

NISHTHA 2.0 (Secondary Level)
Monthly Course Completion Report

1. Introduction
2. Schedule

Courses 1,2,3 started from the 1st to 31st August 2021.

3. Modality

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

- a. Orientation: A coordination meeting was held on the 27th of July 2021 in the office of the Special Secretary School Education along with officials from Samagra Shiksha, Department of School Education, NBSE and SCERT to orient and plan the implementation of NISHTHA for Secondary in the state.

A webinar was conducted on the 2nd August 2021 for all District Coordinators on implementation of Nishtha 2.0

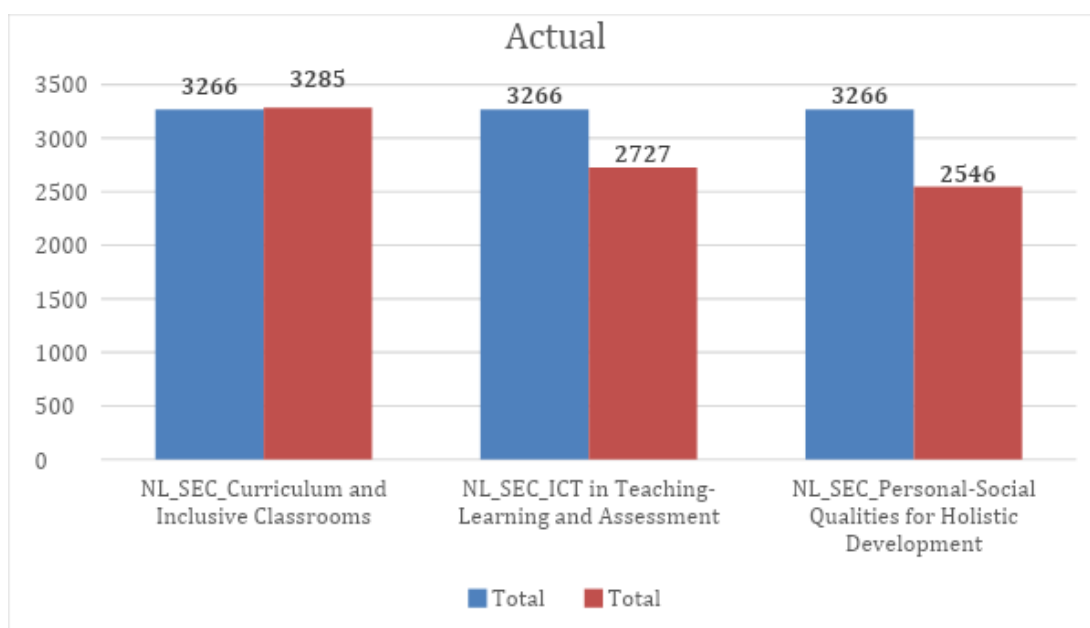
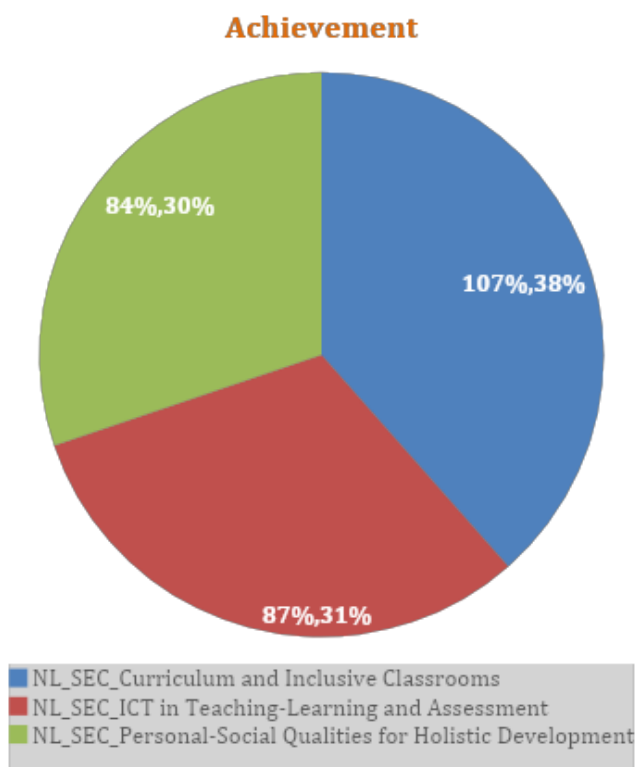
- b. Development of courses: Courses were published, reviewed and uploaded on the DIKSHA Portal by the SCERT technical coordinator. There was no need for translation since the state opted to use English as the medium of training.
- c. Implementation strategy: All secondary Teachers and School Heads were directed to undergo the online training compulsorily by installing the DIKSHA App/Portal and accessing the modules.
- d. Communication system: Regular notifications and circulars regarding the training are being issued from the SMA to the District who further disseminates information to the Blocks and schools. KRPs have been appointed from SCERT and NBSE who are on call for the trainees who need further clarification and explanation on the modules.
- e. Monitoring and reporting system: All datas relating to the registration, enrolment, completion are tracked and monitored by the MIS in the SMA. Weekly and monthly reports are being emailed regularly as directed.
- f. Additional activities: A telegram group for Nishtha 2.0 Nagaland has been formed for the trainees to address any academic and technical related queries. Hands on guidance was also given to few schools, DMA's and EBRCs during school inspection program by the Samagra Shiksha officials.
- g. Any other aspects are taken up by states:.

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

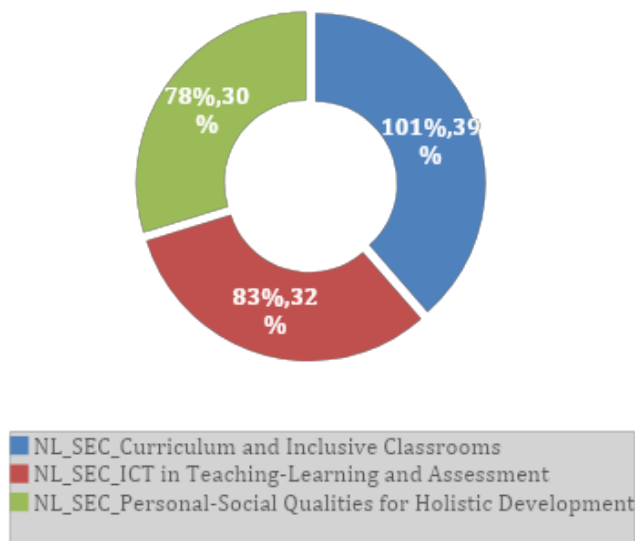
a. Total target vs total achievement (no of teachers and schools' heads)

Course (as on 31 st August 2021)	Total (as per .CSV)	
	Target	Achievement
NL_SEC_Curriculum and Inclusive Classrooms	3266	3497
NL_SEC_ICT in Teaching-Learning and Assessment	3266	2857
NL_SEC_Personal-Social Qualities for Holistic Development	3266	2758

8



Actual Achievement



b. District wise analysis - enrolment, completion, and certification (No of teachers and school heads)

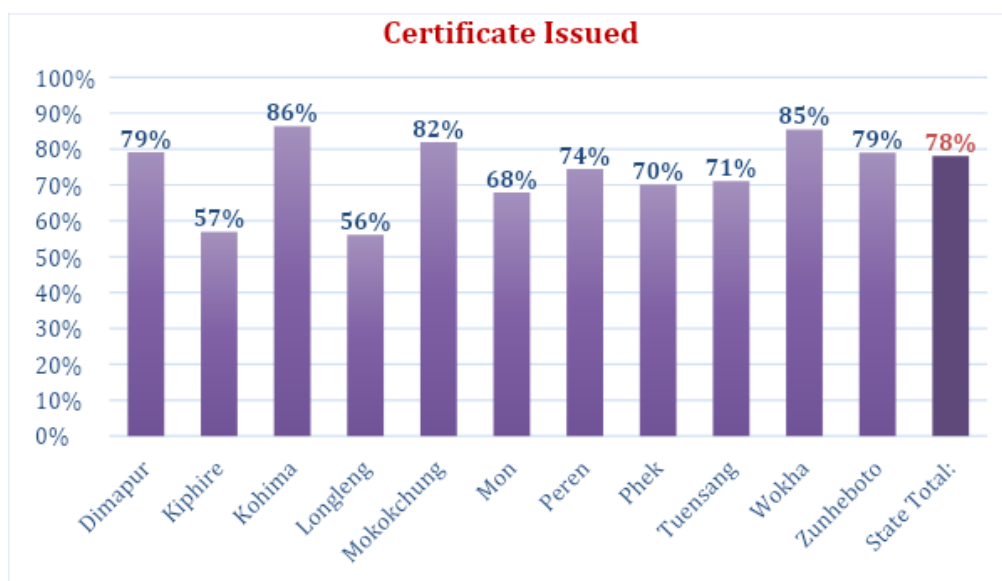
✓ **NL_SEC_Curriculum and Inclusive Classrooms (Actual)**

District Name	enrolment	completion	certification
Dimapur	590	475	322
Kiphire	112	85	40
Kohima	574	461	328
Longleng	102	70	35
Mokokchung	514	424	304
Mon	197	149	82
Peren	163	126	81
Phek	291	223	131
Tuensang	270	191	102
Wokha	259	217	170
Zunheboto	273	219	140
State Total:	3345	2640	1735



✓ **NL_SEC_ICT in Teaching-Learning and Assessment (Actual)**

District Name	enrolment	completion	certificatio n
Dimapur	509	441	349
Kiphire	92	72	41
Kohima	478	411	355
Longleng	73	57	32
Mokokchung	449	394	323
Mon	156	134	91
Peren	105	90	67
Phek	230	184	129
Tuensang	214	169	120
Wokha	229	199	170
Zunheboto	236	195	154
State Total:	2771	2346	1831



✓ **NL_SEC_Personal-Social Qualities for Holistic Development (Actual)**

District Name	enrolment	completion	certification
Dimapur	491	445	337
Kiphire	86	68	42
Kohima	447	380	307
Longleng	68	53	31
Mokokchung	424	373	285
Mon	150	130	82
Peren	92	76	56
Phek	205	174	122
Tuensang	189	146	82
Wokha	222	189	161
Zunheboto	212	174	124
State Total:	2586	2208	1629



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

District Name	enrolment	completion	certification
Curriculum and Inclusive Classrooms	3497	2674	1758
ICT in Teaching-Learning and Assessment	2857	2369	1847
Personal-Social Qualities for Holistic Development	2758	2258	1660

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

District Name	enrolment	completion	certification
Curriculum and Inclusive Classrooms	3497	2674	1758
ICT in Teaching-Learning and Assessment	2857	2369	1847
Personal-Social Qualities for Holistic Development	2758	2258	1660

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

District Name	enrolment	completion	certification
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Curriculum and Inclusive Classrooms	3345	2640	1735
ICT in Teaching-Learning and Assessment	2771	2346	1831
Personal-Social Qualities for Holistic Development	2586	2208	1629

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

NA

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

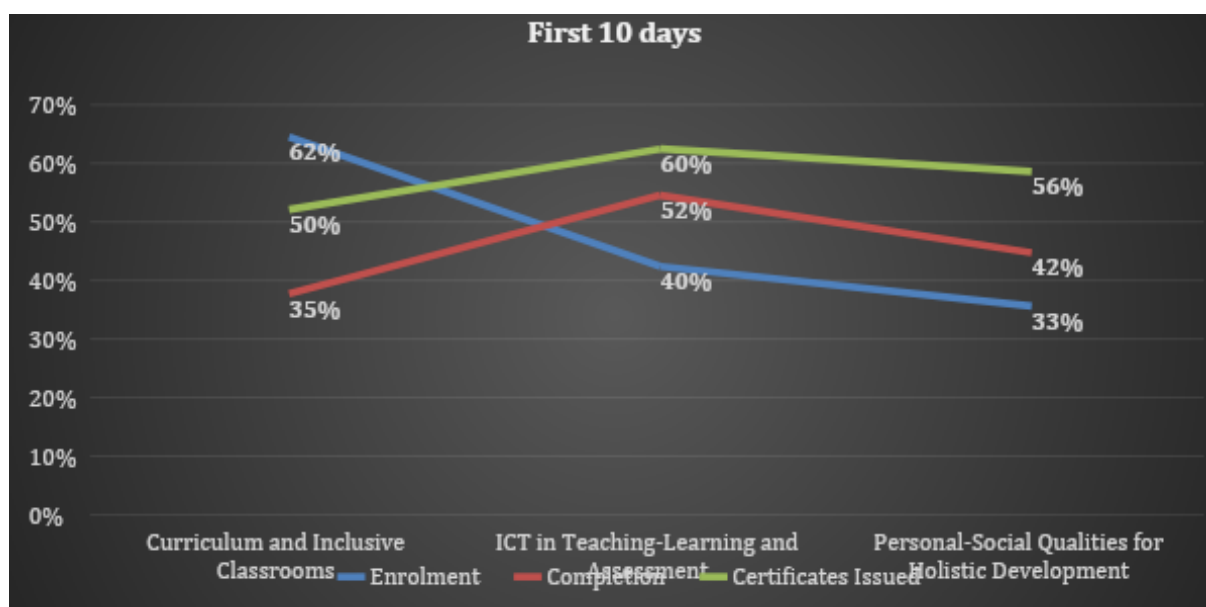
NIL

h. Trends in enrolments

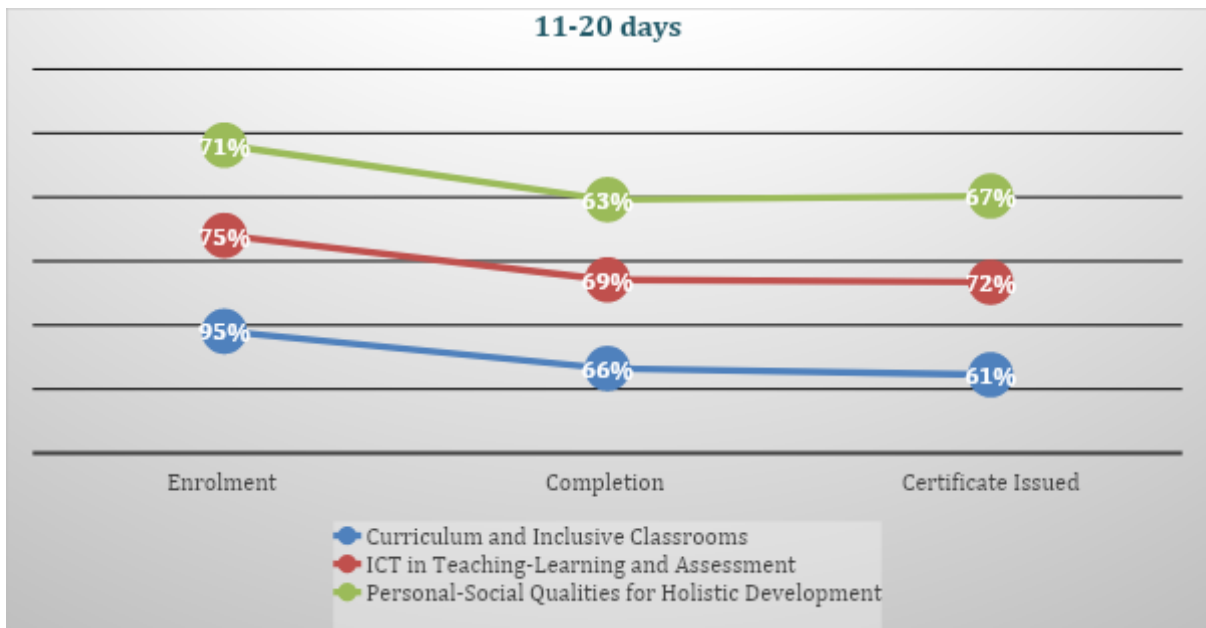
(Some analysis can be done as listed below for understanding the trend of enrolment in the states)

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

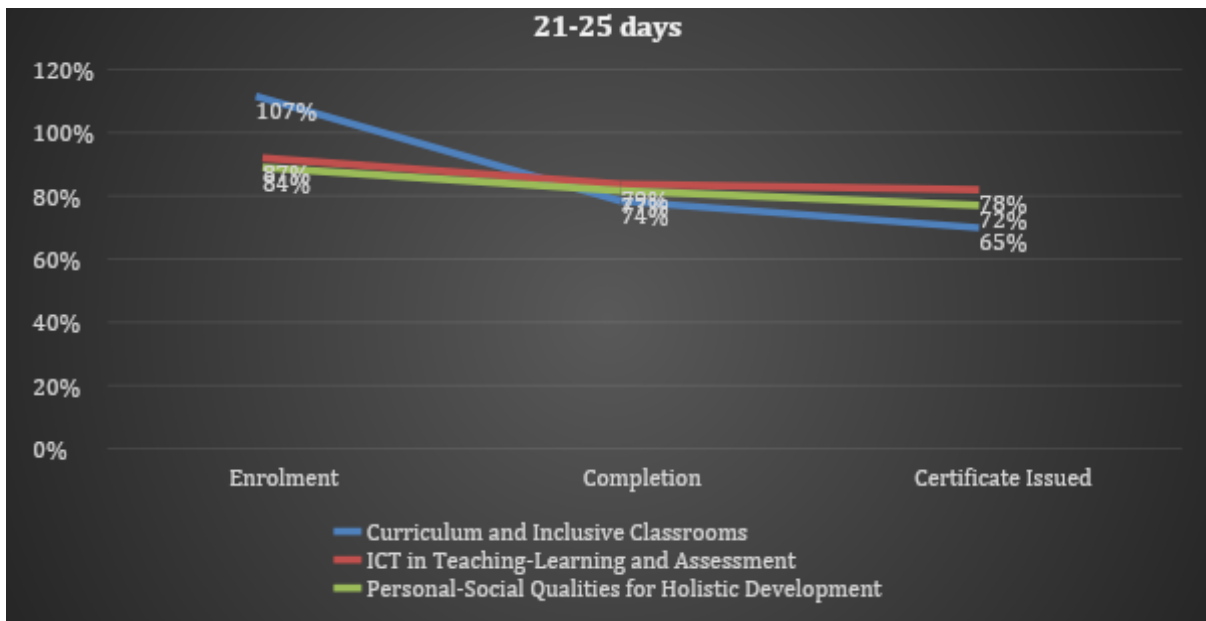
Status in the first 10 days	Target	Enrolment	Completion	Certificate Issued
Curriculum and Inclusive Classrooms	3266	2029	716	356
ICT in Teaching-Learning and Assessment	3266	1306	681	409
Personal-Social Qualities for Holistic Development	3266	1084	459	258



Status 11-20 days	Target	Enrolment	Completion	Certificate Issued
Curriculum and Inclusive Classrooms	3266	3108	2054	1257
ICT in Teaching-Learning and Assessment	3266	2448	1699	1230
Personal-Social Qualities for Holistic Development	3266	2305	1443	972



Status 21-25 days	Target	Enrolment	Completion	Certificate Issued
Curriculum and Inclusive Classrooms	3266	3497	2583	1689
ICT in Teaching-Learning and Assessment	3266	2857	2263	1754
Personal-Social Qualities for Holistic Development	3266	2758	2127	1542



ii. No of enrolments in weekends and comparison with weekdays
(any other interesting and meaningful analysis at state level can be added)

Status	Enrolment 1 st Weekend	Weekdays Increase in Enrolment Trend		
		by 2nd week	by 3rd week	By end of month
Curriculum and Inclusive Classrooms	62%	12%	21%	12%
ICT in Teaching-Learning and Assessment	40%	17%	18%	13%
Personal-Social Qualities for Holistic Development	33%	18%	19%	14%

Status	Enrolment 1 st Weekend	Weekdays Enrolment	Enrolment 2nd Weekend
Curriculum and Inclusive Classrooms	62%	12%	74%
ICT in Teaching-Learning and Assessment	40%	17%	57%
Personal-Social Qualities for Holistic Development	33%	18%	51%

Status	Enrolment 2nd Weekend	Weekdays Enrolment	Enrolment 3rd Weekend
Curriculum and Inclusive Classrooms	74%	21%	95%
ICT in Teaching-Learning and Assessment	57%	18%	75%
Personal-Social Qualities for Holistic Development	51%	19%	70%

Status	Enrolment 3rd Weekend	Weekdays Enrolment	End of Month
Curriculum and Inclusive Classrooms	95%	12%	107%
ICT in Teaching-Learning and Assessment	75%	13%	88%
Personal-Social Qualities for Holistic Development	70%	14%	84%

Variation of Enrolment as per CSV report and State:

Course	Enrolment as per CSV	State Actual	Variation
Curriculum and Inclusive Classrooms	3497	3346	4%
ICT in Teaching-Learning and Assessment	2857	2772	3%
Personal-Social Qualities for Holistic Development	2758	2587	6%

Variation of State Enrolment to Teachers, School heads and Others:

Course	State Actual	Teachers & School heads	Variation
Curriculum and Inclusive Classrooms	3346	3285	2%
ICT in Teaching-Learning and Assessment	2772	2727	2%
Personal-Social Qualities for Holistic Development	2587	2546	2%

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)

		Unresolved)	resolved how it was resolved)

c. Any other

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

6. Best Practices:

A short video feedback by the secondary teachers and heads who have completed the first month has been compiled in order to create more awareness about the program and to encourage other teachers and heads to complete the course in time. This video is being circulated to reach out to more teachers

7. Key Learnings

8. Suggestions

9. Conclusion

10. Annexures