NISHTHA 2.0 (Secondary Level)
Monthly Course Completion Report

1. **Introduction-**

The National Education Policy (NEP) 2020 states that "Teachers truly shape the future of our children and therefore, the future of our Nation. CPD opportunities will, in particular, systematically cover 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. To realize the vision of NEP-2020, recently NCERT in collaboration with States / UTs and autonomous bodies under MoE, MoD and MoTA (CBSE, KVS, NVS, CTSA, AEES, Sainik School, CICSE etc) have initiated the NISHTHA 2.0 online Integrated Teacher Training programme for different stages of school education. NISHTHA 2.0 (Secondary) was launched by Ministry of Education on 29th July 2021.

This course was Launched in Jharkhand from 1St September 2021. There are about 15000 teachers teaching in secondary and higher secondary level across the subjects. Since last year Continous Professional Development Courses of Teachers for secondary level was in demand. As per the feedback received, in Jharkhand Teachers are really keen to learn about latest pedagogical approaches.

2. **Modality**

Describe the modality in which the program is being implemented. Can add points covering the following aspects

   a. Orientation:

   On 30th July 2021, an orientation was conducted by Jharkhand Council of Educational Research and Training, Ranchi. Director JCERT addressed all the Stakeholders starting from DEOs till Teachers about NISHTHA 2.0. The Courses which will be running throughout the year were discussed using the orientation resources shared by CIET, NCERT. An overview of DIKSHA portal on how to access courses was explained.

   An official communication regarding the NISHTHA 2.0 was also sent to all related teachers for registration on DIKSHA as well how to navigate to courses was also well explained.

   The criteria set for completion of course as well as for certification i.e. 100 percent course completion and 70 percent achievement in course assessment, was also explained during the online orientation for all stakeholders.

   b. Development of courses:
   - Course development is the first and the foremost task to be done before the course starts. As said "Preparation is the key to Success".
   - After the courses received by CIET, two blog activities are to be customized for each course.
   - Next step is copying the course on State tenant.
   - Then stitching of course according to its sequence provided in the course

by rearranging the customized blog activities.
- Next step is to send the course for review and the republishing the courses.
- Then creating the batches and attaching the course certificate to each course.
- Sharing the Course do_Ids with the teachers.

c. Implementation Stategies:
Before beginning of each course, a WhatsApp message drafted by the JCERT with relevant course links were distributed to all teachers over the teacher WhatsApp groups. Within 15 days, DIKSHA registration, course enrollment, and course progress was analyzed at a district-level to find gaps, and relevant reminder-posters were sent to all the teachers to complete the courses.

d. Communication system: WhatsApp was primarily used to send course links before the commencement of courses, reminder for completing courses, and grievance redressal. The state is in process of selecting a 240-members District Resource Group team (10 per 24 district)to help teachers with course grievances. Moreover, the state created grievance redressal an email ID to deal with the issues' which are being followed up by VFS(Virtual Field Support) team is helping to reduce the grievance redressal burden from resource group teamsThe VFS team listened to the issues, logged them, and provided quick solutions to the teachers.

e. Monitoring and reporting system: Regular monitoring was undertaken on DIKSHA registration, course enrollment, and course progress. District officials were provided with reports containing district and block-wise progress on each course and on the basis of this, online review meetings with the district and block officials were organized in the chairpersonship of the State Project Director cum Director JCERT to further improve outcomes. Officials from the districts with good progress were asked to share best practices with other officials and the officials from the districts with multiple areas of improvement were asked to share issues which were resolved on the call.

f. Additional activities

- State is suggesting and planning for Block level Shaikshik Samvaad for each set of courses.

g. Any other aspects are taken up by states

3. Data analysis and interpretation (Data table supported with graphs and interpretations)

(Presentation Attached in annexture)

i. No of enrolment in first 10 days, 11-20 days, 21-25 days and comparison across courses

ii. No of enrolments in weekends and comparison with weekdays

b. <any other interesting and meaningful analysis at state level can be added)

4. 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)

c. Any other

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

5. Best Practices

<Describe any practice in terms of outreach, communication, support team formation, additional activities, analysing data, building a system for reporting, etc. This will help to share with other states/ UTs/organisations for implementation. If found difficult to write. Record as a video explaining the content and share the link here>

6. Key Learnings

a. Getting teachers registered on the platform was challenging given the existence of two-step registration process and the lack of inbuilt validation during the self-declaration progress. Consequently, the state is not able to verify the registration of approximately 4000 secondary/Higher Secondary teachers.

b. Due to network connectivity issues in many shadow regions, enrolling into courses and completing them is a challenging prospect.

c. Many teachers were not aware about the assessment criteria, because of which they are complaining about not getting certificates even after completion of the courses.

7. Annexures