

NISHTHA 2.0 (Secondary Level)
Monthly Course Completion Report, Assam

1. **Introduction:** NISHTHA is a holistic programme under Samagra Shiksha - a flagship programme of MoE, Govt of India. Courses are centred on learning outcomes and, learner-centred pedagogy etc. It covers all the recommended areas of NEP 2020 and aims at holistic development of teachers and school heads.
2. **Schedule:** The first three courses have been started from 10th Aug 2021. Enrolment end date was 4th Sep 2021 and the Course end date was 9th Sep 2021.
3. Modality
 - a. **Orientation:** KRP were selected from all the 33 districts and oriented on 10th Aug 2021 on through google meet platform in three phases.
 - b. **Development of courses:** For the first four phases the courses are in English medium but for the fifth course the pedagogy of Languages will be translated to Assamese, Bengali, Bodo and Manipuri languages along with Hindi and English.
 - c. **Implementation strategy:** NISHTHA 2.0 in Assam for Secondary level teachers and school heads commenced from 10th August, 2021 on DIKSHA, Assam portal. The teachers and head teachers are logging in to access the training from 10th Aug 2021 on DIKSHA, Assam portal (diksha.gov.in/as). 50 hours mandatory Continuous Professional Development (CPD) course is for all teachers, Subjects teachers and School Heads (secondary level). Inspector of school was assigned as district coordinator for the district along with two DPO as nodal officers for the implementations of NISHTHA-2.0 at district.
 - d. **Communication system:** The information are shared through email and there is a WhatsApp group with all the District coordinator and state coordinator for faster communications.
 - e. **Monitoring and reporting system:** The progress of the courses is shared with District weekly basis on Tuesday for better monitoring.
 - f. **Additional activities:** CRC, block MIS coordinator and IT teachers from vocational education providing on spot technical support to the KRPs to access DIKSHA portal/App.
 - g. **Any other aspects are taken up by states:** Monthly progress review meeting has been arranged with district coordinators on third week.
4. **Data analysis and interpretation (Data table supported with graphs and interpretations)**
 - a. **Total target vs total achievement**

Sl. No.	Curriculum and Inclusive Classroom		ICT in Teaching-Learning and Assessment		Personal-Social Qualities for Holistic Development	
	Target	Achievement	Target	Achievement	Target	Achievement
1	64857	64853	64857	58375	64857	55411

b. District wise analysis - enrolment, completion, and certification

District	Curriculum and Inclusive Classrooms				ICT in Teaching Learning Assessment				Personal and Social Quality for Holistic Development			
	Enrolment	No. of Targeted Teacher	Completion	Certificate issued	Enrolment	No. of Targeted Teacher	Completion	Certificate issued	Enrolment	No. of Targeted Teacher	Completion	Certificate issued
Baksa	3928	3519	3456	2931	3489	3519	3108	2877	3312	3519	2911	2632
Barpeta	3550	4001	3178	2723	3118	4001	2831	2658	2832	4001	2586	2360
Biswanath	1553	1381	1405	1251	1419	1381	1307	1243	1381	1381	1267	1178
Bongaigaon	1298	1140	1174	1001	1209	1140	1114	1013	1167	1140	1068	956
Cachar	2354	2221	2148	1827	2175	2221	2018	1885	2057	2221	1930	1737
Charaideo	1135	1062	1026	916	1040	1062	978	930	1006	1062	946	871
Chirang	1122	990	998	836	1013	990	900	844	982	990	879	782
Darrang	1808	1967	1605	1300	1576	1967	1428	1286	1448	1967	1296	1103
Dhemaji	2460	2044	2202	1812	2279	2044	2074	1921	2197	2044	2002	1772
Dhubri	1642	2230	1438	1220	1291	2230	1159	1075	1173	2230	1051	937
Dibrugarh	2360	2027	2151	1885	2210	2027	2041	1929	2122	2027	1977	1832
DimaHasao	738	639	658	536	676	639	621	584	667	639	613	546
Goalpara	1393	1843	1155	972	1078	1843	961	877	953	1843	829	722
Golaghat	2502	2157	2285	2058	2333	2157	2162	2090	2233	2157	2098	1977
Hailakandi	853	950	750	632	753	950	681	626	729	950	659	579
Hojai	902	1072	777	647	705	1072	630	589	635	1072	576	525
Jorhat	2640	2413	2462	2176	2532	2413	2392	2289	2507	2413	2367	2162
Kamrup Metropolitan	2002	2238	1750	1432	1765	2238	1570	1468	1662	2238	1500	1339
Kamrup Rural	4295	4384	3815	3184	3846	4384	3492	3231	3630	4384	3288	2930
KarbiAnglong	932	1185	931	716	811	1185	738	690	751	1185	687	614
Karimganj	1391	1376	1269	1145	1306	1376	1190	1140	1260	1376	1155	1074
Kokrajhar	2147	2040	1967	1677	2000	2040	1836	1730	1903	2040	1762	1590
Lakhimpur	3912	4106	3485	3151	3610	4106	3234	3136	3492	4106	3119	2941
Majuli	988	926	895	789	903	926	830	782	853	926	785	714

Morigaon	1934	1831	1734	1523	1693	1831	1542	1470	1627	1831	1483	1358
Nagaon	3825	3728	3449	3025	3439	3728	3145	3020	3221	3728	2951	2760
Nalbari	2670	2901	2437	2171	2304	2901	2130	2032	2129	2901	1976	1812
Sivasagar	3422	2961	3150	2974	3198	2961	3006	2954	3131	2961	2963	2880
Sonitpur	1710	1700	1560	1357	1564	1700	1446	1380	1513	1700	1385	1281
South Salmarā-Mank achar	207	428	176	152	168	428	148	137	146	428	133	120
Tinsukia	1598	1389	1145	1329	1457	1389	1341	1308	1392	1389	1286	1206
Udalguri	1092	1489	963	798	973	1489	865	786	899	1489	803	693
West KarbiAnglong	490	518	431	338	442	518	386	349	401	518	350	296
Grand Total	64853	64857	58025	50484	58375	64857	53304	50329	55411	64857	50681	46279

c. Total enrolment, completion, and certification as per the progress report across three courses

Sl. No.	Curriculum and Inclusive Classroom			ICT in Teaching-Learning and Assessment			Personal-Social Qualities for Holistic Development		
	Enrolment	Completion	Certification	Enrolment	Completion	Certification	Enrolment	Completion	Certification
1	64853	58025	50484	58375	53304	50329	55411	50681	46279

d. Course wise analysis - enrolment, completion, and certification as per progress report including users of other states/ boards

Sl. No.	Curriculum and Inclusive Classroom			ICT in Teaching-Learning and Assessment			Personal-Social Qualities for Holistic Development		
	Enrolment	Completion	Certification	Enrolment	Completion	Certification	Enrolment	Completion	Certification
1	66736	59175	51258	59560	54131	51068	56912	51640	47040

e. Course wise analysis - enrolment, completion, and certification as per progress report excluding users of other states/ UTs/ boards

Sl. No.	Curriculum and Inclusive Classroom			ICT in Teaching-Learning and Assessment			Personal-Social Qualities for Holistic Development		
	Enrolment	Completion	Certification	Enrolment	Completion	Certification	Enrolment	Completion	Certification
1	64853	58025	50484	58375	53304	50329	55411	50681	46279

f. Course wise analysis - No of teachers unenrolled after enrolment date was closed

Sl. No.	Curriculum and Inclusive Classroom	ICT in Teaching-Learning and Assessment	Personal-Social Qualities for Holistic Development
	No. of teachers unenrolled	No. of teachers unenrolled	No. of teachers unenrolled
1	3564	7666	10091

g. Course wise analysis - No of certificates issued to learners who scored less than 70% in the assessment

Sl. No.	Curriculum and Inclusive Classroom	ICT in Teaching-Learning and Assessment	Personal-Social Qualities for Holistic Development
1	35	15	15

h. Trends in enrolments

Sl.	Curriculum and Inclusive	ICT in Teaching-Learning	Personal-Social Qualities
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No.	Classroom (enrolment)			and Assessment (enrolment)			for Holistic Development (enrolment)		
	first 10 days	11-20 days	21-25 days	first 10 days	11-20 days	21-25 days	first 10 days	11-20 days	21-25 days
1	10260	50102	57891	4763	40654	50288	3479	35251	46065

5. Issues and Challenges

a. Course content

Course Title	Issues	STATUS (RESOLVED/ UNRESOLVED)	Remarks (If resolved how it was resolved)

b. Technical

S.No	Issues	Status (Resolved/ Unresolved)	Remarks (If resolved how it was resolved)
1	Few school names do not appear in the drop-down of profile edit option	Unresolved	
2	Rule for issuing certificates was wrongly set	Resolved	By the DIKSHA Support team

c. Any other

S.No	Issues	Status (Resolved/ Unresolved)	Remarks (If resolved how it was resolved)

6. Best Practices

7. Key Learnings

8. **Suggestions:** The network connectivity of the rural and remote areas of the state is very poor for which teachers are not be able to access the courses. It is suggested to reduce the memory size of contents of the courses so that buffering time will reduce.

9. Conclusion

10. Annexures