NISHTHA
National Initiative for School Heads’
and Teachers’ Holistic Advancement

Primer
(An Introduction to Integrated Teacher
Training under Samagra Shiksha)
AN OVERVIEW

The Department of School Education and Literacy is launching a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme, NISHTHA—National Initiative for School Heads’ and Teachers’ Holistic Advancement under the Centrally Sponsored Scheme of Samagra Shiksha in 2019–20. This integrated programme aims to build the capacities of around 42 lakh participants covering all teachers and Heads of Schools at the elementary level in all Government schools, faculty members of State Councils of Educational Research and Training (SCERTs), District Institutes of Education and Training (DIETs) as well as officials and resource persons from Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) in all States and UTs. This training will be conducted directly by 33,120 Key Resource Persons (KRPs) and State Resource Persons (SRP) identified by the State and UTs, who will in turn be trained by 120 National Resource Persons identified from National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE) and Non-governmental Organisations.

The aim of this training is to motivate and equip teachers to encourage and foster critical thinking in students, handle diverse situations and act as first level counsellors. It will make them aware and develop their skills in various aspects related to Learning Outcomes, Competency Based Learning and Testing, Learner-centered Pedagogy, School Safety and Security, Personal-social qualities, Inclusive Education, ICT in teaching-learning including Artificial Intelligence, Health and well-being including yoga and initiatives in school education including library, eco club, youth club, kitchen garden, School Leadership qualities, Environmental Concerns, Pre-school, Pre-vocational Education and School Based Assessment in a joyful learning manner.

RATIONALE AND FEATURES OF NISHTHA

1. There is an imperative need to improve the learning outcomes of students especially till Class VIII. Many
studies have been conducted and much has been written about the low achievements in these classes. The piece meal training that was being conducted under the erstwhile Sarva Shiksha Abhiyan was not yielding the desired results and therefore it was decided to conduct an integrated programme to build the capacities around 42 lakh participants.

2. In order to transform the Principals/Heads of the schools into a key academic support including support for experiential learning for all teachers in the school, all Principals and Heads of elementary level schools and those schools with any class up to Class VIII, will also be part of the integrated programme, as both trainees and trainers.

3. Further, the very high level of marks being obtained in school board exams is a symptom of an education system which relies almost totally on rote learning, under which students are not encouraged to think. The teaching in the classroom therefore, as well as the methods of assessment (question setting and evaluation) all reflect this emphasis on rote learning. It will not be possible for schools to move away from this existing situation until and unless all teachers, the heads of schools and others involved in the running of schools are oriented towards competency based higher order thinking skills teaching, child’s holistic development, and awareness about the diverse and multilingual need of students and to carry out assessments accordingly. The integrated programme seeks to achieve this objective.

4. It was observed that the expectations from teachers in the present day are different and includes many new attributes. For example, in view of the increasing levels of stress in schools and increasing incidents of violence including murder, the modern day teacher and head of the school needs to be equipped with the skills to handle these situations. Activities, such as ‘Safety Walk’ in the school premises, in order to ensure compliance of safety measures are required to be undertaken by the School Heads. The integrated programme, therefore, seeks to train all heads and teachers as first level counsellors to be alert and responsive to the needs of the students, the school and themselves.
5. Teachers today are also expected to be aware of the provisions regarding gender, The Rights of Persons with Disabilities Act and the Protection of Children from Sexual Offences (POCSO) Act in order to empower teachers and school fraternity to face challenges of increasing crimes against children, in addition to promoting joyful learning and taking special care of the requirements of special children. However, these elements were not part of the NCTE approved B.Ed. and D.El.Ed. curriculum prior to 2014 and it appears that teachers trained before 2014 are not familiar with these teaching methodologies therefore the Integrated Programme will train teachers in these areas.

6. It has been noticed that in-service training of teachers included mostly subject-specific pedagogies, however, as per the finding of last NAS conducted in 2017, it has been observed that the achievement increases: (i) when children go out and play during games period, (ii) medium of instruction is in the language spoken at home, (iii) children read material other than textbooks and (iv) children participate in classroom activities. These findings need to be applied proactively to build capacities of teachers and promote critical thinking among students; the integrated programme focusses on experiential and joyful learning and is aimed to empower teachers to work with creativity.

7. This initiative is first of its kind wherein standardised training modules are developed at national level for all States and UTs. Earlier, the training of teachers was done by concerned States and UTs using their own methodology. The prominent feature of this integrated programme will be activity-based modules including educational games and quizzes, social-emotional learning, motivational interactions, team building, preparation for school-based assessment, in-built continuous feedback mechanism, online monitoring and support system, training need and impact analysis (pre- and post- training).

8. In view of addressing needs of every participant, the integrated training will be initiated with training need assessment through well-designed tools including elements of content and pedagogy. After assessing the needs, the training sessions will be flexibly modified to
address these needs in the possible manner. At the end of the programme, training impact assessment will be implemented, which will provide information about the learning outcomes of the participants and also the gaps which need to be further addressed through the follow-up and support mechanism.

9. In order to **enhance professional development of teachers**, special emphasis has been given on design and development of training modules. The modules for NISHTHA have been developed through a consultative process involving the suggestions from the States and UTs and CBSE, KVS, NVS, School Heads and Principals and Non-governmental Organisations, such as Kaivalya Foundation, Tata Trust, Azim Premji Foundation and Aurobindo Society.

10. This is first time all agencies of the Department have worked together for such an initiative. The **training programme will be conducted in a collaborative manner by the National Council of Educational Research and Training (NCERT) with all the States and UTs involving resource persons from National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Central Board of Secondary Education (CBSE).**

11. The training given in ‘NISHTHA’ will not be based on ‘Chalk and Talk’ method rather it would be totally activity based. During the training, teachers will be encouraged to write essays, speak on a given subject, participate in games and quizzes. There will be short **ice-breaking/energiser sessions** and recaps during the training to keep participants motivated and attentive during the sessions. Further, digital content, such as videos, presentations will be used for training sessions. The ultimate goal is to motivate and encourage teachers to use these activities in classroom transactions so as to ensure engagement of all students and bring the best out of them.

12. Department of School Education has been implementing Centrally Sponsored Schemes for over a period of time; however, it has been noticed that Principals and School Heads are not fully aware about these schemes which has adversely affected their effective implementation.
Therefore, a specific module on various initiatives under *Samagra Shiksha* such as constitution of Youth and Eco Club, Display Board on School Safety Guidelines, *(Rangotsav)*, School Based Assessment (SBA), and School based Census *(Shagunotsav)*, CRC Mentoring of Schools, Promotion of Reading, Sports and Physical Education, etc., has been designed to create awareness among Principal/ School Heads, teachers and other key functionaries.

13. Integrated programme will also have subject specific modules and its pedagogy **aligned to the common core** to improve foundational learning of students including literacy and numeracy skills. NISHTHA would prepare schools for the School Based Assessment (SBA) to be conducted throughout the country in the beginning of 2020 to assess the Learning Outcomes of all Children at the Elementary level.

14. States and UTs can contextualise the training modules and use their own material and resource persons, also keeping in view the core topics and expected outcomes of NISHTHA.

15. As per initial feedback obtained from the states and UTs, the other advantages foreseen from this training programme include greater **transparency in the system**, standardised training material with enough scope for contextualisation, togetherness among different stakeholders, **self-evaluation of teachers and school heads**. This will also help in **reducing communication loss** which generally occurs in training programmes. Through need assessment, the system will be aware of the gaps in the training of teachers and school heads and can address those gaps through appropriate strategies. This integrated training programme will help in **creating quality cadre of trainers, a support system for teachers, robust follow-up mechanism and a common platform for all States and UTs** provide a **forum for teachers** to discuss their initiatives, challenges and solutions. This will bring teachers of all age groups and subject areas together for better peer learning. Also, the teachers in rural areas will also be aware of the various initiatives taken and provisions made by the government under the schemes.
16. In addition, a comprehensive monitoring and mentoring mechanism would be ensured through embedded post training interventions. After the completion of KRP training, NRPs will regularly be in touch with KRPs through WhatsApp/Facebook groups, etc., and personal interactions. Once the training of one batch is completed at block level, one KRP for each 130 teachers will be identified as mentor. Mentor will be responsible for continuous guidance, feedback and monitoring so that a quality circle is created enabling them in building pedagogical skills and connecting with peers, thereby creating a long-term sustainable impact on classroom transactions.

**Description of Training Modules for Teachers and School Heads**

In order to enhance professional development of teachers, special emphasis has been given on design and development of training modules. The modules for NISHTHA have been developed through a consultative process involving the suggestions from the States and UTs and CBSE, KVS, NVS, School Principals and Non-governmental Organisations, such as Kaivalya Foundation, Tata Trust, Azim Premji Foundation and Aurobindo Society.

In view of reaching out to every teacher and school head through self-learning training material, two training packages have been developed for this training with brief but informative activity-based modules with in-built continuity for further learning and updating.

**The Objectives of the Training Package are to—**

- equip teachers with understanding and skills on new pedagogic perspective to provide for improvement of learning outcomes of students.
- enable teachers to implement School Based Assessment in schools.
- build the capacity of teachers on achieving learning outcomes stipulated for every class in all the major subject areas.
- enable Principals and State Functionaries to implement learning outcomes, NAS, etc., at the school level with adequate support.
Structure of Module
Modules are designed to include the following components:
1. Learning Objectives
2. Brief introduction about the theme
3. Class-specific Learning Outcomes in the Subject area— An Overview
4. A brief on the pedagogies for achieving the learning outcomes
5. Transaction modalities with examples focussing on
   • learner's day-to-day experiences with the theme.
   • learning outcomes to be achieved.
   • conduct of activities using learner centered approach.
   • in-built evaluation.
   • general issues (diversity, values, etc.,) wherever appropriate.
   • exercises — why different types of questions? Why some are open ended and divergent?
   • multilingualism if it arises during the session/class.
6. Activities for KRPs and Teachers
7. Feedback on the module
   • What has been learnt through this module?
   • What has been left?

Training Package for Teachers
In this package, modules are divided in two sections. The first Section contains modules related to generic themes given as below.

- **M–1** Curriculum, Learning Outcomes, Learner-centred Pedagogy and Inclusive Education
- **M–2** Developing Personal-Social Qualities and Creating a Safe and Healthy School Environment
- **M–3** School Based Assessment
- **M–4** Art Integrated Learning
- **M–5** Health and Well-being

River and Sea
I am a Geography Teacher. I learnt in a training programme, unless children will be actively involved in the classroom they don't take interest and learn less. Therefore, implementing this learning, in my class on water resources, I asked children to close their eyes and imagine that they are either on a bank of river or a sea beach as per their earlier experience. They all happily closed their eyes and for a moment there was complete silence in the classroom. I was cleaning the blackboard for writing children’ responses of their imagination. When I turned back after cleaning the board, I found my school head standing near my chair. He asked me, “What is happening? Rather than teaching you have now started telling students to sit calmly with closed eyes?” I tried to explain to him, but he didn’t listen. The next moment, I had tears in my eyes. I was thinking of the need for orientation of all educational administrators (This experience has been shared by a teacher in a training programme conducted by the NCERT)
M–6 ICT in Teaching-learning
M–7 Initiatives in School Education

The second section contains modules related to pedagogy of subjects, such as

M–8 Pedagogy of Environmental Studies
M–9 Pedagogy of Mathematics
M–10 Pedagogy of Languages
M–11 Pedagogy of Science
M–12 Pedagogy of Social Sciences

Training Package for School Heads

Modules for Principals and Functionaries include

M–1 School Leadership: Concepts and Applications
M–2 Pre-School Education
M–3 Pre-Vocational Education and Vocational Education in Schools
M–4 Relevance of Gender Dimensions in Teaching and Learning Process
M–5 Initiatives in School Education

The content and pedagogy and some exemplar activities, tasks drawing from the modules are given in the following paragraphs:

M–1: Curriculum, Learner-centered Pedagogy, Learning Outcomes and Inclusive Education

The purpose of the module designed to conduct this session is to help teachers and teacher educators to understand and relook at the diversity existing in the classrooms and consider the pedagogies that are most suitable to make our classrooms and teaching inclusive.

Understanding Diversity
This will empower participants to connect school knowledge with real-time situations and help in moving away from rote memorisation to critical thinking.

The module will also empower teachers to work together to overcome physical and attitudinal barriers to enhance accessibility of Children with Special Needs in schools in an inclusive set up and encourage community participation.

### Guiding Principles of NCF, 2005

- Connecting knowledge to life outside the school ↔
- Ensuring that learning is shifted away from rote methods ↔
- Enriching the curriculum to provide for overall development of children rather than remain textbook-centric ↔
- Making examinations more flexible and integrated into classroom life ↔
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country ↔

### Getting an Opportunity to Interact and Reflect in a Team on Inclusive Education

**Group Activity**

- How you will be able to make schools more inclusive? How does inclusive education help children to stay with their families and communities?
- To what extent does this approach strengthen teaching methods, improving the quality of education for all?
- In what ways can this approach reduce discrimination?
- How will inclusive education promote inclusion of disabled children into the society?

The session will not only build the perspectives of inclusive education but will also strengthen inclusive practices in schools. This session will also discuss about the role of community in improving school education.
M-2: Improving Social-personal Qualities and Creating a Safe and Healthy School Environment

The purpose of the module is to develop personal-social qualities and creating a safe and healthy school environment and to help teachers to build their understanding about the personal-social qualities and impart value education and life skills education in students. The session will also include discussions on creating safe and healthy school environment, wherein every teacher and principal of school will be developing an understanding of various aspects of a safe school, i.e., physical, social, emotional, etc., and will be able to act accordingly for the safety of children. Not only this, generic counselling skills will also be developed in teachers through activities during this programme, which will be followed by intense discussion on need of counselling, creating mechanism in schools for regular counselling of students by the teacher.

Empowering School System to Address Challenges of Increasing Crimes against Small Children

Violence, rape and child abuse in and outside the premise of schools is a matter of serious concern for the entire Indian society. Recently, Honourable Supreme Court entrusted MHRD for the preparation of guidelines on school safety and security in connection with the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017 seeking guidance to frame guidelines for fixing accountability of the school managements in the matter of safety of children studying in schools. This indicates a clear need of reorienting the school system not only to develop social-personal quality in younger generation but also to empower teachers and school fraternity to address challenges of increasing crimes against small children.
Getting Awareness of Provisions and Laws Available on Child’s Safety

• **CHILD HELPLINE (1098 – 24×7 Helpline for Children)**
  
  CHILD HELPLINE 1098 is a national 24-hour toll free emergency phone service for children in distress. The Helpline for Children is currently operational in 412 locations across the country. Child helpline received 1.45 crore calls during April 2016–March 2017 and more than 78 lakh calls during April–November 2017. The Child Helpline provides assistance to children in distress either by way of tele-counselling or physical rescue.

• **POCSO (Protection of Children from Sexual Offences) E-box**
  
  POCSO e-Box is an online complaint management system for easy and direct reporting of sexual offences against children and timely action against the offenders under POCSO Act 2012. Link of the POCSO e-Box is: [http://www.ncpcr.gov.in/usercomplaints.php](http://www.ncpcr.gov.in/usercomplaints.php)

Conducting Group Activity with Children for Developing Personal-Social Qualities

Divide the class into groups of 4–5 children and ask children to choose from the list of various social-qualities writing on the board, such as (a) Cooperation (b) Teamwork (c) Respecting Other’s Views (d) Patience (e) Effective Communication (f) Leadership (g) Decision Making, (h) Sensitivity, etc.

The chosen quality will become the name of the group. Ask children to discuss about the quality they have chosen highlighting the following points and make a presentation of what they have discussed:

• What do they understand about the quality they have selected?
• What is its relevance for them?
• How best the skill/quality can be displayed in their day-to-day life (they can think of some examples)?
• What impact this quality will have on others around them?

(This activity also needs to be conducted during the training program with the Key Resource Persons and Teachers).

This activity will help the children to

• internalise the importance of these qualities.
• understand how they can be portrayed through behaviour and actions.
M–3: Art Integrated Learning
This module aims to develop understanding of ‘Arts’ as a pedagogic tool and of its impact on the holistic learning and development of every child. Art integrated learning as an experiential learning approach will cut across all the sessions in the training programme, engaging learners in music, dance, role play, drawing and painting, simultaneously making them learn their respective subject areas.

Learning through Creating Posters (group activity to be conducted during training)

Start with brain storming questions such as
- How important you think rainfall is for us today?
- Do you think water is an issue today?
- How do you think water can impact our life or life on the earth?

Then motivate the participants in groups on creating poster(s) on any of these aspects.

Some points to be kept in view for this activity are as follows.
- The poster should have written as well as visual content/expression.
- It should be a team work to communicate thinking of your group.
- Everyone including CWSN students (if there are any) should be a part of this process.
- It is better if one person in each group acts as a team leader who moderates the brainstorming on the topic.

M–4: School Based Assessment
This module includes various aspects related to school based assessment (SBA) that are crucial to be considered by all stakeholders especially the teachers at the school level. The module details out the strategies that can be used for school based assessment and aims to help different stakeholders especially teachers to be aware of and use the child-centered approach to teaching learning and assessment under CCE in school based assessment. It traces the historical perspective of Assessment and Evaluation in India and rationalises what, why and how of school based assessment. It lists down certain audits like natural light, ventilation, cleanliness audits, Audit of Provisions for the Differently-abled.
Sample Higher Order Thinking Tasks for Students

Task 1: The given picture so that it is the same on both sides of the dotted line.

Task 2: Give the child two leaves of irregular shape and ask her to compare the areas and tell you which is larger. Along with other materials around, such as rulers, string, also let there be square and triangular grid sheets. Note if the child intuitively uses counting.

Task 3: How many weeks are there from 7 January to 24 February? The summer holidays start on 15th of May. Today is March 23. How many days to go before the summer holidays start?

Task 4: Give a beam balance to the child and 1kg weight. Provide an array of objects of different weights. Ask them to sort out those that weigh more than 1kg, those that weigh almost 1kg, and those that weigh less than 1kg. Ask them to find a pair of objects which are equal in weight to each other or give them one object and ask them to find another of the same weight.

(These types of questions need to be developed by every teacher in her respective subject area to present cognitive challenge before children so that they get motivated to learn more and more with interest.)
M–5: Integration of ICT in Teaching–learning and Assessment

Information and Communication Technology Module aims at preparing the teacher to critically analyse the content, context and to identify appropriate ICT. It also enables to effectively plan the integration strategies. The module analyses the nature of subject matter and identifies appropriate learning resources to achieve the learning outcomes. It will help in selecting ICT tools and techniques appropriate to the method of transaction and in exploring various e-Content, tools, software, hardware for teaching, learning and assessment of the respective subject. It will also help in designing and implementing an ICT integrated lesson plan.

The session based on this module will be a practical session which will be conducted with participants in the laboratory environment wherein desktop/laptop, projection system, speaker, mobile phone and Internet connectivity will be available.

Example of Activity

- Identify at least two topics and discuss the need of using ICT based on the nature of the content following and similar media selection process.

M–6: Health and Well-being

This module discusses about the concept of health and well-being and its importance by following various modalities. The module deals with the following issues

- Importance of health and well-being for schools
- Various aspects of health and well-being
- Practices under health and well-being

The session will reflect on physical development related myths, physical fitness and its components. Types of activities that help in the development of physical fitness will also be covered in this session.

Yoga being very important not only for physical development but also for emotional and physiological development and for holistic health has also been included in the module. Healthy eating habits and hygiene are important factors affecting the health of children are also covered. Activities related to emotional well-being, self awareness, social awareness, violence and abuse are also part of the module. Genders cut across throughout the module. Care has also been taken to be inclusive.
M–7: Initiatives in School Education
This module is about various initiatives taken by the Government of India under Samagra Shiksha, such as Library Grant, Sports Equipment, Eco Club, Youth Club, Kitchen Garden, etc. Teachers, Principals/Heads of Schools and other functionaries will be given awareness about these initiatives conducting interactive sessions for their better implementation. Experiential Learning Approach in Education provides children opportunities to learn getting experience in planting trees, maintaining kitchen garden, reading story books, sports and games, having peer and group discussions on environmental protection, drug abuse, etc. This helps children to learn on their own in joyful manner moving away from rote methods.

The module detailed out the following—
- Initiatives and provisions, such as Rangotsav, Library, Sports, Self-Defense, School Safety, Pre-school, Children with Special Needs, etc., made under this for improving quality of school education.
- UDISE+, PGI, Shagun Repository
- Best Practices in the States/UTs

M–8: Pedagogy of Environmental Studies
This module will include discussions, experiments, explorations, surveys, interviews, sharing of experiences, role plays and field visits. The need of conversation of natural resources is explained using the theme of ‘water’. It involves availability, access and distribution; scientific principles and processes; cultural aspect; water conversation. All these aspects are explained using various activities.
M-9: Pedagogy of Languages
The module on Pedagogy of Languages attempts to familiarise the state resource groups and key resource persons on language learning in varied Indian contexts, language-in-education situation, ways and means of teaching languages and language assessment. It involves language learning, language learning-teaching situations in India, language in education policy, three language formula— multilingualism, objectives of language teaching, language skills and language assessment. It also addresses national and educational concerns viz. gender, special needs, diversity, multilingualism and inclusion in teaching-learning contexts.

M-10: Pedagogy of Mathematics
The module makes an attempt to teach and learn mathematics through experiences (using concrete objects and manipulative like toys, learning aids, etc.), language and pictorial presentation.

When teaching-learning of early mathematics is taking place the teachers should focus on all round development of the child along with outcomes related to mathematics, languages and EVS which are developed in an integrated manner through examples from child’s context and surroundings.

Following are some key actions required for making mathematics joyful
• Participation
• Engagement
• Observations
• Making hypothesis and verifying them
• Problem posing
• Problem solving
• Visualisation and representation
• Making connections
• Systematic reasoning
• Mathematical communication
Group Activity

Learning Outcomes
Find surface area and volume of cubical objects

Procedure
• Students may be divided into groups of four in each group.
• Students should be given cardboard, ruler, cutter, cello tape, sketch pen/pencil, white paper, chart paper, etc.
• Students should be encouraged to make a shape involving six identical squares each of side a unit.
• Fold the squares along the lines markings to form a solid.

Discussion/Demonstration
It may be discussed what kind of solid has been obtained. It is a cube. The students may tell why it is a cube. This will give an opportunity to the teacher to see whether students know about the attributes of a cube. Each face of the cube is a square of side ‘a’. Therefore, the area of one face of the cube is $a^2$. Total number of surface in a cube is 6. Therefore, surface area of a cube is $6a^2$.

M–11: Pedagogy of Sciences (Upper Primary Stage)
The module on Pedagogy of Science is developed for Science teachers is dynamic, expanding body of knowledge covering new domains of experiences. At upper primary stage students get their first exposure to ‘Science’ as a discipline. The child should be engaged in learning science through familiar experiences and working with hands-on activities. Apart from simple experiments and hands-on experiences, an important pedagogic practice suggested at this stage is to engage the students (in groups) in meaningful investigations; particularly of the problems they perceive to be important and significant.

Exemplar Activity
The teacher asks one of the students to get a metal plate in the class and hit it with a wooden stick first and then with a metal spoon and motivates students to listen to the sound carefully.

Student 1 (visually impaired): When you hit the plate with a spoon, it produces a loud ringing sound but the sound is dull when hit with a wooden stick.

Teacher: Can any one of you tell about some property of metals from this?

Student 2: Yes, when two metals hit each other the sound is sharper. When one metal hits something else, it is less sharp and when there is no metal the sound is not sharp at all.
Teacher: Very good. We call this sharp ringing sound as sonorous. Metals are generally sonorous materials. Can you think of some use of this property of metals?  
Student 3: May say, all bells are made from metals, for example, school bell, payal, ghungroo are also made up of metals (See figure).

Learning Outcomes
• Conducts simple investigations to seek answers to queries that metals are usually sonorous.
• Applies learning of scientific concepts in day-to-day life.

M–12: Pedagogy of Social Science
The module focusses on curricular expectations, expected learning outcomes, pedagogical processes for achieving learning outcomes, suggested activities for teachers and assessment guidelines.

It helps in understanding the relevance of social sciences in order to appreciate the phenomena of continuity and change, in establishing interlinkages with natural and social environment; and to appreciate the values enshrined in the Constitution of India, such as justice, liberty, equality, etc. Exemplars for transaction in social sciences are provided, which illustrates theme, content outline, learning objectives and suggested pedagogical processes.

Exemplar Activity
Quiz: A set of cards may be developed by teachers. Write name of any place located in India/world on each card. Each student will collect one card through lucky draw and locate the place on the globe/world map.

Note down their observations on paper. assess students on
• efforts put in by students in identifying important features shown on the Globe.
• cooperation, empathy and sharing of information among students.

In an inclusive classroom for Children with Special Needs, Tactile Globe and other related objects may be provided with to understand the shape of the earth and latitude and longitude.
**Strengthening Leadership Qualities of School Heads**

Modules on leadership aims to strengthen leadership qualities of school heads, and will cover themes such as Implementation of Pre-school education, Pre-vocational education, Gender issues and Initiatives in school education. This package has specifically designed sessions (two days) for teachers, head teachers and system level functionaries, with prime focus on head teachers as the driver of change.

A brief of content and pedagogy included in the Leadership Modules (LM) is given below—

**LM–1: School Leadership: Concepts and Applications**

This module is essentially for elementary head teachers/school heads beginning with the prime objective of developing them as school leaders and effective practitioners who are capable of leading their school towards change and transformation, with the core mandate of improving student learning.

The session will focus on the ICT initiatives in school education and how the leaders can utilise them for creating a better learning environment. The module concludes by listing down the different components of Samagra Shiksha like Rangotsav, Kala Utsav, Sports and Eco clubs, etc.

It encourages developing the school heads to move from being administrators to leaders. The session will discuss that school leadership in action is an act of—

- Building Shared Vision
- Developing Self and Others
- Academic Knowledge and Supervision
- Leading School Team for Improving Student Learning and Learning Outcomes

**LM–2: Pre-school education**

The session based on the module pre-school education emphasises on the need for all head teachers and system level functionaries to know the basic essentials of pre-school education and pre-schooling processes to ensure that all students continue schooling and learn even after they transit to primary school. This module focusses on pre-primary classes...
by way of supporting teachers for enhancing numeracy and literacy among children of such a tender age.

Early Learning Outcomes

- Learning how a book works and that reading is fun
- Sharing and reading aloud story is the beginning reading
- Enhances listening and speaking skills
- Stimulates imagination and thinking
- Increases attention span and listens attentively to others
- Learns to follow instructions

**LM–3: Pre-Vocational and Vocational Education**

This module prepares the head teachers to face the challenge of building a skilled workforce required for the twenty first century. Though, vocational education and skill development are basically oriented towards employment opportunities, at elementary level, the focus is on pre-vocational education that is directed towards inculcating the value of work and instilling confidence among the children. This is possible only if teachers, head teachers and system level functionaries are oriented towards the significance of pre-vocational education.

The module aims that the participants should be able to

- comprehend historical perspectives on work-based education in India.
- describe the key features of skill development in India
- describe the purpose of work experience and pre-vocational education program.
- describe the vocationalisation of school education under *Samagra Shiksha*.

**LM–4: Gender Dimensions in Teaching and Learning Process**

The module will provide opportunities to reflect at the crucial aspect of gender sensitisation in school processes and becoming aware of gender dimensions in classroom and teaching practices. Head teachers and system level functionaries need to think and reflect on how important it is to create a school climate which primarily focusses on democratising education and on transforming attitudes, beliefs and behavioural patterns of self teachers and staff on the lines of gender equality.

The module will help to

- identify existing gender biased attitudes and behavior among teachers and students.
- develop gender sensitive pedagogical processes in transaction of various disciplines.
• use and adopt learning activities that foster gender sensitive classroom environment.

The module explains different dimensions using activities, stories and real life examples. One such example is mentioned below.

*Tribal women of the Sundargarh district of Odisha have chosen to produce safe and nutritious food, achieving food security and a better livelihood through organic farming. Thousands of hectares of farmland in the district have never consumed any fertiliser that is either synthetic or inorganic in nature. “All we use is organic. Even the seeds are of indigenous varieties produced in our own farms,” says Nirmala Barla, a passionate farmer from Brahmanmara village. They use organic pesticides using the leaves of neem, molasses of rich mahua, garlic, cow dung and cow urine in different compositions. (Note: Activities given in all the modules will be suggestive, KRPs and teachers may conduct many more activities as per their context).*

**LMS Web Portal for Continuous Follow-up and Support**

This mega capacity building programme has been integrated with technology to ensure smooth facilitation, availability of digital content and technology enabled teaching methods to support the teachers. A Mobile App and Learning Management System (LMS) Portal based on MOODLE (Modular Object-Oriented Dynamic Learning Environment) has been developed by NCERT (https://itpd.ncert.gov.in/). LMS will be used for registration of Resource Persons and Teachers, dissemination of resources, training gap analysis, monitoring, mentoring and measuring the progress online. This portal would facilitate training programme through its Data Management System to track registration, training schedules and serve as a platform for delivering course material, for interaction between the mentor and learner and to manage learning in terms of assessing entry and exit behaviour, tracking progress of learning, clarifying queries, etc., to showcase the follow up activities-actual classroom intervention, sharing of experiences, testimonials, etc.

**Guidelines**

Detailed guidelines explaining modalities of conducting training programme at the state and block levels with different target groups, i.e., SCERT, DIETs, IASEs, BRCs, CRCs, School...
Heads and teachers have been developed and will be shared with the states/UTs. This guidelines also indicate number of Key Resource Persons and teachers to be trained in every state/UT under this programme. The guidelines provide calendar of training and also sample timetable of the programme.

**Expected Outcomes**

This integrated teacher training will be helpful in inspiring and motivating the entire school education system towards making classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social–personal qualities, such as cooperation, team work, etc.

Since training is a continuous process, next year it may move from face to face mode to blended mode using MOOCs on SWAYAM platform, Swayam Prabha channels, etc. At the end of this training, D/o School Education and Literacy envisage to achieve both tangible and intangible benefits in terms of 100% coverage of elementary stage teachers, Head Masters/Head Teachers, Principals faculty of SCERTs, DIETs, BRC Coordinators and CRC Coordinators, who are trained through an integrated teacher training package developed by NCERT.

**Road Map for Future**

This integrated training programme will create a mechanism in the states/UTs for conducting training with in-built follow-up and support programme, henceforth marinating the continuity. This will curb the tendency of the system to conduct frequent training programmes every year with the same participants in face-to-face mode with the same content.

The Key Resource Persons, Teachers and School Heads at the elementary stage who will receive training under this programme will be given opportunities to go to next level of training which will be specialised in nature, i.e., a shorts-term course on subject-specific pedagogy, inclusive education, preschool education, school leadership, etc.

For the secondary and senior secondary stage, the similar kind of integrated training mechanism will be set up in the future.