

NISHTHA 1.0 (Elementary Level)

1. Introduction

NISHTHA : National Initiative for School Heads' and Teachers' Holistic Advancement. **NISHTHA** is a capacity building **programme** for "Improving Quality of School Education through Integrated Teacher Training". It **aims** to build competencies among all the teachers and school principals at the elementary stage.

2. Need & Significance

NISHTHA is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training". It aims to build competencies among all the teachers and school principals at the elementary stage. The functionaries (at the state, district, block, cluster level) shall be trained in an integrated manner on learning outcomes, school based assessment, learner – centred pedagogy, new initiatives in education, addressing diverse needs of children through multiple pedagogies, etc. This is being organized by constituting National Resource Groups (NRGs) and State Resource Groups (SRGs) at the National and the State level who will be training 42 lakhs teachers subsequently. A robust portal/Management Information System (MIS) for delivery of the training, monitoring and support mechanism has been infused with this capacity building initiative. Keeping in view the COVID-19 pandemic situation, it is now planned to organise SRG and Teachers training in online mode. The first online training for the SRGs of state of Andhra Pradesh will be launched on 16 July, 2020.

3. Objectives

1. Improvement in learning outcomes of the students.
2. Creation of an enabling and enriching inclusive classroom environment
3. Teachers become alert and responsive to the social, emotional and psychological needs of students as first level counselors.
4. Teachers are trained to use Art as pedagogy leading to increased creativity and innovation among students.
5. Teachers are trained to develop and strengthen personal-social qualities of students for their holistic development.
6. Creation of a healthy and safe school environment.
7. Integration of ICT in teaching, learning and assessment.

8. Developing stress free School Based Assessment focused on development of learning competencies.
9. Teachers adopt Activity Based Learning and move away from rote learning to competency based learning.
10. Teachers and School heads become aware of new initiatives in school education.
11. Transformation of the Heads of Schools into providing academic and administrative leadership for the schools for fostering new initiatives.

4. Schedule

Course 1,2 and 3	Oct 26, 2020 to Nov 02, 2020
Course 4,5 and 6	Nov 03, 2020 to Nov 17, 2020
Course 7,8 and 9	Nov 18, 2020 to Dec 01, 2020
Course 10,11 and 12	Dec 02, 2020 to Dec 16, 2020
Course 13,14 and 15	Dec 17, 2020 to Dec 31, 2020
Course 16,17 and 18	Jan 04, 2021 to Jan 18, 2021

5. Modality

- Orientation
 - Orientation and Training of 02 Technical Persons of each district of Delhi state.
- Development of courses
 - Development of course by SCERT and Languages course (Urdu) with the help of expert
- Implementation strategy
 - Implementation done with the coordination of technical persons of each district of Delhi state and formation of District wise Telegram group and sharing the desired information with the Technical Persons who further coordinate with the participants of their district.
- Communication system
 - Through Office Order, Whatsapp, Telegram
- Monitoring and reporting system
 - Through Whatsapp, Telegram
- Any other aspects taken up by states:
 - Formation of Website for the assistance of the Participants from where they can easily go to the link of the course. Website Link : <http://tinyurl.com/nishtha-scert-delhi>
 - In addition to this a grievance google form was also developed in order to cater to the issues encountered by the participants and likewise solving those issues to the earliest.

6. Data analysis and interpretation

1. Target Teachers and HoS of All Schools of Delhi State

Total Target= 27,500

2. Total enrolment, completion and certification (No of teachers. No of instances)

Total Enrolment= 898776

Total Completion=792600

Total Certification=792564

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

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

Course No.	Medium of Instruction	Enrolment	Completion	Certification
Course 1- Curriculum and Inclusive Classrooms	English	42083	32627	32627
	Hindi	24527	18372	18372
Course 2 - Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	English	33943	28006	28006
	Hindi	24486	21134	21134
Course 3- Health and Well-being in Schools	English	32607	27956	27956
	Hindi	32607	27956	27956
Course-4: Integrating Gender in Teaching Learning Process	English	32128	27274	27274
	Hindi	23279	20594	20594
Course-5: Integration of ICT in Teaching-Learning and	English	28813	25095	25074
	Hindi	24595	21786	21786

Assessment				
Course-6: Art Integrated Learning	English	28537	25403	25388
	Hindi	22102	20088	20088
Course-7: School Based Assessment	English	23932	23932	23932
	Hindi	24419	21409	21409
Course-8: Pedagogy of Environmental Studies	English	26875	24221	24221
	Hindi	21282	19432	19432
Course-9: Pedagogy of Mathematics	English	24637	22139	22139
	Hindi	21615	19573	19573
Course-10: Pedagogy of Social Sciences	English	25831	22179	22179
	Hindi	21915	19414	19414
Course-11: Pedagogy of Languages	English	24814	22045	22045
	Hindi	21192	19056	19056
	Urdu	472	281	281
Course-12: Pedagogy of Science	English	24058	22076	22076
	Hindi	19577	17890	17890
Course-13: School Leadership: Concepts and Applications	English	27593	23476	23476
	Hindi	20702	17989	17989
Course-14: initiatives in School Education	English	24810	22243	22243
	Hindi	20303	18138	18138
Course-15: Pre-School Education	English	23971	22020	22020
	Hindi	19496	17721	17721
Course-16: Pre-Vocational Education	English	25752	23226	23226
	Hindi	19496	17886	17886

Course-17: COVID-19 Scenario:Addressing Challenges in School Education	English	23943	22302	22302
	Hindi	19308	18001	18001
Course-18: Understanding Rights, Child Sexual Abuse & POCSO Act 2012	English	23526	21639	21639
	Hindi	19550	18021	18021

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

Actual Enrolment: 1042796

Actual Enrolment of Delhi State= 898776

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

District Name	Enrolment	Completion	Certificate
Central	29019	25203	25203
East	107541	95102	95086
New Delhi	17886	15261	15261
North	60036	52575	52575
North East	125242	111277	111257
North West	211573	188771	188771
Shahdara	6013	5372	5372
South	67586	58622	58622
South East	54908	47199	47199
South West	121773	107756	107756
West	97788	85462	85462

7. Trends in enrollments

In the initial stages, the enrolment was low which was improved by coordinating with District Deputy Directors of Education, Mentor Teachers, TDCs etc. It was also observed that after the enrolment the completion rate of the course was also low for which district wise telegram groups were created and the participants were informed about the status of their training. At later stages more and more participants got themselves enrolled and even completed the training after sorting out of the technical glitches they were facing.

7. **Issues and Challenges:** The main challenge faced by the Teachers was that sometimes the videos were not playing and moreover some were able to watch the video but their progress bar was not getting updated. Very few teachers find it difficult to operate from the laptop. Some Teachers even find it difficult to process their certificates as in spite of completing the training their status of the course was reflected as Ongoing.
8. **Key Learnings:** The objectives framed for each module was successfully achieved and they got the opportunity to learn many new things related to their subjects/ content and the general topics. The content present was simple and precise.
9. **Success Stories:** Many teachers later on given the feedback that they have shared the content with their own children and also shared the videos with their class students who find it very effective in the learning process. Teachers were happy that they got the videos as well as the script of the same which make it so easy to learn and share the content with other fellows.
10. **Suggestions:** Some suggested that since login to an account is possible by both mobile no. and E-Mail ID, so few faced the issue that dual DIKSHA ID were created and suggested that there should be some process to merge both the IDs so that they can have all the certificates at one place only. They also suggested that the technical glitches faced while operating through Mobile App must be fixed and such training must be organised in near future also with more topics of utmost importance.
11. **Conclusion**

Overall the Training Experience of the Participants was very good as this was a new form of training that the participants did through SCERT and it was later on easy to operate. The Technical Persons from each district were in continuous contact with the Participants to encourage them to complete the training. It helped in building up the competencies among all teachers and school principals at the elementary level. Through this program, teachers are provided with various methods of training up to the classroom level so as to provide comprehensive support to the students to improve their learning outcomes.
12. **Annexures**