from the above tables it is seen that initially the enrolment of teachers was very healthy, however, with the passage of time or with the coming up of new courses, it is seen that the enrolment has decreased.

The reason for this trend might be because we did not receive real time update from the DIKSHA support team, even the record of the teachers registered were not updated regularly. Many teachers complained that although they had registered themselves and done the courses, however, their names were not updated/populated in the dump files downloaded from the DIKSHA Portal, even if they received their

certificates. This particular problem was really demoralising for all of us. Till the last minute many teachers names were not found in the dump file although they had completed the course. Its still not sure if the above data which has been received from DIKSHA Portal is absolute.

#### 7. Issues and Challenges:

1. The first & foremost issue is connectivity.
2. Still large no. of teachers exist who are literally tech illiterate. Convincing them to take up the courses was really challenging.
3. DIKSHA Support group was not at all helpful. No real time update of data was happening in the portal.
4. Initially it was not possible to ascertain how many teachers have registered, how many have joined the courses and how many have received their certificates/completed their courses. Due to which some teachers might have succeeded in fooling us, i.e. they might have enrolled the course but not completed their course or there might have been some technical issues.

#### 8. Key Learnings

The NISHTHA Modules are excellent modules which covers all the aspects of education. Teachers have been oriented in all the pedagogical aspects and also in the generic topics which is necessary for a teacher to know in this age. It is a complete package. The modules emphasise more on activities which is really good, for teachers are learning by doing. The same shall be incorporated in their classroom transactions, which would result in the academic advancement of their students.

#### 9. Success Stories

Although there were some initial hiccups due to connectivity issues, however large no. of teachers have registered and completed their courses.

#### 10. Suggestions

It is felt that the DIKSHA Support system should be more robust and State friendly. DATA should be populated on real time basis, in this way State can ascertain about the no. of teachers actually joining the course and those actually completing it.

Also, it is suggested that good amount of orientation should be provided to the DIKSHA Support persons who are actually supposed to support and hand hold the State because in some occasions it is made to feel as if the State Nodal Officers are supposed to report to them.

#### 11. Conclusion

NISHTHA on DIKSHA is a wonderful programme which is very much suited in this pandemic situation and hence the same programme for the Secondary teachers are looked forward to.

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