



NISHTHA IMPLEMENTATION REPORT

MADHYA PRADESH



Rajya Shiksha Kendra – Bhopal

School Education Department

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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", led by the NCERT. 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) were 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.

NISHTHA Training Program was supposed to be delivered through various training institutes, However, due to COVID-19, it was decided to reach the teachers by using the DIKSHA digital platform. In Madhya Pradesh too, it was operated on the DIKSHA app.

The NISHTHA online modules were started in the state from October 16, 2020, which were completed by the second week of January

2021. There was significant effort taken towards detailed strategy, design and implementation of the programme, including academic enhancements, communication strategies, monitoring and review mechanisms. The programme was implemented with the support of the CM Rise Digital Teacher Training programme already ongoing in the state, and done with the support of the education NGO Peepul.

In the state, **more than 90 per cent of the teachers targeted for this have ensured course completion in all 18 courses** – this is a testimony to the unprecedented success of the programme's implementation in Madhya Pradesh.



NISHTHA posters created for MP

2. Need and Significance

The aim of this training was to motivate and equip teachers to encourage and foster critical thinking in students, handle diverse situations and act as first level counsellors. Given the unprecedented times of the pandemic when the modules were launched, it gave teachers the necessary skills and time to learn from these online modules and upskill themselves to handle the virtual teaching-learning due to school closure and be better prepared to bridge the learning loss upon school reopening.

Teachers were oriented on and developed their skills on various aspects related to Learning Outcomes, Competency Based Learning and Testing, Learner-centered 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. The holistic content covering all areas of teaching-learning was a much needed knowledge-boost for the teachers.

3. Objectives

The main expected outcomes from NISHTHA are:

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 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

The NISHTHA courses were kept open for a 15-day time window and followed the time window as specified by the Guidelines issued by the NCERT.

Time window	Module #	Module Name
16-30 October 2020	1	Curriculum and Inclusive Education
	2	Developing Social- Personal Qualities and Creating Safe and Healthy School Environment
	3	Health and Well-being in Schools
01-15 November 2020	4	Integrating Gender In Teaching Learning Process
	5	Integration of ICT in Teaching-Learning and Assessment
	6	Art Integrated Learning
16-30 November 2020	7	School Based Assessment
	8	Pedagogy of Environmental Studies (Primary Stage)
	9	Pedagogy of Mathematics
01-15 December 2020	10	Pedagogy of Social Sciences (Upper Primary Stage)
	11	Pedagogy of Languages
	12	Pedagogy of Science (Upper Primary Stage)
16-30 December 2020	13	School Leadership : Concepts and Application
	14	Initiatives in School Education
	15	Pre-School Education
1-15 January 2021	16	Pre-Vocational Education
	17	Covid-19 Scenario: Addressing Challenges in School Education
	18	POCSO

All 18 modules were further opened up for the remaining target teachers who had not had an opportunity to engage with it in the given time window, from 19 Jan 2021 to 16 Feb 2021

5. Modality

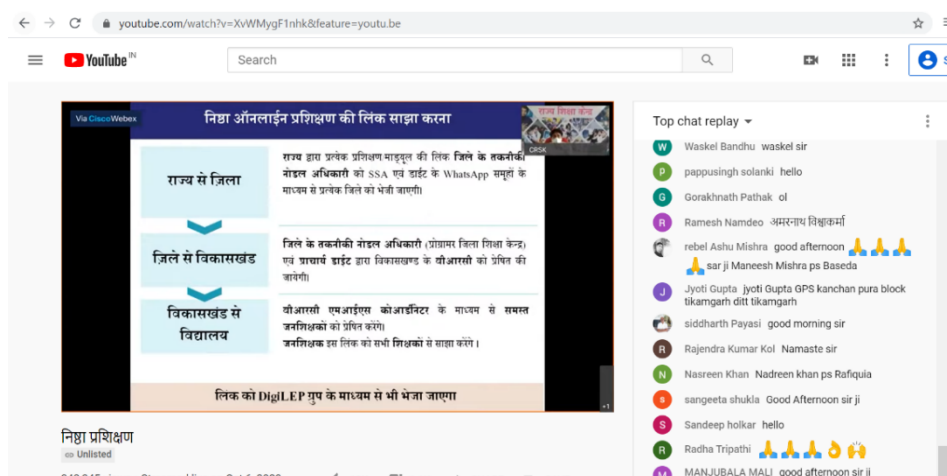
Due to the pandemic, the NISHTHA module had to be launched virtually and the teachers accessed the courses through the DIKSHA platform. Other than course completion on DIKSHA, teachers were also encouraged to share their learning with their peers through the district WhatsApp groups and the state organized virtual professional learning circles via YouTube Live to consolidate and summarize the learnings of the NISHTHA modules. Blogs were created for the teachers to participate in the module specific virtual discussions and saw massive participation by teachers.

5.1. Orientation:

In the Preparation and pre-launch phase, there was a **concerted effort to build excitement and clarity among the teachers.**

Some of the strategies adopted are as below:

- **Orientation on NISHTHA** conducted via YouTube Live on 6 October 2020. The Commissioner of the Rajya Shiksha Kendra, MP, shared details on the context and objectives of NISHTHA, the expectations from the teachers, and institutional support available were clarified. This had **100,000+ viewers**. Link to the orientation: <https://www.youtube.com/watch?v=XvWMygF1nhk>
- **Technical support WhatsApp group:** A WhatsApp group was created for all the Nodal Officers (Technical) across the state, and those providing administrative support.
- **Technical orientation:** On 9 Oct 2020, an Orientation was conducted via VC for all the Nodal Officers (Technical) across the state. In this orientation, officials from Rajya Shiksha Kendra and Peepul provided detailed updates and took inputs on issues from field. **Technical issue identification and resolution:** On 12 Oct 2020, consolidated technical issues from field and mock-up of suggested tech tool to be built out for supporting teacher learning journey identification, dashboards, etc. was shared with the MIS team and NIC, for development.



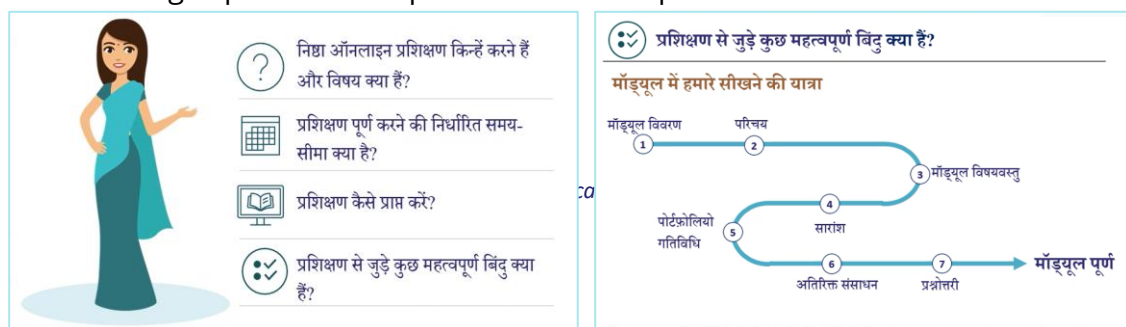
A screenshot of the Orientation YouTube live, attended by 1 L+ participants

- **Introduction Video:** An interactive video explaining the flow and expectations of NISHTHA on DIKSHA embedded into every course, and sent via WhatsApp
 - The **comprehensive introduction video** sent out to all via state's WhatsApp channels
 - **Introduction video embedded into course:** Embedded the **Parichay** (introduction) **video** within the first module to enable orientation and understanding to NISHTHA course.
- **Leveraging well-known ongoing initiatives in the state:** By taking the support of the CM Rise Digital Teacher Training, which had seen high uptake by teachers, there was familiarity built with the teachers.

5.2. Development of courses (course enhancements):

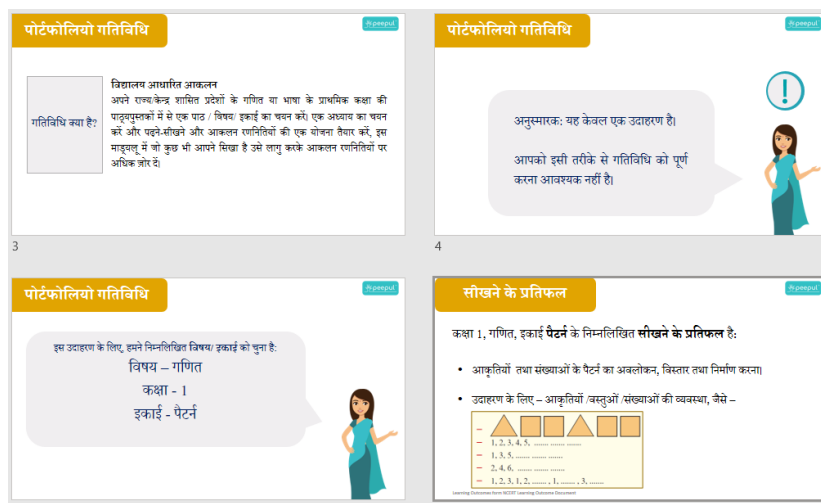
We leveraged the Hindi module content that was shared by the NCERT as the base for the trainings in Madhya Pradesh. Towards contextualizing the courses to the MP teachers and help them connect with the courses better, we enhanced the courses with certain elements:

- **Parichay video:** The [Parichay/introduction video](#) was embedded into the modules to make the learning experience comprehensive and aspirational.



Snapshot from the interactive video explaining the flow and expectations of NISHTHA on DIKSHA embedded into every course, and sent via WhatsApp

- **Contextualized enhancements:** The module content was further contextualized through enhancements. For example:
 - **Portfolio activity samples** The [portfolio activity sample](#) was created by subject experts with the objective of providing an exemplar for the teachers to get ideas from and demonstrate how the module content can be applied, encouraging teachers to complete their own portfolio activities. The activity sample was designed on the basis of the guidelines given in the module with the key message that it is suggestive and teachers should explore their creative ideas to implement the module knowledge for creating content for their students.



Snippets from the exemplar portfolio activity inserted in Module 7

- The module content was also supplemented with [videos and open-source activities](#) that demonstrated how the module content can be implemented for various subjects and grades.
- **Customization in instructions** were also made to help teachers understand them better. For instance, the modules originally had screenshots of the desktop view in the instructions for the blog activity but since most teachers in Madhya Pradesh use their phone and not a desktop, the original screenshots were replaced with those of a phone to make it more comprehensive.
- **A Module Samaapan slide** was also attached to all courses to give closure to the course.

5.3. Implementation Strategy

In the post-launch phase, there was strong support provided to teachers, and strategies adopted to improve focus on learning. Some of the elements laid out below:

Strong support provided:

- Used simple, highly visual posters to communicate clarity
- Public Positive narration for districts doing well
- Empowering field for problem-solving via daily district-wise dashboards
- NISHTHA KRPs and SRGs are providing academic support to teachers

Focus on learning:

- Daily dashboard includes key messages asking teachers to focus on learning, and DIET Faculty+District officials to also complete modules
- Social nudges provided to enhance learning (e.g. sharing learning diary with peers)
- Fortnightly Shaikshik Samvaad (YouTube Lives) planned focused strongly on “taking learnings from the modules to the classroom” [More detail provided later]



Some posters focused on celebrating successes, motivating reflection and engagement

5.4. Communication system:

- Existing channels of communication on WhatsApp were leveraged to build the communication for NISHTHA.
- Comprehensive visual posters were designed for course launch announcements, course completion reminders, motivational posters for learning and sharing district-wise dashboards.
- The Field Support team would be available to help troubleshoot DIKSHA related issues or answer FAQs.
- The YouTube Live Shaikshik Samvaad also allowed for mass communication of key information and allowed teachers to share doubts and questions in the comments section. FAQs arising in the comments would then be addressed through posters or in the next Shaikshik Samvaad

निष्ठा (NISHTHA) प्रशिक्षण कार्यक्रम

अगले तीन मॉड्यूल

मॉड्यूल 10 सामाजिक विज्ञान का शिक्षणशास्त्र

मॉड्यूल 11 भाषा शिक्षण शास्त्र

मॉड्यूल 12 विज्ञान का शिक्षणशास्त्र

दीक्षा एप पर अब उपलब्ध

तो देर किस बात की?

समग्र शिक्षा peepul DIKSHA NIC

Course launch poster and other posters

अब सभी 18 निष्ठा कोर्स दीक्षा पर उपलब्ध

15 फ़रवरी 2021 तक

अगर आपने सभी निष्ठा कोर्स पहले ही पूरे कर लिए हैं तो आपके लिए है अवसर...

- कोर्स डायरी, पोर्टफोलियो पूर्ण करने का
- साथियों से इन्हें साझा करने का

आप अपनी शाला या जन शिक्षा केंद्र के शिक्षकों के साथ इन पर चर्चा भी कर सकते हैं

केवल कोर्स पूरा करना नहीं... सीखना जरूरी है

समग्र शिक्षा peepul DIKSHA NIC

निष्ठा (NISHTHA) प्रशिक्षण कार्यक्रम

अगले तीन मॉड्यूल

7 विद्यालय आधारित आकलन

8 पर्यावरण अध्ययन का शिक्षणशास्त्र

9 गणित का शिक्षणशास्त्र

अब उपलब्ध

इन मॉड्यूल तक दीक्षा एप से पहुंचें

15 दिन की समयावधि में सभी शिक्षकों (कक्षा 1 से 8) एवं अकादमिक अधिकारियों को तीनों कोर्स अनिवार्यतः पूर्ण करने है।

समग्र शिक्षा peepul DIKSHA NIC

Some posters focused on course availability and time window for completion

5.5. Monitoring and Reporting system:

A clear monitoring and reporting mechanism was put in place, in such a way that there was a lot of focus on data-driven action and support, than data collection. Following are some mechanisms:

1. **Daily dashboard:** With the data available from DIKSHA exhaust, a daily dashboard was created and shared with the field, with state-level and district-level teacher enrolment and completion rates.
2. **State-level WhatsApp group** formed to exchange best-practices and get regular updates from DIET training in-charge and District Programmers on NISHTHA courses.
3. **State-level video conference** organized on weekly basis, where the Commissioner (Rajya Shiksha Kendra) and State Nodal officials shared the district-wise achievements and shared areas of improvement to the district-level officials.
4. **Multiple posters and messages** to ensure the outreach of each communication under NISHTHA programme was done.

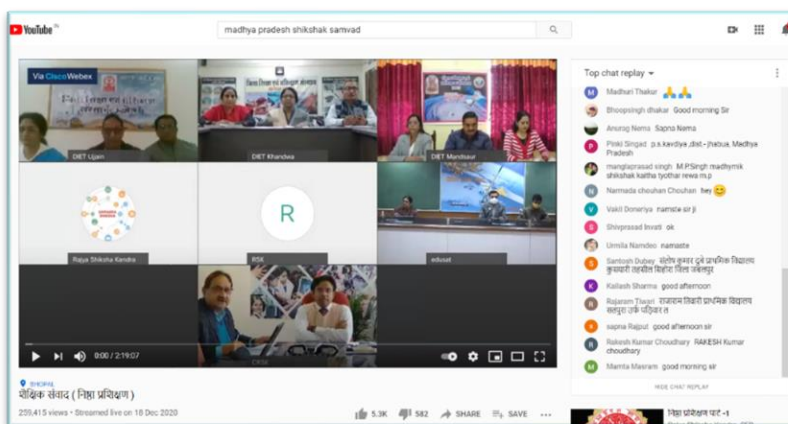
5.6. YouTube Live Shaikshik Samvaad

More than 90 per cent of the teachers targeted for the NISHTHA programme have completed all the 18 modules in the state of Madhya Pradesh. However, to ensure that the story does not end at course completion, but also moves towards learning and implementation it was essential to ascertain:

- **Completion** of all training modules.
- **Demonstration of learning** through completion of the portfolio activities.
- **Sharing learnings** of peers from the module, and
- **Implementing** the learning and acquired skills in the teaching practice.

The first two objectives were being fulfilled with the use of the DIKSHA App, but the team made an innovative effort to fulfil the remaining two important objectives through online “Shaikshik Samvaads”, academic discussions via YouTube Lives. In this, **teachers and academic officers of all the districts of the state and from the Rajya Shiksha Kendra connected with each other, through YouTube Live.**

These sessions became **spaces for experience- and knowledge-sharing, bridging the gap between course uptake and classroom implementation.** Best-practice anecdotes were collected and showcased in these sessions as well.

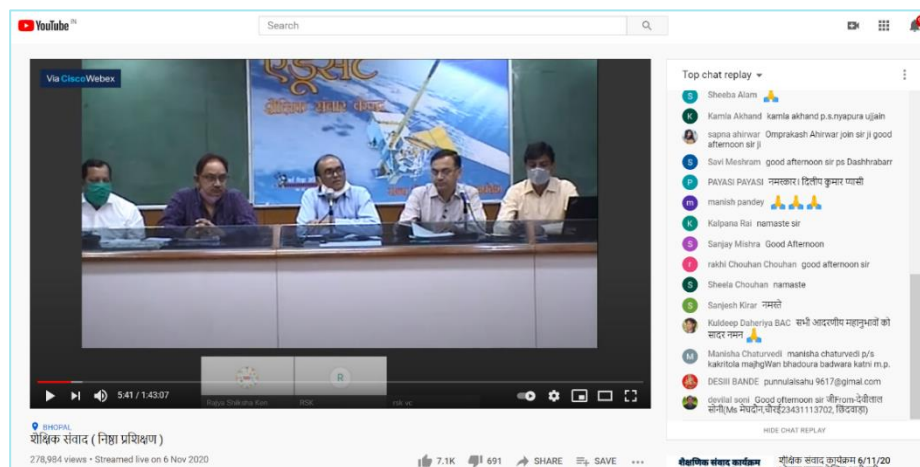


Screenshot of the academic discussion conducted on 18 Dec 2021

YT Live Shaikshik Samvaad Date	Live Participants	Total Views (as of Feb 2021)	Links
06-11-2020	> 1 lakh	2.79 Lakh	https://youtu.be/Fhitw7yFLVk
18-11-2020	> 80k	3.00 Lakh	https://youtu.be/rwW8XvVEgJc
04-12-2020	> 60k	2.59 Lakh	https://youtu.be/drN5hryC2Vw
18-12-2020	> 70k	2.60 Lakh	https://youtu.be/T0NbwkRc1Ng
05-01-2021	>70k	2.36 Lakh	https://youtu.be/jjARFYM-CpM
21-01-2021	>50k	1.51 Lakh	https://youtu.be/woacPrAjX-A

The Beginning of the Innovation

The program was envisaged as a virtual professional learning circle (Shaikshik Samvaad) in October 2020 by the Teacher Training Cell of Rajya Siksha Kendra in collaboration with Peepul Organization. After consultation with subject experts and state officials, an online academic discussion was started from the first week of November. It was decided that this would be a continuous activity for all subsequent modules.

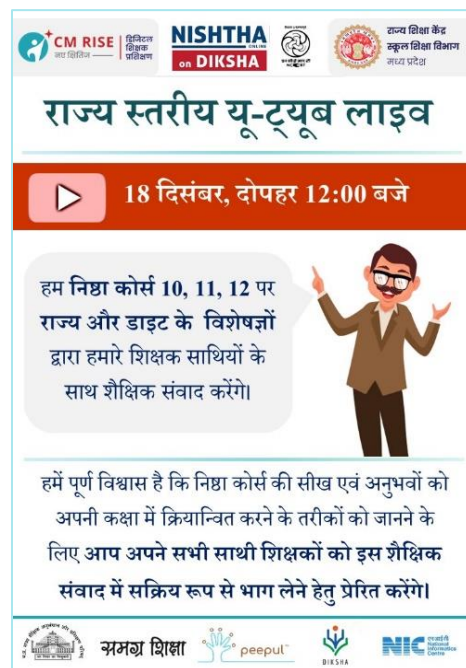


Academic discussion organized by Rajya Shiksha Kendra

Process of the Shaikshik Samvaad

The online academic discussion helped enrich teachers' understanding of the content in NISHTHA modules. These discussions would be scheduled post **the 15-day deadline of the three NISHTHA modules in consideration during that period.** This initiative aimed at engendering a culture of peer learning learning, and enabling teachers to broaden and strengthen their understanding of the various content pieces, under the guidance of state and district officials. Subject experts in respective DIETs, National Resource Persons, and high performing teachers were actively involved in the state wide initiative by Rajya Siksha Kendra to augment the NISHTHA academic experience and engage teachers in some innovative methods to use in classroom.

After the completion of every triad of modules, Rajya Siksha Kendra would issue circulars containing the schedule for YouTube Live Session through the WhatsApp communication channels, messages, posters etc. The team at RSK created additional **posters in association with Peepul to improve the participation of teachers in the YouTube live sessions.**



Poster on Shaikshik Samvaad

Preliminary Readiness

For the Online sessions, we **collaborated with one of our NGO partners 'Peepul Foundation'** and **representatives of DIETs along with National Resource Person to create a draft presentations** which would then be reviewed and refined by the Peepul Team along with the officers from Rajya Siksha Kendra. **Two mock sessions would be held to ensure content reliability and boost the confidence of the presenters.**

On the due date, the session would be telecast from the Edusat Room of Rajya Siksha Kendra, in the presence of the Additional Director, Assistant Director,



Mock Session with DIETs to prepare for the Shaikshik Samvaad

Controller of Teacher Training Room, Controller of Training Room and Controller of Course Room, DIET.

Under the leadership of Commissioner of Rajya Siksha Kendra, National Resource Person, a selected teacher from the respective districts and members of the Peepul team would share the module's learning, classroom implementation strategies, and experiences related to it with the teachers of the state who would join the live telecast on YouTube using the link circulated beforehand.

During YouTube Live, participating **teachers shared their views with the panel members through the YouTube comment box,** giving suggestions and sharing doubts. The FAQs in the comments would then be addressed through posters that would be circulated in the District WhatsApp groups. Finally, a feedback form was shared with teachers to understand their ideas and what could be done to improve their academic discussion experience. With the help of the Peepul team, the feedback form was analysed and comments were used to ensure the planning of the next session's YouTube academic dialogue.

Post every session, a gratitude call would be organized for the presenters and a quick round of reflection would be done to improve future sessions. Also, a few selected comments would be shared through Posters with all teachers through various Whatsapp groups.

CM RISE
राज्य शिक्षा केंद्र
राज्य शिक्षा विकास
मध्य प्रदेश

NISHTHA
on DIKSHA

राज्य शिक्षा केंद्र
राज्य शिक्षा विकास
मध्य प्रदेश

निष्ठा प्रशिक्षण कार्यक्रम

यू-ट्यूब लाइव 18 दिसम्बर 2020

हमारे साथ जुड़ने के लिए 

धन्यवाद

इस शैक्षिक संवाद पर आपके विचारों को जानने हेतु शीघ्र ही एक फीडबैक फॉर्म भी साझा किया जा रहा है

आशा है कि आप आगामी यू-ट्यूब लाइव में इसी उत्साह के साथ पुनः जुड़ेंगे

समग्र शिक्षा peepul DIKSHA NIC

Gratitude poster to thank teachers for their participation in the academic discussion

CM RISE
राज्य शिक्षा केंद्र
राज्य शिक्षा विकास
मध्य प्रदेश

NISHTHA
on DIKSHA

राज्य शिक्षा केंद्र
राज्य शिक्षा विकास
मध्य प्रदेश

निष्ठा प्रशिक्षण कार्यक्रम

यू-ट्यूब लाइव 04 दिसम्बर

शिक्षकों के विचार

14:02 Amrita Bhawar रायसेन बैटूल और हटा डाइट के द्वारा प्रशिक्षण शिक्षा और प्रशिक्षण के माध्यम से बच्चों के मूल्यांकन और अवलोकन की अवधारणा को स्पष्ट किया गया वह सराहनीय कदम है इसके लिए सभी धन्यवाद और शुभकामना ।

13:29 Lekhraj Shivhare इन विषय परिसंस्थितियों में इस प्रकार के कोर्स तथा शैक्षिक संवाद आयोजित करना सराहनीय है निश्चित ही गुणवत्ता पूर्ण शिक्षा का सत्य पूरा होगा 🙌🙌🙌 लेखराज शिवहरे बालक माध्यमिक विद्यालय बागेली जिला देवास

13:00 Vibha Kushram कुछ मॉड्यूल में डॉक्यूमेंट की संख्या अधिक है यदि विषय विषयों द्वारा ज्यादा से ज्यादा वीडियो के माध्यम से समझाया जाए तो प्रशिक्षण उबाऊ नहीं होगा और शिक्षकों के लिए समझना आसान होगा ।

13:15 manmohan dubey Excellent training is being given, our teacher companions are also learning diligently. In the same way, if there is continuity, then there will be good results of learning.

14:05 varsha khare आज का शैक्षिक संवाद बहुत सराहनीय रहा बहुतकुछ सीखने मिला हमारे प्रशिक्षण दाताओं का बहुत बहुत धन्यवाद आपसे जो कुछ सीखने मिला है और जो कुछ निष्ठा प्रशिक्षण से सीख रहे उसे अपनी कक्षाओं तक लेके जावेंगे

13:17 Parvesh Parashar कक्षा में बच्चों की संख्या गिनना, बालक और बालिकाओं की संख्या अलग-अलग गिनना फिर बालक और बालिकाओं की संख्या का योग करना, शुरूआत में हम बच्चों से यह सब क्या कर के ही गणित की शुरूआत कर सकते हैं इससे

12:47 Jaiprakash Panwar निष्ठा प्रशिक्षण की भाषा बहुत ही कठिन है एवम समझने में कठिनाई महसूस होती है जिस प्रकार c. m. rise प्रशिक्षण की भाषा सरल व सहज है

13:42 amita sengar This presentation is very effective and valuable for all of us which helps our students to learn new techniques from us

12:51 Babu Lal विद्यालय आधारित आकलन में रूबिन्स का तरीका बहुत ही अच्छा है इससे बच्चों में टेस्ट व परीक्षा से सम्बंधित थप काम होता है और इससे उनमें आत्मविश्वास बढ़ता है

12:30 sandhya patel sir सभी को गैर सादर नमस्कार सर क्या ऐसा हो सकता है कि निष्ठा का नया मॉड्यूल आने से पहले ये शैक्षिक संवाद हो (मॉड्यूल को सीखने से पहले उस मॉड्यूल के बारे में चर्चा होना या बलवाड़ी खरगोन (समस्त स्टीप)

समग्र शिक्षा peepul DIKSHA NIC

Poster of Selected comments from teachers during the Academic Discussion. These were shared on the district WhatsApp groups

The Feedback Process

After every academic discussion, a feedback form would be sent to the teachers via the WhatsApp groups to gather their inputs on how the academic discussions could be improved further. Over 8000 teachers shared their feedback. Based on the feedback received, changes were made in the process of the online academic discussion. Some of which are as follows -

1. **Involvement of teachers in the presentation panel - Participation of school teachers** in these academic discussions was ensured based on the suggestions received. These were the teachers **who adopted various methods to apply the learning of the course with the classroom and children according to the context**. They participated in these dialogues with the DIETs and shared their experience and ideas on implementing module learnings.
2. **Teacher Videos** - The videos of **teachers who are taking the learning of the modules to their school, classrooms and children were compiled in coordination with the local authorities and DIETs**. These videos were played at the beginning of the academic discussion for inspiration to all the teachers of the state to continue to adopt new measure to reach and teach their students

A total of six academic sessions were conducted for the Nishtha online course was held on November 06, November 18, December 04, December 18, 2020, January 05, January 18, 2021.

The major parts of each session were as follows :

1. Introduction by the Chief Officers of Rajya Siksha Kendra
2. Field videos of teachers implementing the learnings of the module with children **(Mohalla Class, Hamara ghar hamara vidhyalaya)** was broadcasted.
3. Brief presentation by selected DIETs and NRGs to explain implementation strategies.
4. Consolidation of learnings by academic officers.

Achievement of the program:

Online academic discussion received positive feedback from teachers and academic officers of the state. On **an average, more than 70,000 teachers and academic officers participated in live sessions in each online academic discussion and on an average more than 2.50 lakh** views evince the success of the program.

6. Data Analysis and Interpretation

During the course of NISHTHA, we had done a large amount of ongoing data analysis to monitor our progress and course-correct as necessary. Below, we share some of the inferences and insights of the NISHTHA implementation in Madhya Pradesh, leveraging the DIKSHA data available.

Note: for the sake of analysis, we have considered the MP Single-Sign On (SSO) Logins to DIKSHA as the indicator of the target teachers in MP who have taken the NISHTHA courses.

6.1. Target

The NISHTHA programme in the state of Madhya Pradesh target **2,65,430 teachers** across the grades 1 to 8. Since the series contained 18 courses, the target enrolment was **47,77,740** (i.e. > 47 Lakh total target enrolments).

6.2. Total enrolment, completion and certification

As mentioned, throughout the NISHTHA programme, we tracked the progress of teachers who used the **Single Sign On (SSO)** option to login to DIKSHA to complete courses.

The courses witnessed onboarding of **2,69,316 teachers**, out of which **2,27,111 teachers** completed all 18 courses.

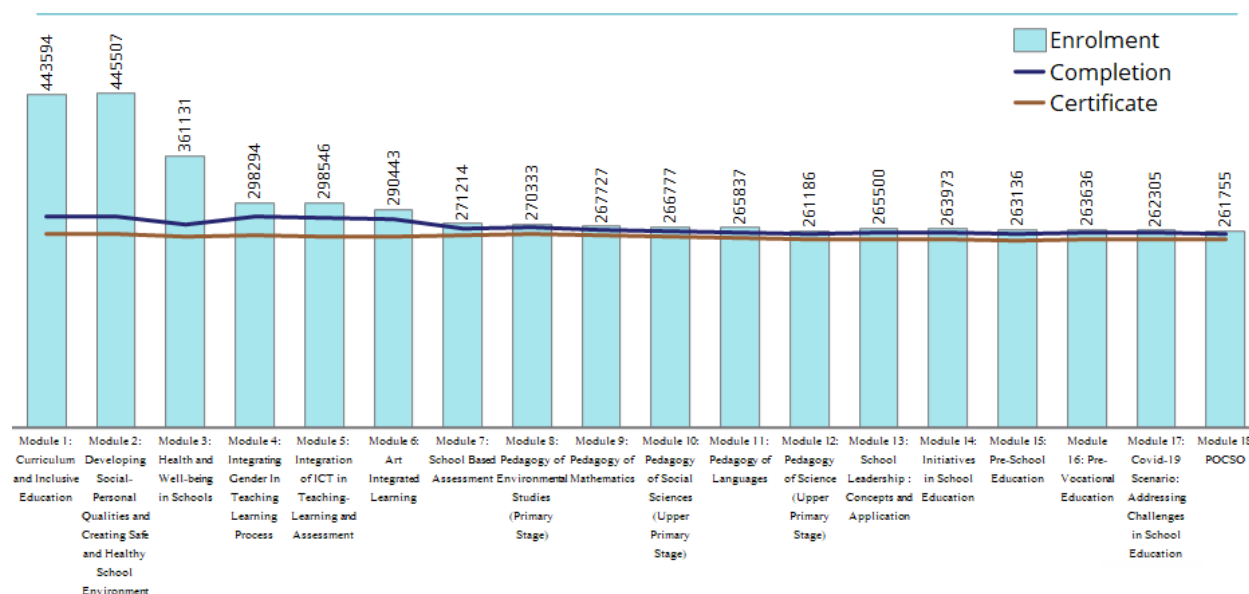
Across the 18 courses, the enrolment, completion and certification (on target) are given in the table below:

Target	Enrolments	Enrolment %	Completions	Completion %	Certification	Certification %
47,77,740	46,04,903	96%	45,57,912	95%	45,57,912	95%

This is a significant completion percentage on target that we have managed to achieve.

6.3. Course-wise analysis- enrolment, completion, certification (no. of instances)

NISHTHA course wise analysis : Number of Instances



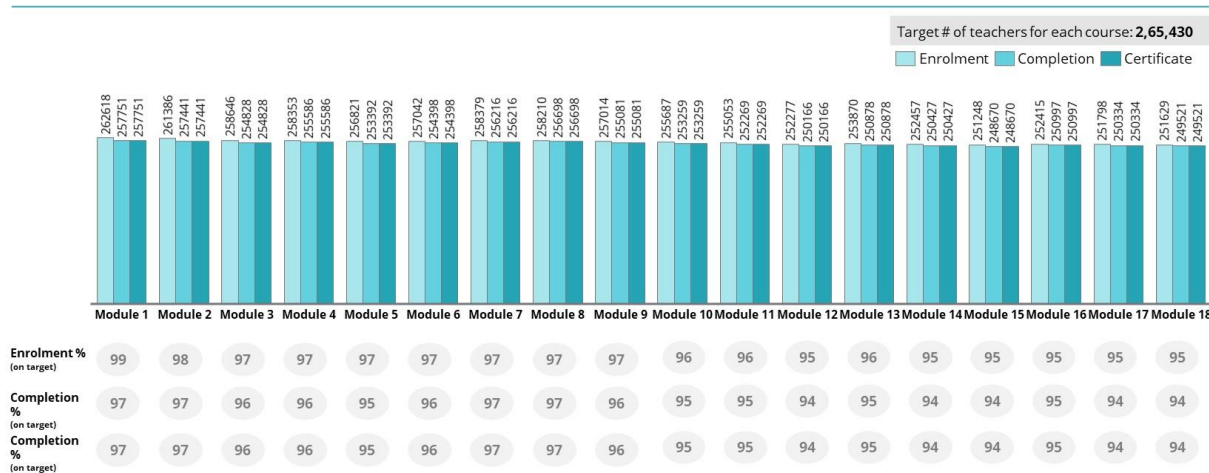
Note: The instances pertaining to each course refer to enrolment, completion and certification of users across MP SSO, MP Non-SSO and other state users.

Key highlights:

1. **Increasing clarity on NISHTHA mechanics across the country over time:** The total enrolment instances in the initial courses was significantly higher than completions, as teachers from other states may have erringly enrolled in MP's NISHTHA course. However, over time as there was greater clarity, the enrolment from other states into MP NISHTHA modules reduced; it is clear that by the time we reached the last few courses of NISHTHA, it is extremely low.
2. **Certifications have been primarily issued to the MP SSO teachers, as per the strategy planned in MP:** There were 182 certificates erringly issued to users either from Non-SSO or other state categories, which account for 0.004% of the total certificates issued across all 18 courses.

6.4. Course-wise analysis- enrolment, completion, certification (no. of teachers)

NISHTHA module-wise enrolment, completion, certificates: Teachers

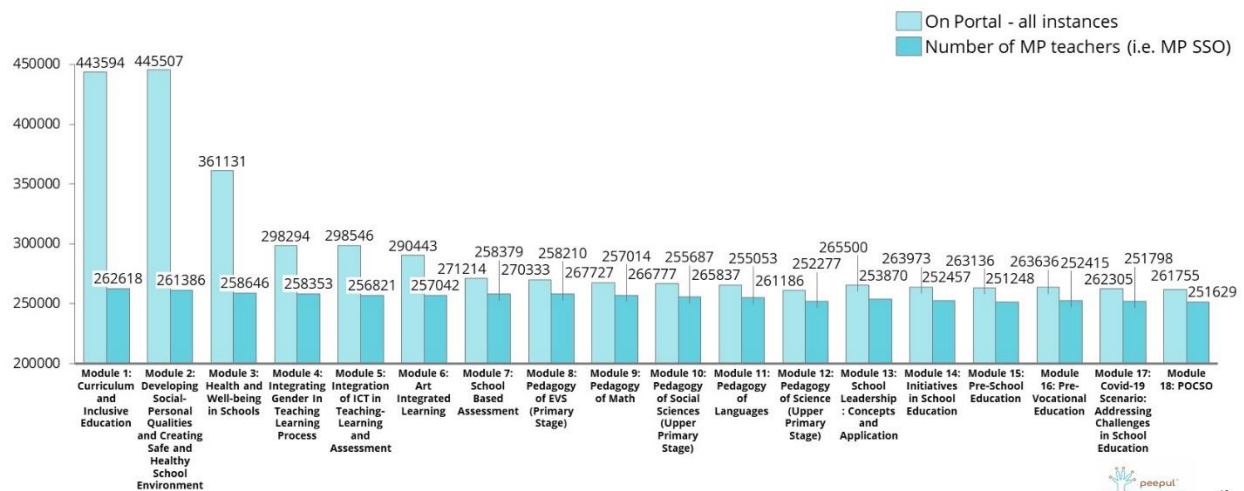


Key highlights:

1. **Majority of the teachers were on boarded comfortably onto the platform** as we achieved **95%+ enrolment against target across all courses**.
2. Completion levels were also above 94% for all courses, indicating that **the engagement of teachers was high**, and that the communication strategy was effective.
3. All MP SSO users who completed the courses **have received certification**.

6.5. Course-wise analysis- enrolment (Actual in portal vs no. of teachers)

Course wise analysis – enrolment (on Portal vs. No of teachers)



Key highlights:

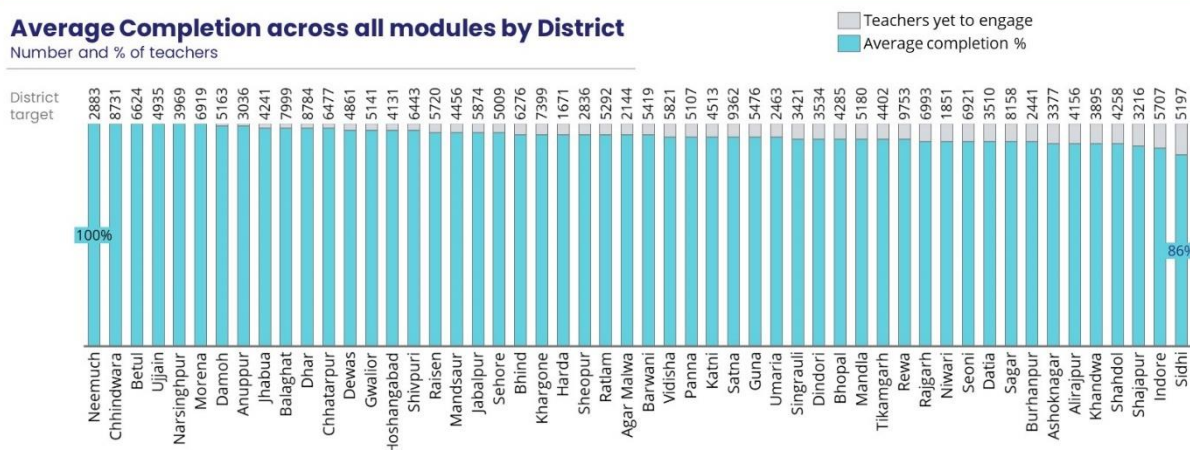
1. The enrolment on portal was **larger** than the number of teachers in Madhya Pradesh **for the first two courses and subsequently reduced** for further launches as teachers across the country may have identified the courses launched by their respective states.
2. The **enrolment of teachers in MP has been consistent** across all courses as the graph reports a linear trend parallel to the x-axis.

6.6. District wise analysis

District-wise analysis of teacher engagement

Average Completion across all modules by District

Number and % of teachers



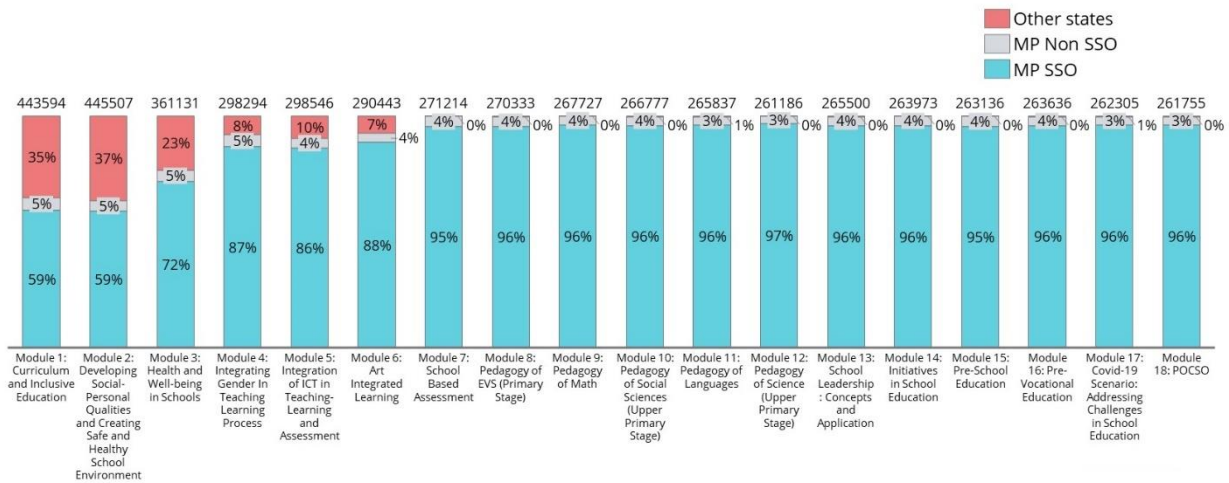
Average completion % of District = Average (Module 1 Completion %, Module 2 Completion %, ...)
Module n Completion % = # of SSO completions of Module / District target # of teachers

Key highlights:

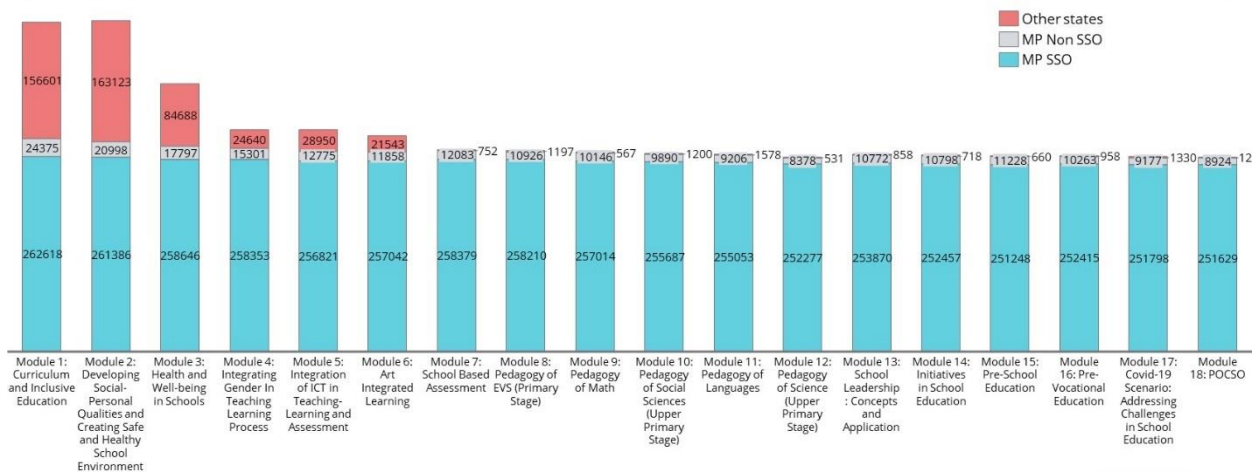
- There were some variations in terms of engagement across the state in terms of completion %:
 - High engagement districts:** Neemuch, Chhindwara, Betul, Ujjain, Narsinghpur and Morena had 100% completion rate on an average across the 18 courses.
 - Low engagement districts:** Sidhi, Indore, Shajhapur, Shahdol, Khandwa and Alirajpur and Ashoknagar had less than 92% completion rate on an average across NISHTHA courses.
- Yet, the lowest overall engagement on NISHTHA is 86% for Sidhi, indicating high engagement across all districts.

6.7. Trends in enrolment

Enrolment trends across NISHTHA



Enrolment trends across NISHTHA



Key highlights:

1. While SSO enrolment has remained consistent throughout the courses, non-SSO enrolment has reduced over time, but not substantially.
2. Enrolment from other states has witnessed a steep decrease from course 1 to course 6, to a very small %.

7. Issues and Challenges

1. **Comments on blog reached limit (5000):** This limited the ability of teachers to engage on the blog and express their learnings. We asked NCERT for potential solutions/alternative and explored other possibilities. Unfortunately, this problem could not be solved during the NISHTHA module cycles
2. **Limitations of Diksha (reports, dashboards):** The progress report exhaust process in DIKSHA is very cumbersome and requires simplification. Relevant, intuitive dashboards also not present on DIKSHA to manage at user-level.

8. Key Learnings

The NISHTHA Implementation in Madhya Pradesh saw significant success, and we see many learnings, as we reflect on this:

1. **Teacher preparedness** played a critical role in ensuring a strong uptake. Orientation to the process and teacher's familiarity and comfort with doing digital courses under the CM Rise Digital Teacher Training programme that commenced in May 2020, allowed for a smooth run of the modules. Hence a lot of time and effort that would have gone into getting the teachers familiar with the digital space was saved and the teachers could dive straight into learning.
2. **The mobilization effort** done by us with all stakeholders ensured that there was excitement and eagerness amongst the teacher community to learn from these courses and we would see a quick completion rate, within days of launching a module, despite the frequency of new content being launched was high.
3. Implementation strategies that were driving the learning from the modules threw up the observation that most **teachers were not engaging with the portfolio activity as expected**. The reasons cited were mostly around the task not being 'mandatory' since it was to be done offline and had no implication on the certificate of completion. This had to be resolved through constant reinforcement of the need to engage with the portfolio activities during the Academic Discussions on YouTube Live and through WhatsApp communication poster. Hence a potential solution as a DIKSHA enhancement, is to find a way to make completion and submission of the offline activities a necessary criterion for course completion and generation of certificates.
4. **Regular monitoring and tracking** of module completion rates and sharing the district-wise dashboard coupled with **positive narration**-calling out the top performing districts ensured momentum through the 3 months of running the modules. It gave the

stakeholders a collective sense of responsibility and achievement which never allowed the module uptake numbers to drop.

5. **Demonstration and discussion** around how the module knowledge will look like in action played a crucial role in making the modules relevant to their current context. The sharing of field videos and teacher experiences during the YouTube Live academic discussions, allowed the teachers to think on similar lines for their students and subjects. The fortnightly virtual dialogue gave teachers the space to connect with each other over the module content and be inspired by each other.
6. We however observed that **the teachers felt overwhelmed / experienced “training fatigue”, given the number of courses** that had to be done in the short span and also by the scope of information being covered in the modules. The teachers may have been able to delve deeper into the content and apply it to their classroom context better, if they had more time to engage with the content and if the content was made less information heavy and more strategic and application based.

9. Suggestions

1. **Strengthening ‘two-way’ element of digital learning:** An alternate universal platform / approach for the teacher community to discuss module content is required, instead of the Blog approach suggested in NISHTHA, which have a significantly small limit on the number of comments. Ideally, this feature could be hosted on DIKSHA platform itself, to provide a more seamless experience.
2. **Strengthening postwork and reflection of teachers:**
3. **Proof-reading of the script:** The script document that is provided along with the video in the modules could be strengthened with additional proofreading, which can help our auditorily challenged colleagues to have a better learning experience on NISHTHA
4. **Data download enhancement:** The progress report exhaust process to get the relevant data from DIKSHA is very cumbersome (esp as we were tracking completions on a daily basis); it is requested to simplify the process to enable faster and better data-based decision making.
5. **Dashboards on DIKSHA:** Providing relevant, intuitive dashboards on DIKSHA to manage information at user-level, can significantly support the state administration in monitoring the progress of NISHTHA courses
6. **Spreading out the training:** Teachers may be more likely to learn and adapt the practices given in the NISHTHA modules, if the modules are launched gradually one at a time over the whole year, along with intensive support provided in absorbing and

implementing, instead of all the modules being concentrated over the span of a few months. Modifying the guidelines for NISHTHA to this effect may provide teachers more time to engage with the content, implement the practices and go deeper, beyond just completing the modules on DIKSHA to classroom practice and mindset shift.

10. Conclusion

Rolling out the NISHTHA course in the state was a success, given the entire machinery in the state had prioritized, geared up and meticulously planned for the implementation. The timelines of the module launch were clearly communicated and most of the teachers in the state were able to complete the modules within the stipulated timeframe. The excitement generated in the field was captured through the blog comments and WhatsApp sharing of portfolio activities by teachers. At a time when schools were shut due to the pandemic, the time was well invested in the professional development of teachers through the NISHTHA training.

The guidelines provided by the NCERT were followed through, with all the stakeholders at various levels were informed, mobilized and prepared to launch the modules in the 3 month time-frame in a seamless manner.

The School Education Department tied up with the partner organization Peepul, who supported with the implementation strategy, execution excellence, communication systems and monitoring of uptake, along with supporting the School Education Department's innovations like the Professional Learning Circles (Shaikshik Samvaad) via YouTube Live.

The preparedness of the teachers towards accessing digital content, familiarity with the DIKSHA portal and the previous experience of completing digital courses under the CM Rise Digital Teacher Training Programme had the teachers in Madhya Pradesh better placed to embrace the learnings that came their way through NISHTHA.

Specifically, the innovation of the Shaikshik Samvaad, led by the School Education Department and DIETs, played a pivotal role in making the learnings of the modules come alive, showcasing good practices from the field and inspiring thousands or lakhs of teachers in the state to adopt the new learnings from the NISHTHA modules.



डिजिटल
शिक्षक
प्रशिक्षण

NISHTHA
ONLINE
on **DIKSHA**



राज्य शिक्षा केंद्र
स्कूल शिक्षा विभाग
मध्य प्रदेश

हमारे शिक्षक - हमारी प्रेरणा



हमें आप सब पर गर्व है। इस कठिन
समय में भी अपनी ऊर्जा बनाए
रखने और हमें प्रेरित करने के लिए
धन्यवाद।



अमर शिक्षा



NIC एन आई सी
National
Informatics
Centre

Poster to appreciate the good practices on the field

11. Annexure

Annexure I: Links to NISHTHA Modules on DIKSHA

Diksha links to all the content created and curated to enhance and contextualize the modules:

Type	Module Number and Name	Diksha Resource Link
Parichay Video	Module 1 (As sample) - पाठ्यचर्या और समावेशी कक्षा	https://diksha.gov.in/resources/play/content/do_31312958077766041611950
Portfolio Activities	Module 4 - शिक्षण-अधिगम प्रक्रिया में जेंडर आयामों की प्रासंगिकता	https://diksha.gov.in/resources/play/content/do_31313971192109465613422
	Module 7 - विद्यालय आधारित आकलन	https://diksha.gov.in/resources/play/content/do_31314885014843392012465
	Module 10 - सामाजिक विज्ञान का शिक्षणशास्त्र	https://diksha.gov.in/resources/play/content/do_31316020065741209613493
	Module 13 - विद्यालय नेतृत्व-संकल्पना और अनुप्रयोग	https://diksha.gov.in/resources/play/content/do_31317008273441587211644
	Module 18 - अधिकारों की समझ, यौन शोषण और पाँक्सो अधिनियम 2012	https://diksha.gov.in/resources/play/content/do_31317724409960857613905
Other Resources (Samples)	Module 11 – भाषा शिक्षण शास्त्र	https://diksha.gov.in/resources/play/content/do_31316010345531801612623
	“प्रिंट रिच वातावरण” (Peepul video)	
	Module 17 - कोविड-19 परिदृश्य: विद्यालयी शिक्षा में चुनौतियों का समाधान	https://diksha.gov.in/resources/play/content/do_31317505570814361615122
Module Samapan Slide (Sample)	“कोविड - 19 सम्बंधित कुछ गतिविधियां”	
	Same was attached in all	https://diksha.gov.in/resources/play/content/do_3131291375556608001271

Annexure II: Folder with the communications created for NISHTHA

Link to folder containing all the posters and video created for the communications : [Communication Posters](#)

Annexure III: The overall data of the NISHTHA module completions

The relevant data at an overall and at a course-level is attached in the Excel provided along with this report.

Annexure IV: Teachers' Reflections on NISHTHA

We have compiled some reflections and reviews from teachers across the state on the NISHTHA courses, as they were going through it into a compendium of quotes called "*Humaare Shikshak, Humaare Prerna strot – NISHTHA*" (Our Teachers, our Inspiration). The same was published in the state-wide Daily Dashboard, towards building recognition for diligent teachers and providing positive narration.