

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range from exploitative employment conditions, characterized by adhocism and poor salaries on one hand to absentee-ism, outdated teacher knowledge & skills, lack of teacher professionalism and commitment on the other.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.

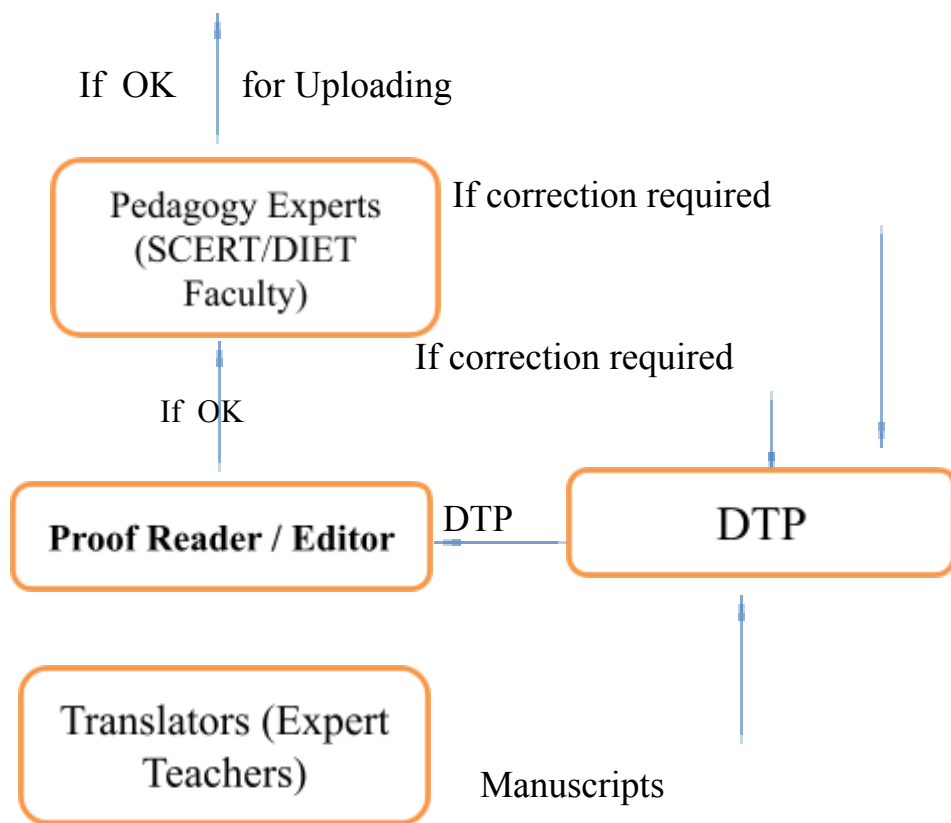
5. Modality

○ **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 :

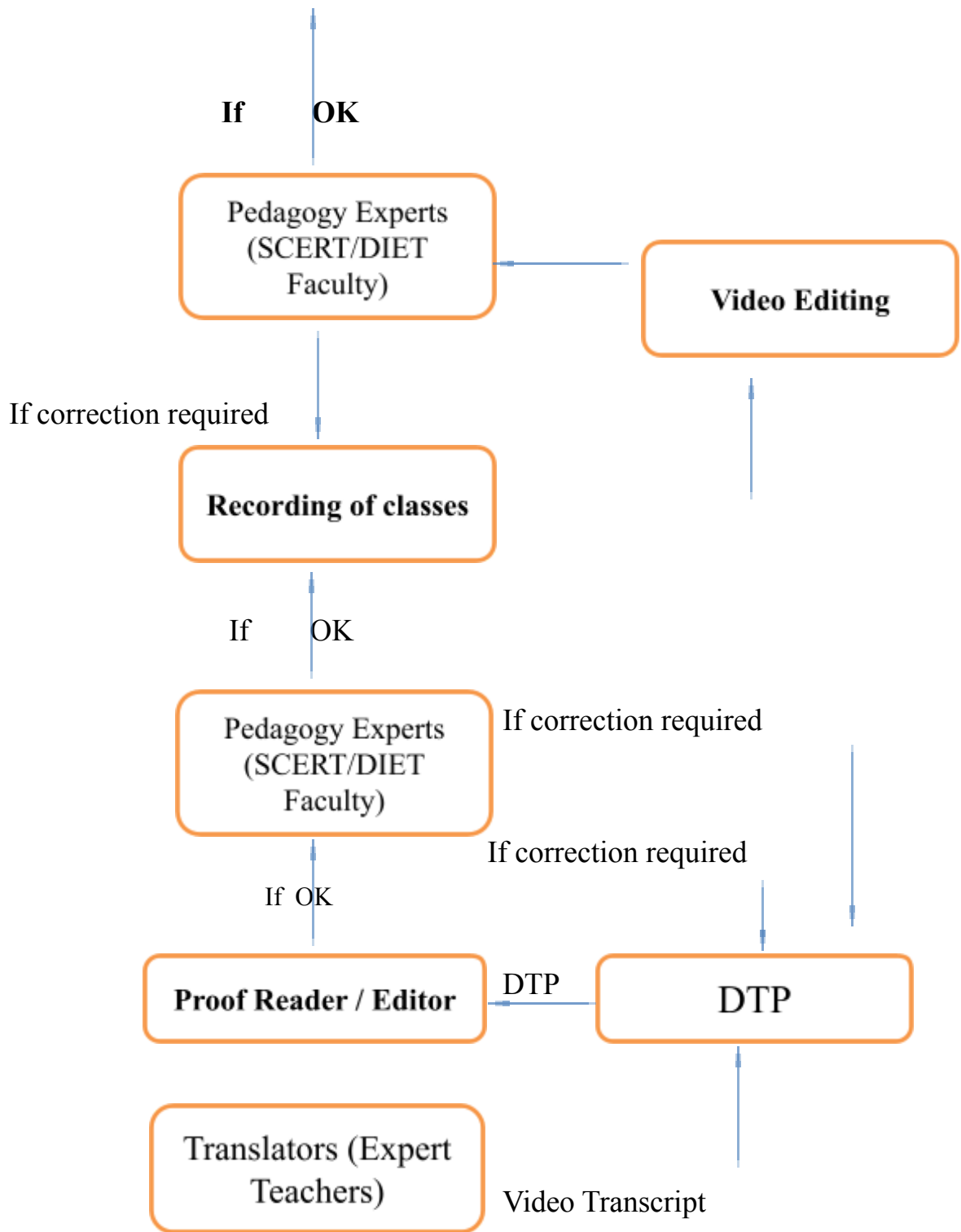
Text Material creation flowchart

**Course Creator
(DIKSHA)**



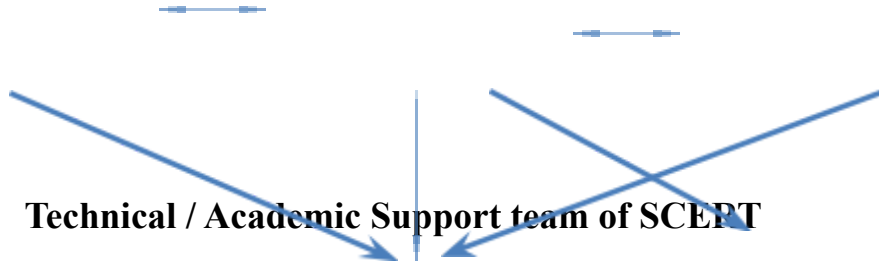
Video Content creation flowchart



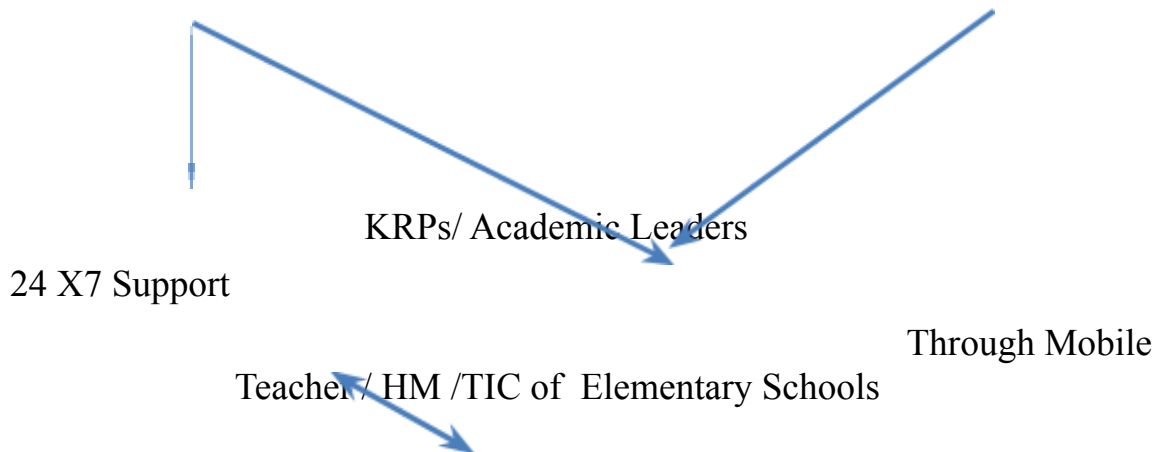
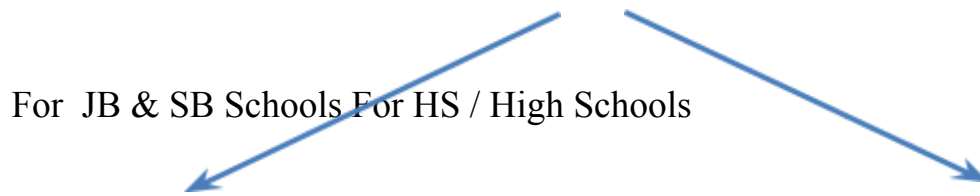


Implementation strategy

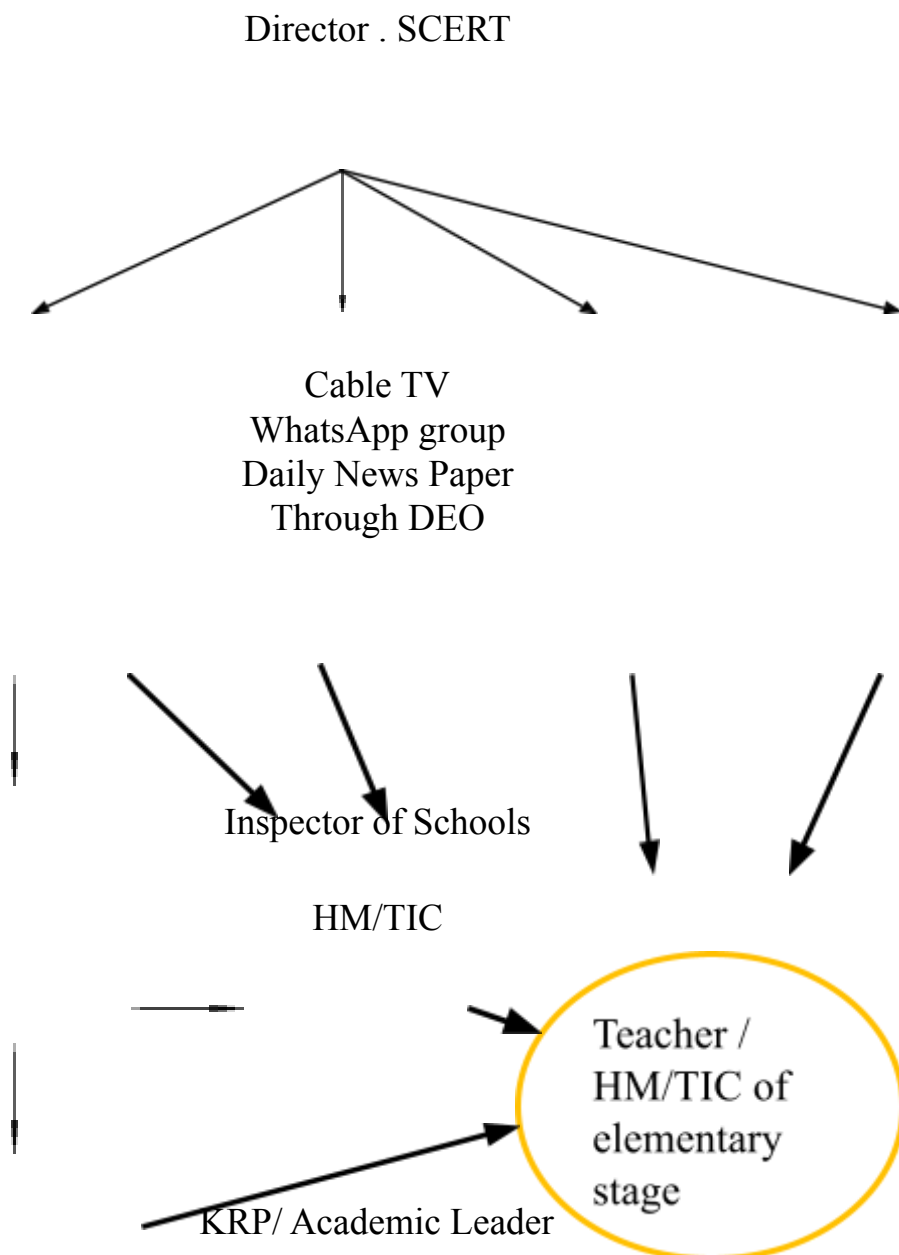
Director, Elementary Education
Director . SCERT
State Project Director, Samagra



District Education Officer (DEO)



◦ **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

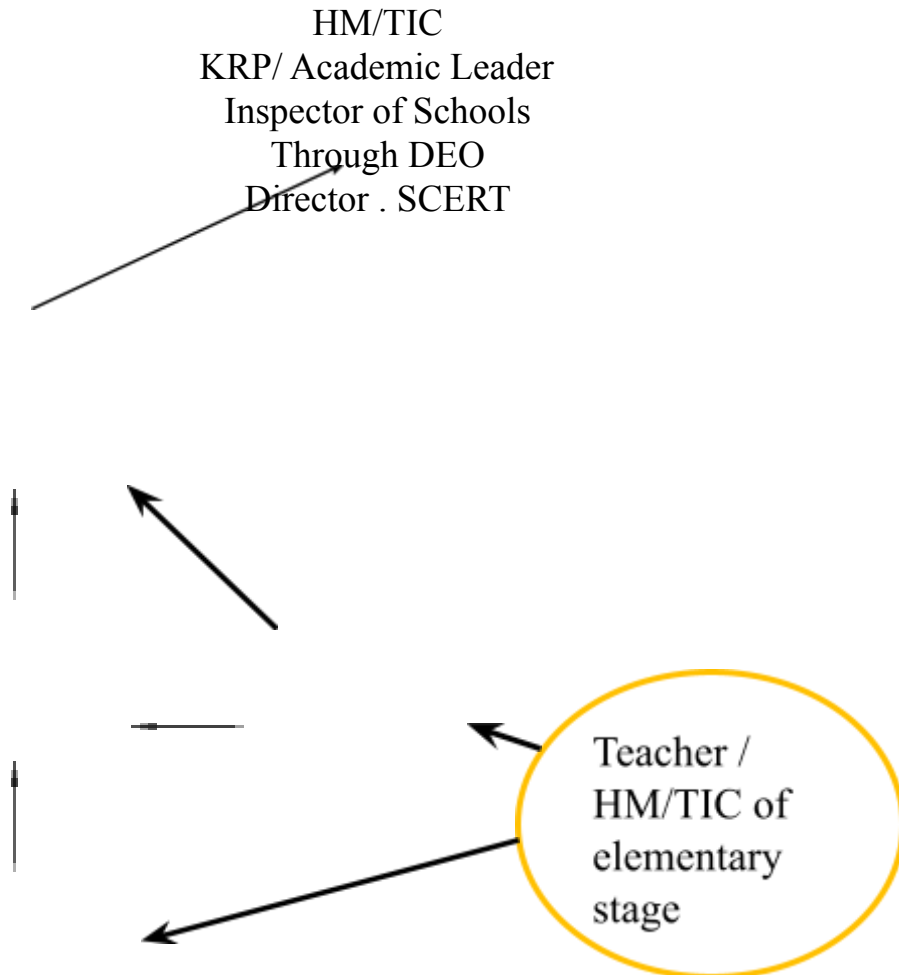
**Launching on:
16-10-2020**

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, সম্পর্কে ধারণা (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)

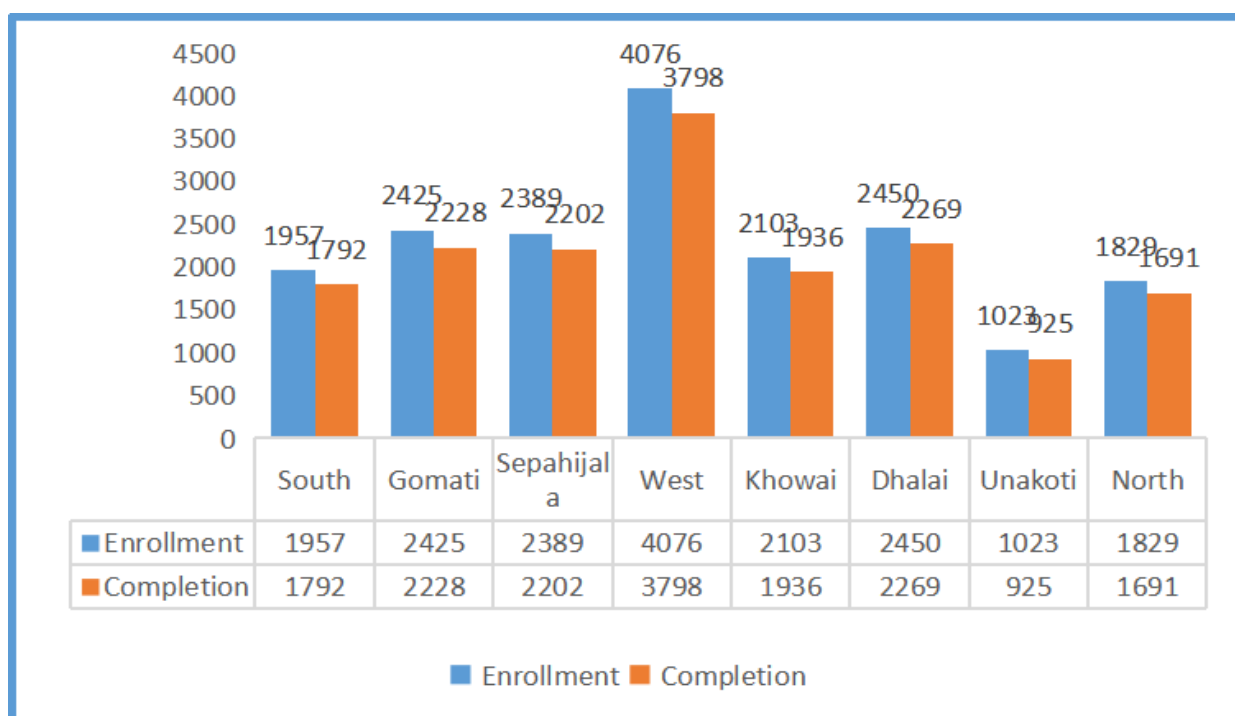
We are calculating the district-wise data combining the course data of following

Course and the Teachers of Tripura only

iii. Gender Integration in teaching Learning process (English Medium)

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