

Detailed Report on NISHTHA 1.0 through DIKSHA (Elementary Level) of Tripura

1. Introduction

Our demographic size and variables may defeat us however, there is **one common factor** that can turn our existing education system to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is – **the Teacher**. The Kothari Commission, 1966 said, **‘Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.’** The NEP 2020 too exhorts, **‘Teachers truly shape the future of our children – and therefore, the future of our nation’** thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

While this idea of an **empowered teacher** has the potential to move mountains, the ground realities are quite different. **Justice JS Verma Committee Report, 2012** said, ‘a broken teacher education sector is putting over 370 million children at risk upon inspection scores of private **Teacher Education Institutes (TEI)** were found to have only a foundation stone in the name of infrastructure and 99% passing rate.’ The report also revealed that on an average 85% teachers failed to qualify the post-qualification competency test – **Teacher Eligibility Test (TET)**. The challenges and issues post-employment range from exploitative employment conditions, characterized by adhocism and poor salaries on one hand to absentee-ism, outdated teacher knowledge & skills, lack of teacher professionalism and commitment on the other.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the **NEP 2020** holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation. **Recognizing the ‘power of teacher’** NEP 2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and **‘restore the high respect and status’** to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

National Educational Policy (NEP 2020) mentions various timelines for important themes and activities. For training of teachers, NEP emphasizes on continuous professional development (CPD) for improvement of skills of teachers and learning the latest innovations and advances in their professions through multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Each teacher is expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interest, covering the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning

outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Teacher learning is a continuous process that promotes teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. Previous studies have indicated that when teachers are effective classroom managers, their students achieve at a higher level.

Teachers with high quality teaching tend to do and find out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, ongoing professional development may be implemented in their schedules.

2. Need & Significance

Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom, new curriculum resources, and more, could become a successful factor to their schools. The best professional development is ongoing, collaborative, and connected to and derived from working with students and understanding their culture.

The reason why continuing teacher training is so important for educational excellence is simple: teachers need to be given regular training opportunities in order to stay at the top of their game. Even the best teachers will begin to lag behind if they don't continue to strive for excellence.

NEP mentions various timelines for important themes and activities. For training of teachers, NEP emphasizes on continuous professional development (CPD) for improvement of skills of teachers and learning the latest innovations and advances in their professions through multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Each teacher is expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interest, covering the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential

learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning. In addition, International pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India through CPD which was piloted in Tripura covering all in-service elementary teachers and HMs (31,223 nos) .

The National Education Policy 2020 reiterates the importance of teachers and aspires for outstanding students (mentioned at least nine times in this section, without explaining what it really means) to choose the teaching profession. Several measures are suggested for the same including scholarships, housing, ensuring “decent and pleasant” conditions in school and providing opportunities for their continuous professional development (CPD). The measures are good and need to be carried out.

3. Objectives

To help the teachers to know their problems and to solve them by pooling their resources and wisdom.

To help teachers to employ more effective methods of teaching.

To help the teachers to get acquainted with modern techniques in education.

To broaden the mental outlook of the teacher.

To upgrade the teachers knowledge and understanding of the content.

4. Schedule

English Medium Course

- English Medium NISHTHA courses were launched in Tripura Tenant on 16th October, 2020. All the 18 courses were completed on 15th January, 2021. As per instruction & approval of NCERT, all the 18 courses were launched simultaneously for 15 days period so that any teachers /HM/ participants

missed out any course/s could complete all 18 modules.

Bengali Medium Course

- Bengali Medium NISHTHA courses were translated & developed by SCERT Tripura launched in Tripura Tenant on 16th October, 2020. All the 18 courses were completed on 15th January, 2021. As per instruction & approval of NCERT, all the 18 courses were launched simultaneously for 15 days period so that any teachers /HM/ participants missed out any course/s could complete all 18 modules.

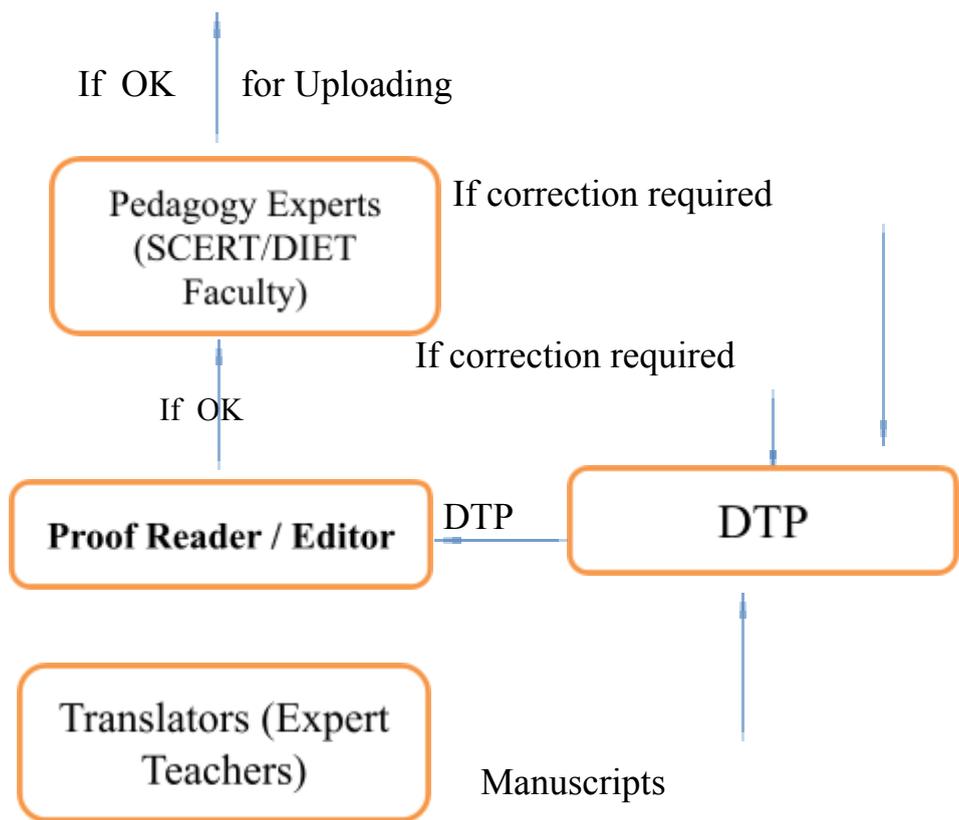
5. Modality

○ **Development of courses**

In Tripura, the medium of instruction in around 96% schools is Bengali. So getting the English medium contents, SCERT approached NCERT for getting the permission for translation of contents (texts & video contents) in Bengali. Immediately after getting the approval from NCERT, SCERT started translating the contents by following the under mentioned structure :

Text Material creation flowchart

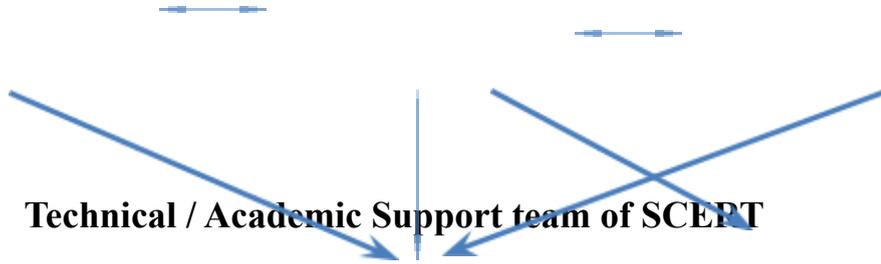
**Course Creator
(DIKSHA)**



Video Content creation flowchart



Director, Elementary Education
Director . SCERT
State Project Director, Samagra



District Education Officer (DEO)



Inspector of Schools
HM (HS / High)

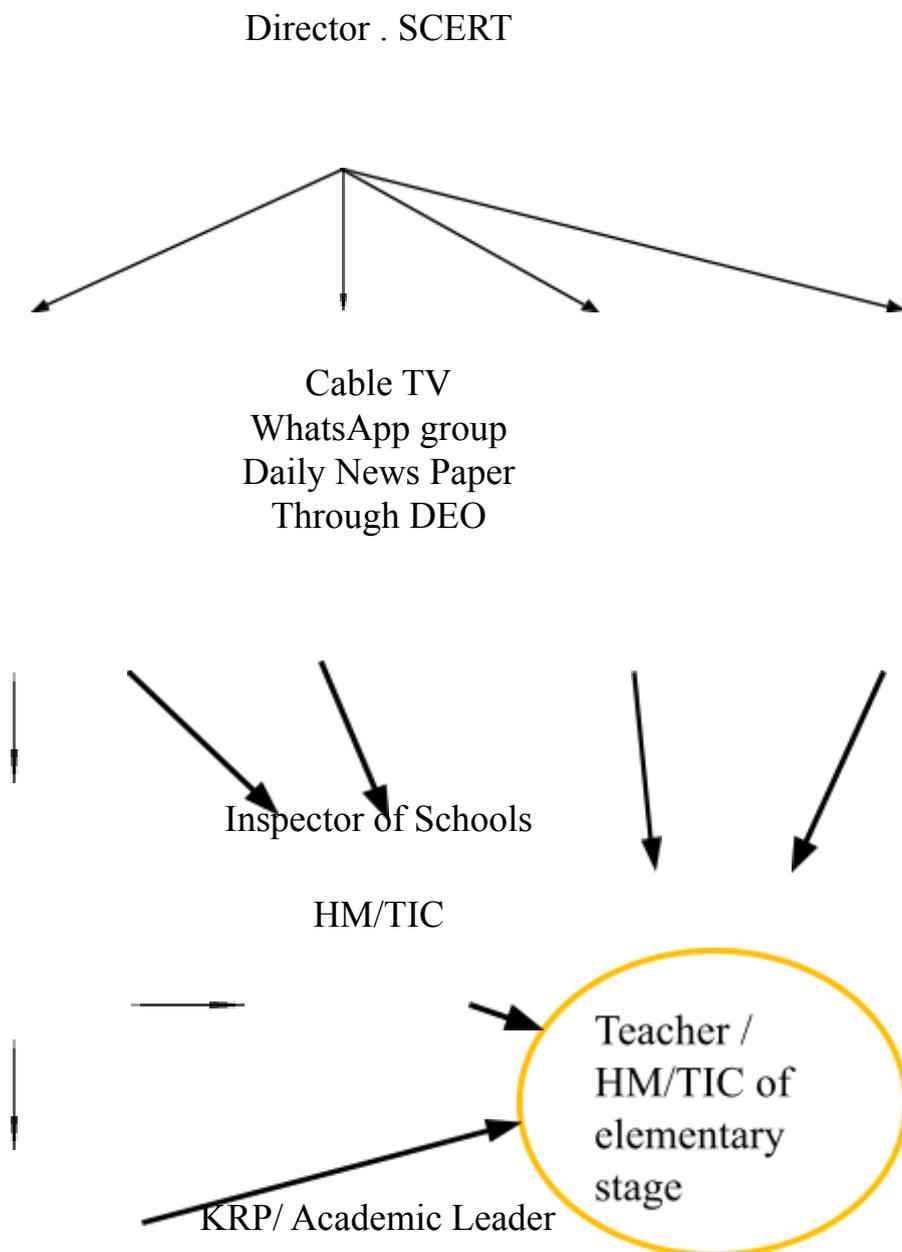


24 X7 Support

Teacher / HM / TIC of Elementary Schools

Through Mobile

◦ **Communication system**



বিজ্ঞপ্তি

NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement)
শিক্ষক - প্রশিক্ষণের উদ্দেশ্যে কেন্দ্রীয় শিক্ষা মন্ত্রকের একটি উদ্যোগ।

শিক্ষক - প্রশিক্ষণের উদ্দেশ্যে এনসিইআরটির সহায়তায় সারা দেশের সঙ্গে ত্রিপুরাতেও ১৬.১০.২০২০ থেকে বুনিয়াদি স্তরের সকল শিক্ষকের প্রশিক্ষণ শুরু হয়েছে।

কোভিড- ১৯ অতিমারির পরিপ্রেক্ষিতে সারা দেশের সঙ্গে আমাদের রাজ্যেও DIKSHA অ্যাপের মাধ্যমে অনলাইনে এই প্রশিক্ষণ কর্মসূচি চলছে। বাংলা এবং ইংরেজি উভয় মাধ্যমেই এই প্রশিক্ষণ কর্মসূচিতে অংশগ্রহণের সুযোগ রয়েছে। যে সকল বুনিয়াদি স্তরের শিক্ষক এখন পর্যন্ত এই DIKSHA অ্যাপে নাম নথিভুক্ত করেননি এবং প্রশিক্ষণ কর্মসূচিতে অংশগ্রহণ করেননি, তাদের বিদ্যালয় শিক্ষা দপ্তরের পক্ষ থেকে এই প্রশিক্ষণে দ্রুত অংশগ্রহণের জন্য অনুরোধ করা হচ্ছে।

স্বাঃ (ইউ কে চাকমা)

১০-১১-২০

অধিকর্তা, এসসিইআরটি

ICAD/835/20

Copy of an advertisement in local daily



NISHTHA - Through DIKSHA

"A Capacity Building Programme for Improving Quality of School Education Through Integrated Teacher Training"

For English Medium
Elementary HMs & Teachers

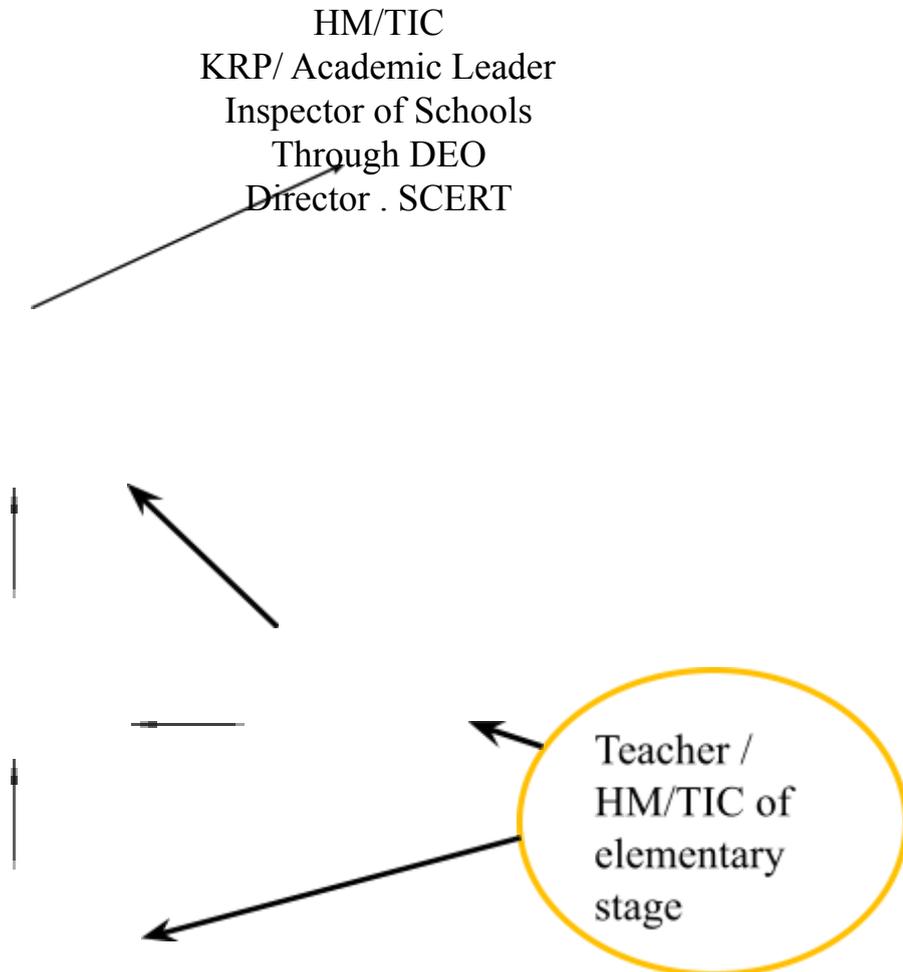
**Launching on:
16-10-2020**

Download DIKSHA App from Google Playstore

Duration of Course	Course Details
Oct 16 - Oct 30, 2020	Course - 1: Curriculum and Inclusive Classrooms Course - 2: Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment Course - 3: Health and Well-being in Schools
Nov 1 - Nov 15, 2020	Course - 4: Integrating gender in the teaching learning process Course - 5: Integrating of ICT in Teaching, Learning and Assessment Course - 6: AI Integrated Learning
Nov 16 - Nov 30, 2020	Course - 7: School Based Assessment Course - 8: Pedagogy of Environmental Studies Course - 9: Pedagogy of Mathematics
Dec 1 - Dec 15, 2020	Course - 10: Pedagogy of Social Sciences Course - 11: Pedagogy of Languages Course - 12: Pedagogy of Science
Dec 16 - Dec 30, 2020	Course - 13: School Leadership: Concepts and Applications Course - 14: Initiatives in School Education Course - 15: Preschool Education
Jan 1 - Jan 15, 2020	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

Sample of Whatsapp Group Message

- **Monitoring and reporting system**



6. Data analysis and interpretation

1. Target

As per PAB of Samagra, SCERT had a target to train 6956 HMs/ teachers of elementary teachers during 2020-21 (30516 target for 2019-20 - 23560 trained during 2019-20)

But SCERT fixed target and trained 17,500 elementary teachers and HMs during 2020-21

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

We are calculating the district-wise data combining the course data of following

Course and the Teachers of Tripura only

- i. Gender Integration in teaching Learning process (English Medium)
- ii. শিক্ষণ-শিখনপ্রক্রিয়ায় লিঙ্গসংহতকরণ (Bengali Medium)

Name of the State	Enrollment	Completion	Certification	Percentage of completion
Tripura	18252	16841	16841	92.27%

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

English Medium Courses

Sl	Name of the Course	Enrollment	Completion	Certificate	Percentage of completion
1.	SBA	4932	4110	4110	83.33%
2.	Pre-school	3080	2800	2800	90.91%
3.	Pedagogy of Language	3311	2983	2983	90.09%
4.	Pedagogy of Math	4330	3766	3766	86.97%
5.	Pre-vocational	3143	2849	2849	90.65%
6.	Pedagogy of Science	6375	4301	4301	67.47%
7.	Pedagogy of EVS	6285	5146	5146	81.88%
8.	Initiatives of School Education	3036	2703	2703	89.03%
9.	Pedagogy of Social Science	4188	3481	3481	83.12%
10.	Art Integrated Learning	4412	3600	3600	81.60%
11.	Curriculum	7664	4279	4279	55.83%
12.	Leadership	2921	2658	2658	91.00%

13.	Health & Well being	2822	2145	2145	76.01%
14.	Covid-19 Scenario	2710	2514	2514	92.77%
15.	Integration of ICT	6564	4510	4510	68.71%
16.	Child Rights , POCSO	2496	2324	2324	93.11%
17.	Developing Personal Social Qualities	2658	1958	1958	73.66%
18.	Gender	3521	2998	2998	85.15%

Bengali Medium Courses

Sl	Name of the Course	Enrollment	Completion	Certificate	Percentage of completion
1.	বিদ্যালয়ভিত্তিকমূল্যাংকন (SBA)	12456	11778	11778	94.56%
2.	প্রাক - বিদ্যালয়শিক্ষা (Pre-primary)	11862	11126	11126	93.80%
3.	ভাষাশিক্ষণপদ্ধতি (Pedagogy of Language)	11753	11043	11043	93.96%
4.	গণিতশিক্ষণপদ্ধতি (Pedagogy of Mathematics)	12557	11705	11705	93.21%
5.	প্রাক-বৃত্তিমূলকশিক্ষা (Pre-vocational)	10751	10315	10315	95.94%
6.	বিজ্ঞানশিক্ষণপদ্ধতি (Pedagogy of Science)	11434	10840	10835	94.80%
7.	পরিবেশবিদ্যাশিক্ষণপদ্ধতি (Pedagogy of EVS)	12078	11506	11506	95.26%
8.	বিদ্যালয়শিক্ষায় উদ্যোগ (Initiatives of School Education)	11479	10661	10661	92.87%
9.	সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি (Pedagogy of Social Science)	11399	10688	10688	93.76%
10.	শিল্পসম্বন্ধিতশিখন (Art Integrated Learning)	13874	13015	13015	93.81%
11.	পাঠ্যক্রমএবংঅনুষ্ঠানমূলকশ্রেণীকক্ষ (Curriculum)	15444	13384	13384	86.66%
12.	বিদ্যালয়নেতৃত্ব : ধারণাএবংপ্রয়োগ (Leadership)	11251	10443	10443	92.82%
13.	বিদ্যালয়েস্বাস্থ্যওসুস্থতা (Health & Well Being)	14601	12587	12587	86.21%
14.	কোভিড -১৯পরিস্থিতি : (Covid-19)	11044	10699	10699	96.88%
15.	শিক্ষণশিখনওমূল্যায়নপ্রক্রিয়ায় ICT সংহতকরণ (ICT)	15031	12976	12976	86.33%

16.	শিশুর অধিকার, যৌন নিপীড়ন এবং POCSO আইন ২০১২, সম্পর্কে ধারণা (Child Rights & POCSO)	11217	10662	10662	95.05%
17.	নিরাপদ ও স্বাস্থ্যকর বিদ্যালয় পরিবেশ গড়ে তোলার জন্য ব্যক্তিগত (Developing Personal Social Qualities)	12486	11500	11500	92.10%
18.	শিক্ষণ-শিখন প্রক্রিয়ায় লিঙ্গ সংহতকরণ (Gender)	15141	13988	13988	92.38%

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

Analysis of Tripura State Specific

English Medium Courses

Sl	Name of the Course	Enrollment of teachers of Tripura	Completion	Certificate	
1.	SBA	4697	3983	3893	84.80%
2.	Pre-school	2999	2758	2758	91.96%
3.	Pedogogy of Language	3150	2882	2882	91.49%
4.	Pedagogy of Math	4230	3713	3713	87.78%
5.	Pre-vocational	2980	2724	2724	91.41%
6.	Pedagogy of Science	4205	3624	3624	86.18%
7.	Pedogogy of EVS	5545	4791	4791	86.40%
8.	Initiatives of School Education	2981	2672	2672	89.63%
9.	Pedagogy of Social Science	3686	3261	3261	88.47%
10.	Art Integrated Learning	3999	3338	3338	83.47%
11.	Curriculum	2520	2231	2231	88.53%
12.	Leadership	2861	2620	2620	91.58%
13.	Health & Well being	2336	1889	1889	80.86%
14.	Covid-19 Scenario	2617	2462	2462	94.08%
15.	Integration of ICT	4987	3756	3756	75.32%
16.	Child Rights , POCSO	2458	2294	2294	93.33%
17.	Developing Personal Social Qualities	2191	1765	1765	80.56%
18.	Gender	3386	2931	2931	86.56%

Bengali Medium Courses

Sl.	Name of the Course	Enrollment	Completion	Certificate	Percentage of completion
1.	বিদ্যালয়ভিত্তিকমূল্যাংকন (SBA)	12422	11742	11742	94.53%
2.	প্রাক - বিদ্যালয়শিক্ষা (Pre-primary)	11713	11068	11068	94.49%
3.	ভাষাশিক্ষণপদ্ধতি (Pedagogy of Language)	11696	11003	11003	94.07%
4.	গণিতশিক্ষণপদ্ধতি (Pedagogy of Mathematics)	12400	11664	11658	94.06%
5.	প্রাক-বৃত্তিমূলকশিক্ষা (Pre-vocational)	10692	10279	10279	96.14%
6.	বিজ্ঞানশিক্ষণপদ্ধতি (Pedagogy of Science)	11376	10805	10804	94.98%
7.	পরিবেশবিদ্যাশিক্ষণপদ্ধতি (Pedagogy of EVS)	12018	11472	11472	95.46%
8.	বিদ্যালয়শিক্ষায় উদ্যোগ (Initiatives of School Education)	11410	10623	10623	93.10%
9.	সমাজ বিজ্ঞান শিক্ষণ পদ্ধতি (Pedagogy of Social Science)	11333	10653	10653	94.00%
10.	শিল্পসম্বন্ধিতশিখন (Art Integrated Learning)	13676	12945	12945	94.65%
11.	পাঠ্যক্রম এবং অন্তর্ভুক্তিমূলকশ্রেণীকক্ষ (Curriculum)	15260	13318	13318	87.27%
12.	বিদ্যালয়নেতৃত্ব : ধারণা এবং প্রয়োগ (Leadership)	11197	10413	10413	93.00%
13.	বিদ্যালয়ে স্বাস্থ্য ও সুস্থতা (Health & Well Being)	13843	12480	12480	90.15%
14.	কোভিড -১৯ পরিস্থিতি : (Covid-19)	10953	10656	10656	97.29%
15.	শিক্ষণশিখন ও মূল্যায়ন প্রক্রিয়ায় ICT সংহতকরণ (ICT)	14039	12851	12851	91.54%
16.	শিশুর অধিকার, যৌনি নিপীড়ন এবং POCSO আইন ২০১২, সম্পর্কধারণা (Child Rights & POCSO)	11038	10612	10612	96.14%
17.	নিরাপদ ও স্বাস্থ্যকর বিদ্যালয় পরিবেশ গড়ে তোলার জন্য ব্যক্তিগত (Developing Personal Social Qualities)	12420	11465	11465	92.31%
18.	শিক্ষণ-শিখন প্রক্রিয়ায় লিঙ্গ সংহতকরণ (Gender)	14866	13910	13910	93.57%
Overall percentage of completion					93.53%

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

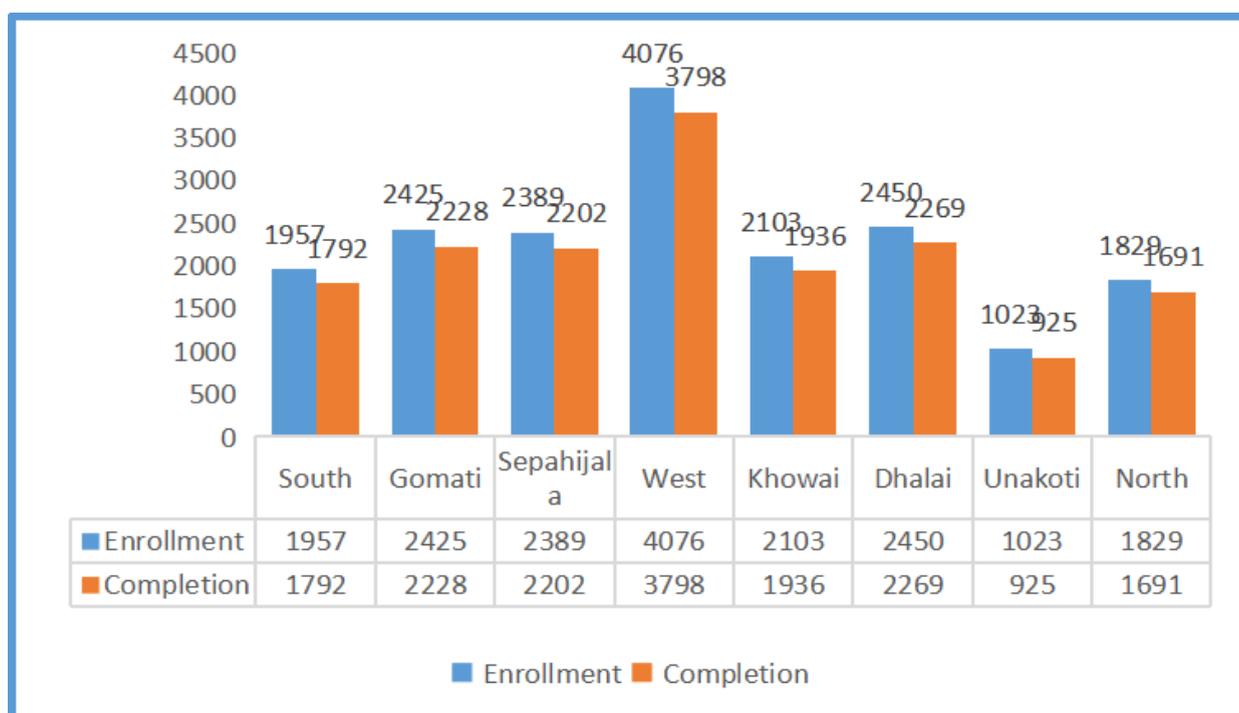
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iv. শিক্ষণ-শিখনপ্রক্রিয়ায় লিঙ্গসংহতকরণ (Bengali Medium)

Name of the District	Enrollment	Completion	Certification	Percentage of completion
South	1957	1792	1792	91.57%
Gomati	2425	2228	2228	91.88%
Sepahijala	2389	2202	2202	92.17%
West	4076	3798	3798	93.18%
Khowai	2103	1936	1936	92.06%
Dhalai	2450	2269	2269	92.61%
Unakoti	1023	925	925	90.42%
North	1829	1691	1691	92.45%
Total	18252	16841	16841	92.27%



6. Achievement

SCERT , Assam requested SCERT , Tripura to hand over the Bengali medium contents to train the Bengali speaking teachers of Assam. After getting approval of the authority, SCERT, Tripura shared the Bengali medium contents with Assam, SCERT.

Few secondary teachers also completed the course.

As per PAB of Samagra, SCERT had a target to train 6956 HMs/ teachers of elementary teachers during 2020-21 (30516 target for 2019-20 - 23560 trained during 2019-20)

But SCERT fixed target and trained 17,500 elementary teachers and HMs during 2020-21

7. Issues and Challenges

Network connectivity and internet speed.

Teachers were able to fast forward the videos of the courses, resulting learning gap. This was reported many times but not solved.

Due to problem in 01 or 02 network, Content/contents showed error message '**could not be loaded**'.

Limited facility to prepare close ended questions in DIKSHA portal.

Delay in issuance of certificates.

Issue of two -way communication between trainee and trainers.

8. Key Learning

DIKSHA App offered a single platform solution to build online courses

DIKSHA App provided the facility to train large number teachers simultaneously.

Capacity building for organizing online teachers training on large scale.

9. Suggestions

- i. Technical glitches in DIKSHA app may be removed.
- ii. DIKSHA app may be lighter so that can be easily accessed in the areas where network speed is less.

10. Conclusion

Standing on the milestone of NISHTHA 1.0, SCERT, Tripura is all set to organize the online training of in-service teachers through DIKSHA.

11. Annexure

- i. CSV file / Excel file of all the English Medium courses of NISHTHA
- ii. CSV file / Excel file of all the Bengali Medium courses of NISHTHA