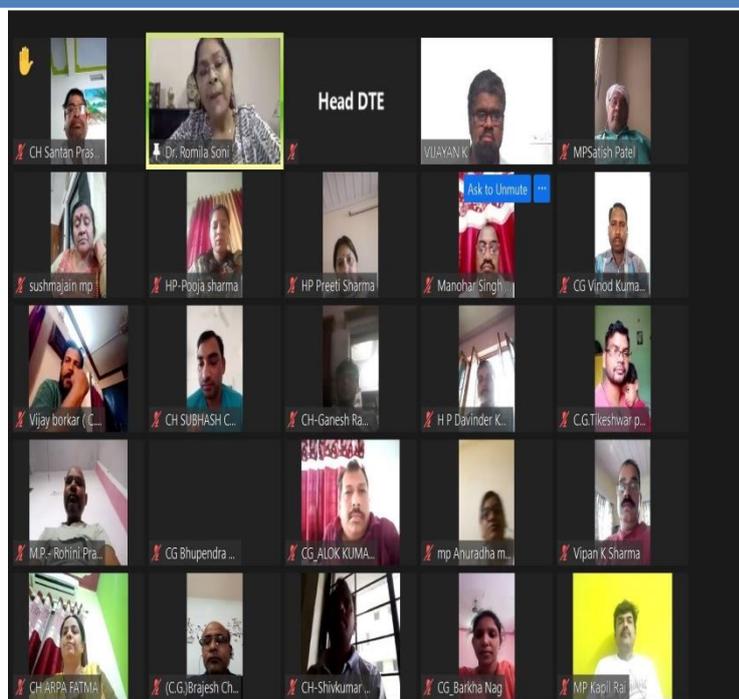


# National Council of Educational Research and Training & National Education Society for Tribal Students

## NISHTHA Programme for Elementary Teachers and School Heads of EMRS- Phase 1

10<sup>th</sup> May to 23<sup>rd</sup> June

### Report



Department of Teacher  
Education  
NCERT, New Delhi

# **NISHTHA Integrated Teacher Training Programme for Elementary Teachers and School Heads of EMRS- Phase 1**

## **Introduction**

The NCERT has been conducting capacity building programmes covering large clientele including KRP, Master trainers, teacher educators/teachers in all states and UTs since its inception with the assumption that the competencies developed in these programmes would reach to the school teachers at the grass root level in the areas like Learning Outcomes, National Achievement Surveys, Pre-School Education, Continuous and Comprehensive Evaluation, Science and Mathematics kits, Curriculum Development, Inclusive Education, Gender Sensitisation, Pedagogical practices across different curricular areas etc. using resource materials, guidelines of training, training packages and other support materials developed by it. States/UTs also organised similar programmes for their teachers. However the experience shows that even after such a long history of organisation of capacity building programmes, its impact is not visible in the system, which is reflected in different achievement survey results and other studies. Research Studies in this area reveal several reasons including short duration of programmes for small and sporadic groups of KRPs/teachers, pilferage of training impact, lack of monitoring and feedback system, duplication in programmes by various constituents, non-organisation of further training by key resource persons in the States and soon.

Keeping in view the above factors, NCERT had proposed an integrated teacher training programme for the training of 42, 00,000 teachers in the entire country reducing cascading effect to MHRD in the last PAB (2019-20). This design was based on NCERT's own pilot which it had conducted for the state of Tripura, wherein the Council built the capacity of 284 Key Resource Persons who had in turn trained 31000 elementary stage teachers within 3 months in Tripura.

After the approval of MHRD, the integrated teacher training programme was entitled as National Initiative of School Heads and Teachers Holistic Advancement (NISHTHA) and under this, NCERT had to train around 33000 Key Resource Persons to further train 42,00,000 teachers.

NCERT had developed two comprehensive packages for the training of teachers and school heads at the elementary stage. The NISHTHA was earlier designed for face-to-face mode and using this modality, 23000 KRPs and 17,50,000 teachers and school heads were trained by March, 2020. Then follow-up was also done with the teacher training in more than 50 blocks across the regions. However, due to COVID-19 pandemic, modules developed for face-to-face NISHTHA were converted into online modules adding two more modules one is on POCSO and the other is on COVID-19. Pilot was done with KRPs of Andhra Pradesh with 250 KRPs through online mode with interactive sessions on SWAYAM PRABHA. Then online NISHTHA was launched in the month of October, 2020. Till now, 23 lakh teachers and school heads belonging to states/UTs and autonomous organisations such as KVS, NVS and CBSE have completed their 18 online NISHTHA modules.

It is in this context that NCERT in collaboration with NESTS (National Education Society for Tribal Students), Ministry of Tribal Affairs, Government of India) has decided to initiate NISHTHA integrated teacher training to the teachers from Eklavya Model Residential Schools (EMRS), from different states through online mode with the following objectives.

**Objectives:**

- to create a resource pool of Key Resource Persons (KRPs) for EMRS towards building capacity of Elementary teachers on emerging and contextual issues concerning quality education,
- to equip all Elementary teachers and School Heads from EMRS with skills to transact their subject areas in a conducive and activity based environment in which children learn doing experiments, discussion, analysis, etc. rather than through rote memorization.
- to orient teachers and head of the institutions with pedagogical practices used in elementary classrooms prescribed by the NEP 2020.

**Participants**

125 teachers and school heads from 26 EMRS schools of states Chhattisgarh, Himachal Pradesh and Madhya Pradesh were registered for the programme initially and out of this 120 were participated in the various activities of the programme.

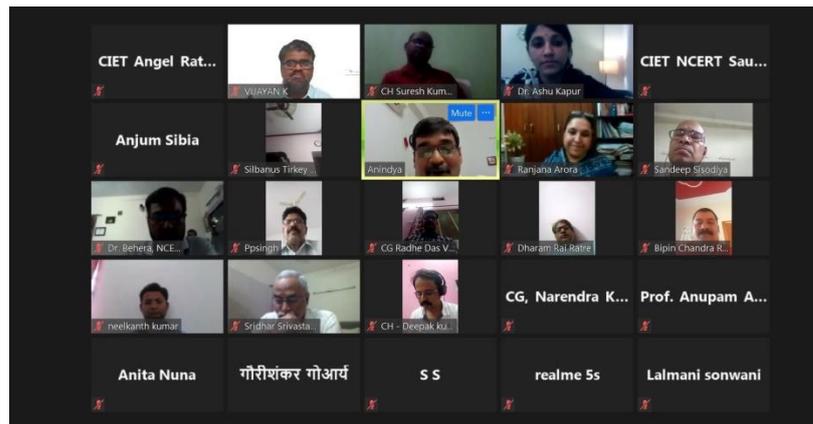
### **Duration**

The online programme initiated with log in to the NISHTHA portal on 10<sup>th</sup> May 2021 and went up to 23<sup>rd</sup> June 2021 for the submission of portfolio activities done by the participants on the portal.

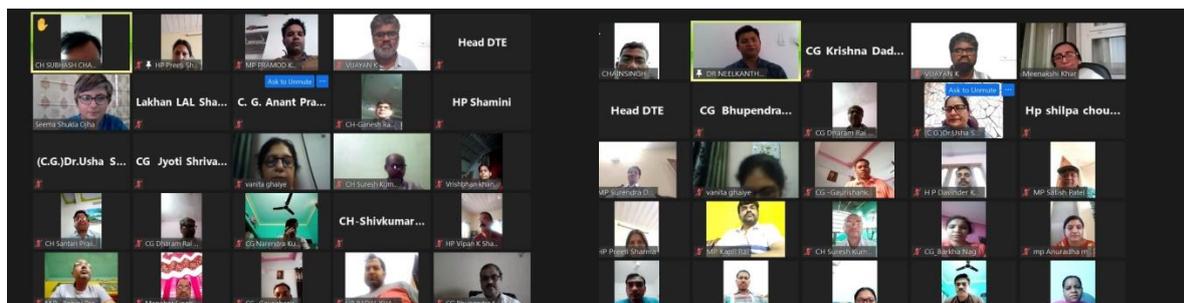
### **Activities**

The programme have been used a mix of self- study, live interaction with the resource persons from the National Resource Group (NRG) and discussion through online forum. The details of the programme are

- The programme was conducted through online mode through NISHTHA portal
- Each participant was registered in the NISHTHA portal with the support of technical team from CIET
- After registration, each teacher was undertaken a pre- training survey. CIET technical team has provided an orientation to the teachers in this regard.
  
- The official Inaugural session of the first phase of NISHTHA- EMRS was organised on 16<sup>th</sup> May 2021 in the presence of Prof Sridhar Srivastava, Director, NCERT, Sh Asit Gopal, Commissioner, NESTS, Mo TA, Gol, Prof. A P Behera, Joint Director, CIET, Sh. Bipin Chandra Raturi, Joint Commissioner, NESTS, MoTA, Smt. Indira Mudgal, Deputy Commissioner, NESTS, MoTA and Prof. Anupam Ahuja, the vice chairperson, NRG. Prof Ranjana Arora, Head, Department of Teacher Education, NCERT and the National Coordinator, NISHTHA made a presentation on NISHTHA, its objectives, content and activities. Prof Anjum Sibia, Dean Academic, NCERT and Chairperson, NRG presided over the function. Dr, Vijayan K, coordinator of the programme made the welcome speech and Dr Ashu Kapur from NESTS, MoTA and Dr Angel Ratnabai, the technical coordinator proposed the vote of thanks.



- Every week, 5 training module for that week were shared to the participants through NISHTHA platform by 5am of Monday so that participants can go through the module well in advance. The first set of the modules were presented on 18<sup>th</sup> May, 2021. It was followed by online interaction with participants by National Resource Group Members (NRG) every week day 3.30.to 5.30 pm through ZOOM meeting.
- During the online interaction NRG members were made a presentation about the module, its objectives, content and activities, which was followed by question answer session. Initially this session was planned for 1 hour but due to the active participation of the teachers, most of the sessions went up to 2 hours.



**Role of School & Teachers in Prevention & Response**

**CHILD HELPLINE 1098**

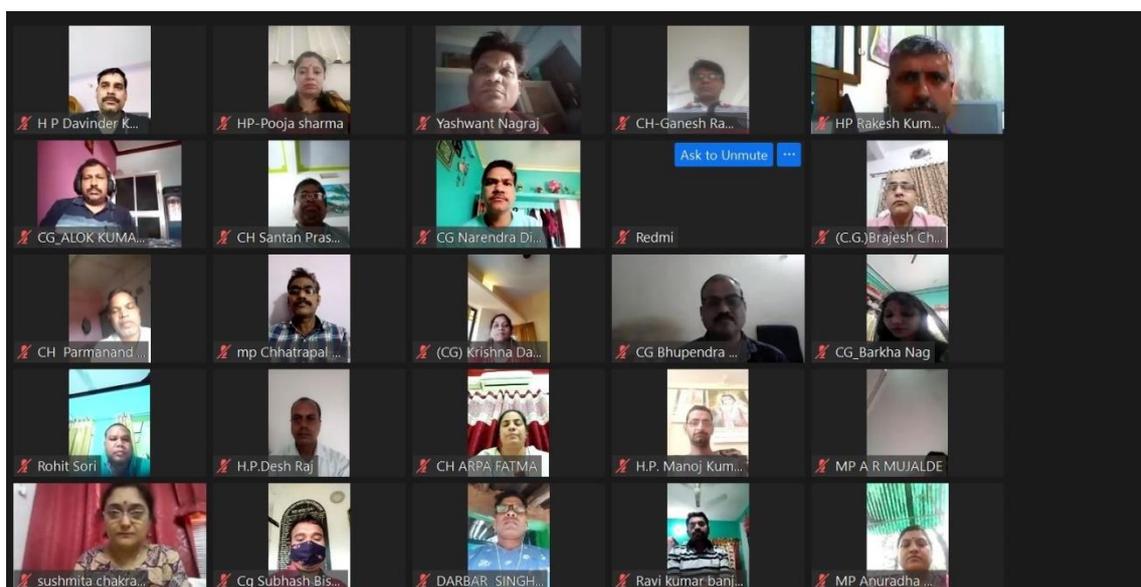
The best way to respond to the child who has been abused:

- Tell the child you believe her / him
- Praise the child's courage Acknowledge the child's feelings
- Tell the child it was not her/ his fault
- Tell the child that you would like to take the help of other adults with the child's permission
- Do not make false promises
- Do not question or blame the child
- Do not ask the child to "forgive" "forget" or "adjust"

 An illustration of a green silhouette of a woman holding the hand of a smaller green silhouette of a child, walking together. A red checkmark is drawn over the child's figure.

- After completion of this interaction, each participant were attempted an on line quiz based on that module, which was available for 24 hours.
- Simultaneously the participants were asked to complete the self -check activities and portfolio activities available with each module
- In the similar way all the 18 modules were presented to the participants and followed by live interaction and activity completion. The last online live interaction was conducted on 9<sup>th</sup> June 2021.
- After completion of all the modules on 9<sup>th</sup> June 2021, the participants were given another opportunity to complete the missed quizzes during 11-13, June 2021.
- The queries and questions posted on the discussion forums were replied by the NRG members
- A post training survey and feedback survey were done during June 15- 17 and extended upto 23<sup>rd</sup> June.
- It is mandatory that all the participants needs to get at least 7 out of 10 in all the quizzes for certification. Out of the 120 participants attended the programme, 106 participants were successfully completed the programme by attending the live interactions, doing the different activities through online and securing minimum 7 out of 10 in quizzes related with all the 18 modules. The details of the participants performance in quiz is given in table 1 below.
- All the participants were asked to submit 2 out of 5 portfolios under pedagogic modules and 10 out of 13 portfolios under generic modules. Details of the portfolio submission are given in table 1 below.
- The official valedictory session of the first phase of NISHTHA- EMRS was organised on 18<sup>th</sup> June 2021 in the presence of Prof Sridhar Srivastava, Director, NCERT, Sh Asit Gopal, Commissioner, NESTS, Mo TA, Gol, Prof. A P Behera, Joint Director, CIET, Sh. Bipin Chandra Raturi, Joint Commissioner, NESTS, MoTA, and Smt. Indira Mudgal, Deputy Commissioner, NESTS, MoTA. Dr Vijayan K, coordinator of the programme has presented a brief report 2 participants each from three states were provided their feedback about the programme. Prof Ranjana Arora, Head, Department of Teacher Education, NCERT and the National Coordinator, NISHTHA made the

welcome speech and Dr Ashu Kapur from NESTS, MoTA proposed the vote of thanks.



### Contents of NISHTHA Package

The following are the 18 modules in NISHTHA Integrated Teacher Training Programmes.

- ✓ Curriculum and Inclusive Education
- ✓ Developing Personal Social Qualities for Creating a Safe and Healthy School Environment
- ✓ Health and Well-being in Schools
- ✓ Integrating Gender in Teaching Learning Process
- ✓ Integration of ICT in Teaching-Learning and Assessment
- ✓ Art Integrated Learning
- ✓ School Based Assessment
- ✓ Pedagogy of Environmental Studies
- ✓ Pedagogy of Mathematics
- ✓ Pedagogy of Social Sciences
- ✓ Pedagogy of Languages
- ✓ Pedagogy of Science
- ✓ School Leadership: Concepts and Application
- ✓ Initiatives in School Education
- ✓ Pre-school Education

- ✓ Pre-Vocational Education
- ✓ Covid-19 Scenario: Addressing Challenges in School Education
- ✓ POCSO

### Details of Completion of Quiz and Portfolio submission

Each participant was expected to attempt the online quiz related with all the modules after the completion of the live interaction with the NRG members. The maximum score for the quiz is 10 and for a pass the participant needs to get at least 7. 5 attempts were given to the participants for completion of each quiz.

Portfolio activity is another assignment given to the participants. It is available with each module. The participants were given a choice to submit minimum 2 portfolio activity out of 5 under Pedagogy related modules and 10 out of 13 under generic module. The details of the performance of participants in quiz and portfolio submission is given in the table 1

**Table 1: Status of Quiz participation and Portfolio submission**

Module No	Modules Titles	No of Participants attended Quiz	No of Participants completed Quiz	No of Participants submitted portfolio
1	Curriculum and Inclusive Classrooms	119	115	96
2	Developing Personal Social Qualities for Creating a Safe and Healthy School Environment	120	111	98
3	Health and Well-being in Schools	120	116	104
4	Integrating Gender In Teaching Learning Process	120	116	98
5	Integration of ICT in Teaching-Learning and Assessment	120	115	99
6	Art Integrated Learning	118	118	90
7	School Based Assessment	118	117	73
8	Pedagogy of Environmental Studies	119	117	59
9	Pedagogy of Mathematics	119	117	53
10	Pedagogy of Social	117	116	49

	Sciences (Upper Primary Stage)			
11	Pedagogy of Languages	119	118	55
12	Pedagogy of Science	119	116	56
13	School Leadership : Concepts and Application	119	116	61
14	Initiatives in School Education	119	117	77
15	Preschool Education	118	114	55
16	Pre-Vocational Education	119	116	43
17	Covid-19 Scenario : Addressing Challenges in School Education	119	119	87
18	Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012	118	118	84

From the table 1 it can be seen that the number of participation in quiz ranges from 117 to 120 whereas the number of successful completion of quiz ranges from 111 to 119. The number of participants who successfully completed all the quiz is 106 (88.3%). In the case of Portfolio submission the number ranges from 43 to 104 with maximum participants has submitted portfolio activity related with the module Health and Well- being in School and minimum in the portfolio activity related with pre-vocational Education.

### **Pre and Post Training Survey Analysis**

The NISHTHA EMRS programme initiated with a pre training survey, which contains pedagogic as well as thematic questions related with different modules included in the programme. After the completion of all the modules a similar post training survey also has been done. The participants were provided enough time to attempt both the surveys.

119 participants were completed the pre-survey whereas the number of participants who completed the post survey is only 108. Hence for the analysis purpose the data of these 108 participants were considered.

The mean, standard deviation, the mean of the difference between the post-survey and pre-survey scores, standard deviation of the difference and t- value are given in the table 2

**Table 2: The Mean, SD and t- value of the difference between the mean between Pre-Survey and Post-Survey Scores**

Sl No	Mean Score (Max:40)	Standard Deviation (SD)	Mean Difference (Post-Pre)	SD of difference	Number of Participants	t-value
Pre-Survey	24.8	7.3	3.6	11	108	3.49*
Post Survey	28.4	10.5				

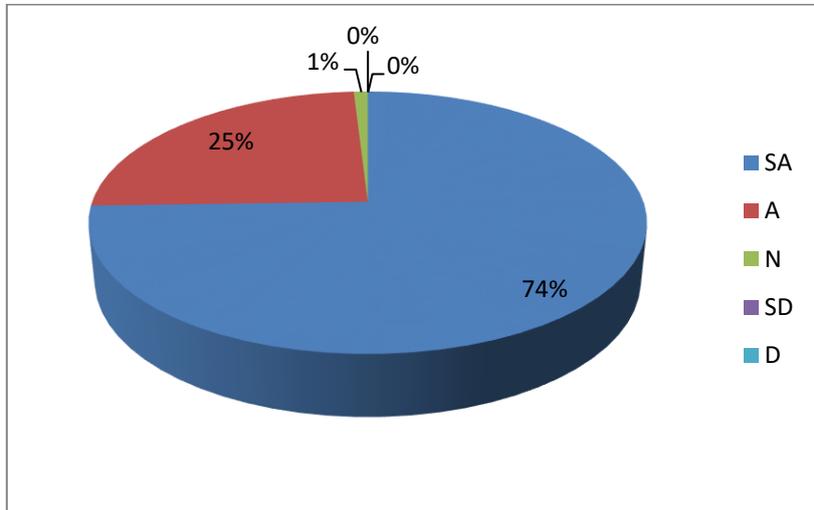
\*Significant at 0.01 level

The mean score in the pre survey is 24.8 and that of post survey is 28. 4. Which shows a difference of 3.6 units in favour of post survey performance. The calculated t value of the difference between mean is found to be 3.49, which is more than the corresponding table value 2.66 at 0.01 levels of significance. Hence it can be concluded that the difference in the mean value between pre-survey and post survey score is statistically significant. This indicates that the performance of the participants in the post survey is better than that in the pre- survey or in other words, the NISHTHA training programme has an immediate effect on the performance of the participants.

### **Feedback about the Programme**

In order to understand the first hand information about the different aspects of the NISHTHA online programme such as it's objective, material, procedure, RPs, activities, etc, the participants were asked to fill an online feedback form which consists of 10 rating type questions and 4 open ended questions. The data obtained were analysed using graphs and qualitative method. The details of the analysis are given below question wise.

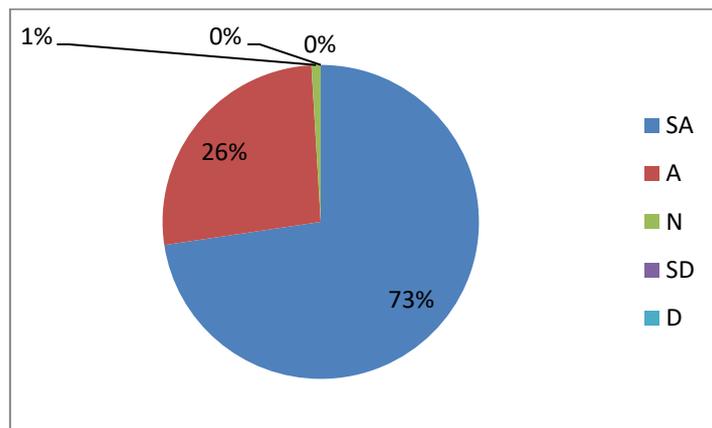
**Q1: The objectives of the NISHTHA programme were clearly defined**



**Graph1: Pie diagram showing the percentage of response in different category to Q1**

To the question related with objectives of the NISHTHA programme, all most all except 1% of participants agreed that it was clearly defined

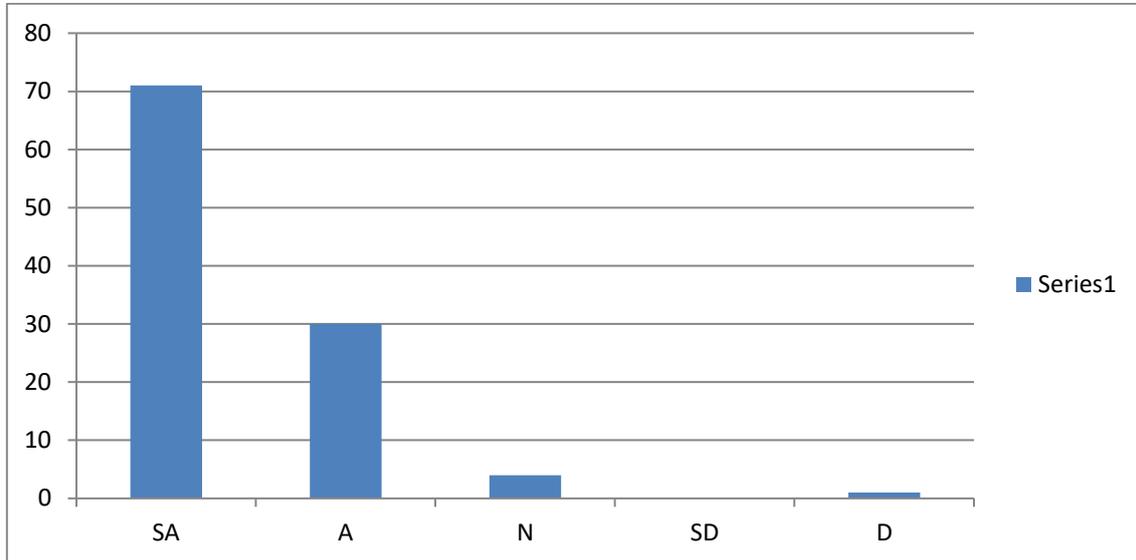
**Q2: Participation and interaction were encouraged in different sessions.**



**Graph2: Pie diagram showing the percentage of response in different category to Q2**

All most all participant agreed or strongly agreed that the participation and interaction were encouraged by the RPs in all the sessions

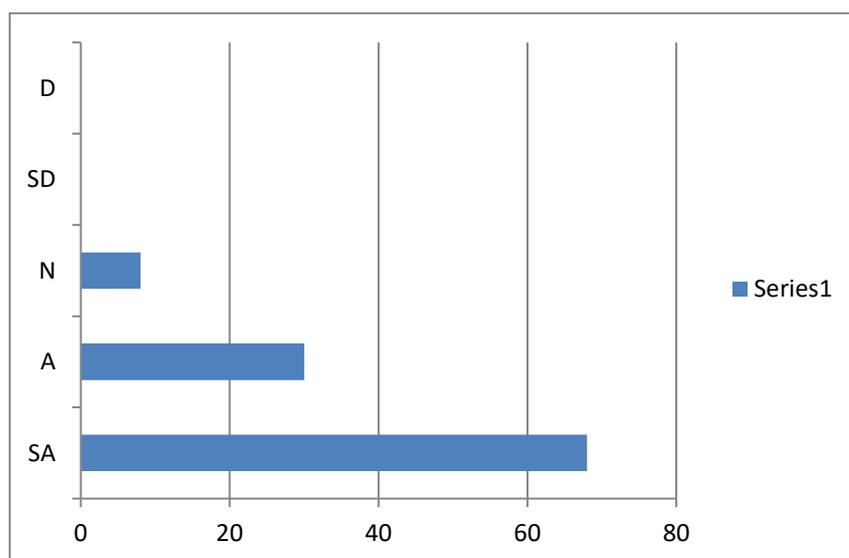
**Q3: The modules/topics covered were relevant to me.**



**Graph 3: Bar diagram showing the percentage of response in different category to Q3**

To the statement modules/topics covered were relevant to me, 70 participants were strongly agreed and 30 were agreed. But 4 participants were Neutral to this statement and 1 participant disagreed with this

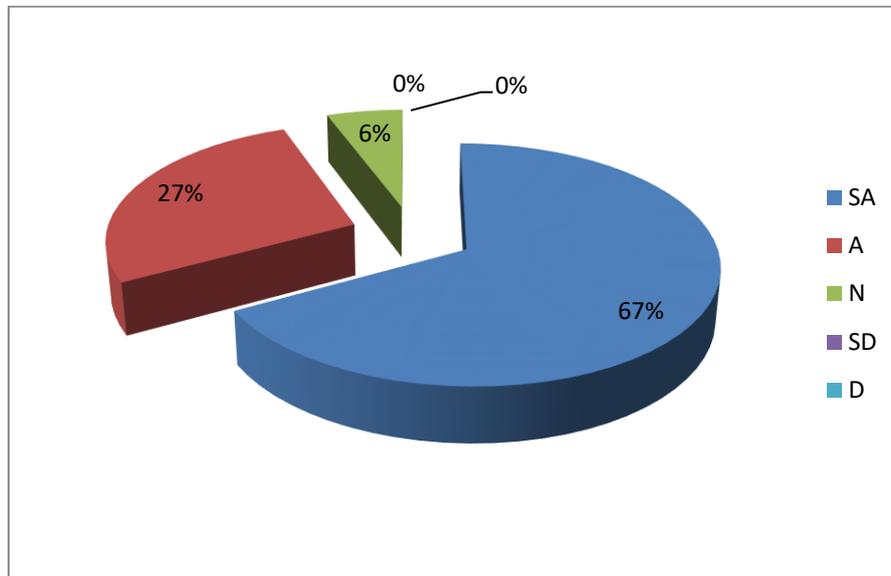
**Q4: The online materials are organised and presented in easy to follow way**



**Graph 4: Bar diagram showing the percentage of response in different category to Q4**

When asked about the organization and presentation of online materials, 68 participants were strongly agreed that they were presented in an easy to follow way. and 30 were agreed with the statement and 8 participants were Neutral to this statement.

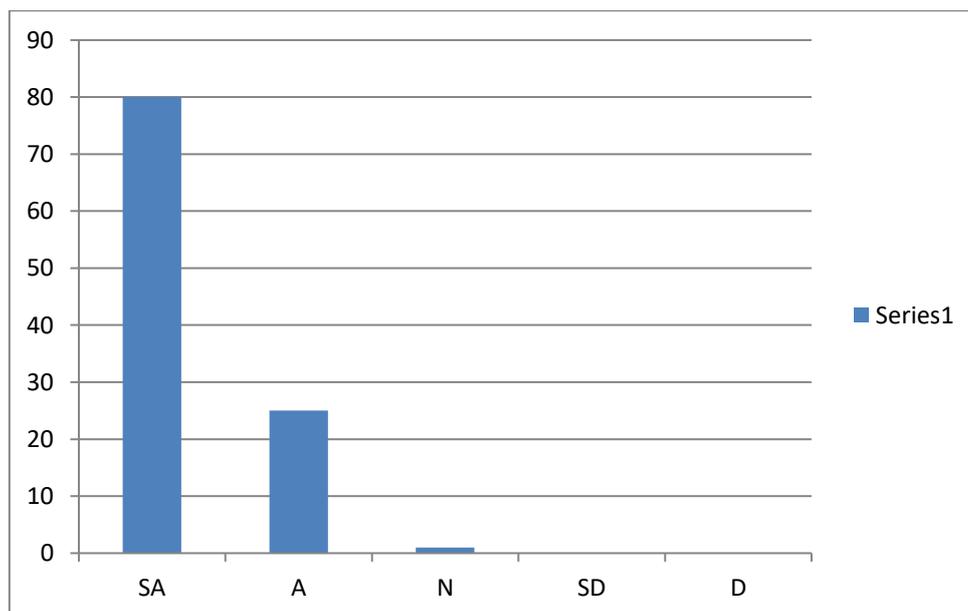
**Q5: The content of the video materials were of good quality and easily understandable**



**Graph 5: Pie diagram showing the percentage of response in different category to Q5**

When asked about the quality of the video content and its comprehensibility, around 67% participants were strongly agreed that they quality of the video contents are good and 27% were agreed with the statement and 6% participants were Neutral to this statement.

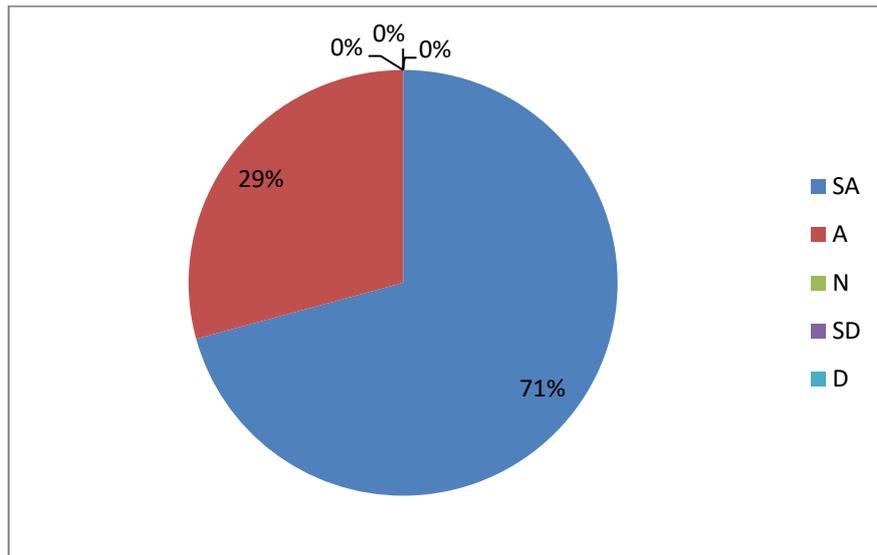
**Q6: TheResource Persons were knowledgeable about the topics**



**Graph 6: Bar diagram showing the percentage of response in different category to Q6**

About the ability of the RPs, all most all except 1 participant strongly agreed or agreed with the statement. 1 participant has opted neutral response towards this statement.

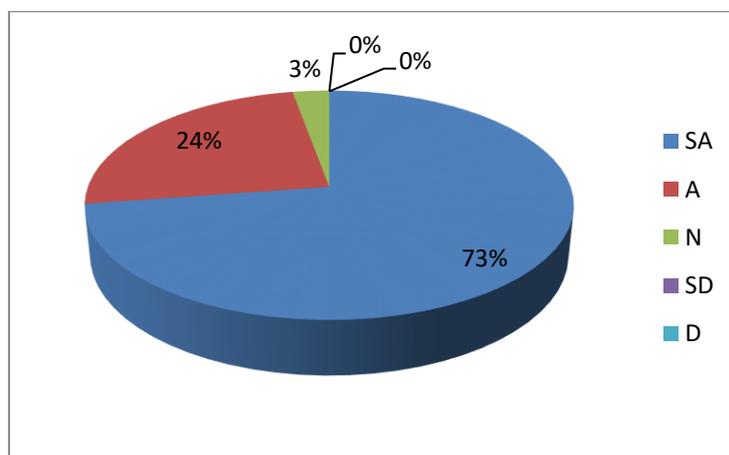
**Q7: The RPs were well prepared**



**Graph 7: Pie diagram showing the percentage of response in different category to Q7**

When asked about the preparation of the RPs during the live interaction, 71 % of the participants strongly agreed that they were all well prepared whereas the remaining 29 % agreed with the statement.

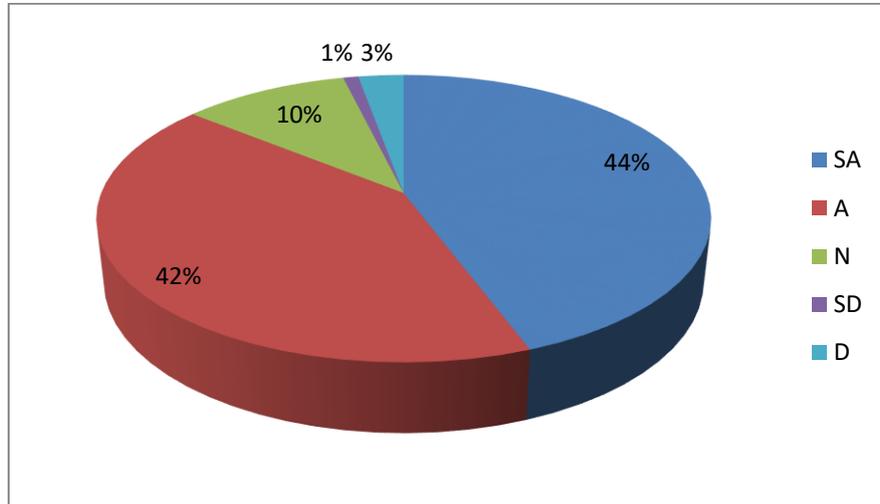
**Q8: The training objectives were met**



**Graph8: Pie diagram showing the percentage of response in different category to Q8**

When they were asked about the immediate effect of training in terms of the realisation of training objectives, 73 % of the participants strongly agreed and 24 % agreed with the statement. 3% of the participants have shown a neutral response to this statement

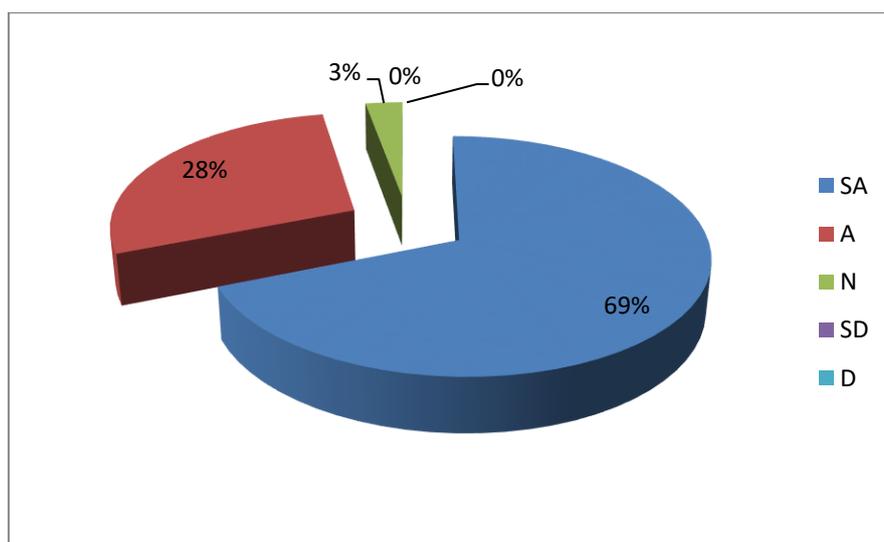
**Q9: The time allotted for the programme was sufficient**



**Graph 9: Pie diagram showing the percentage of response in different category to Q9**

To the question related with the sufficiency of time provided to the participants, 44% of the participants strongly agreed and 42 % agreed that the time allotted was sufficient. 10 % of the participants have shown a neutral response to this statement where as 3% disagrees and 1 % strongly disagrees with the statement.

**Q10: The programme was coordinated effectively**



**Graph 10: Pie diagram showing the percentage of response in different category to Q 10**

Related to the coordination of the entire programme, 69% strongly agreed that it coordinated effectively where as 28% were agreed to the statement. 3% of the participants have shown neutral to this statement.

Apart from 10 rating type questions, the participants were asked to provide open response to four questions. The response provided by the participants were categorized and those responses repeated maximum times were presented below

**Q11. What did you like most about this programme?**

- The interaction/ discussion with the resource person and their presentation of the content
- Over all modules and different audio- video aids, reading materials used in it
- The way in which the program was organised and conducted, networking, coordinating among the groups like taking up the queries related to assessment etc.

**Q12. What aspects of the programme need to be improved?**

- More time should be given to each module
- Training needs to be conducted in face-to-face mode and in native language.
- Quiz should be provided in both the languages- Hindi and English

**Q13. How do you hope to change your teaching-learning practices as a result of this programme?**

- Will use ICT and other technological aids in teaching learning process.
- Will incorporate innovative and child centric methods in teaching.
- Teaching for developing skills of the learners.

**Q14. What additional themes or areas would you like to get support in the future?**

- Use of ICT, IT and online teaching.
- Pedagogy of languages
- School management and leadership.