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अधिकार

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स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAWAN
NEW DELHI-110 115

D.O. No. 16-4/2019-IS-15(Pt.)

2nd August, 2019

Respected Ma'am/Sir,

As you are aware, the Department of School Education and Literacy is launching a massive Integrated Teacher Training Programme which is being called **NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement**. This initiative is a first of its kind face to face training covering around 42 lakh in-service teachers, Principals and Heads of Schools, faculty members of SCERTs, DIETs as well as officials from Block Resource Centres (BRCs), Cluster Resource Centres (CRCs), District Education Offices (DEOs) and Block Education Offices (BEOs), to be conducted in collaboration with the States and UTs. This training programme has been included as one of the two transformative ideas from this Department for the 100 days programme of the Government, which is being monitored by the PMO and Cabinet Secretary.

2. The prominent features of this training include modules on pedagogy, activity based and joyful learning sessions, educational games and quizzes, motivational interactions, team building, preparation for School Based Assessment including development of skills for making higher order thinking questions, in-built continuous feedback mechanism, on-line monitoring and support system, training need and impact analysis (Pre and Post training). This training will be conducted by the National Council of Educational Research and Training (NCERT) in collaboration with all the States and UTs involving National Resource Persons (NRPs) from National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Central Board of Secondary Education (CBSE) also. In this regard, comprehensive guidelines are being developed which delineate the various steps to be taken by States and UTs along with the tentative schedule of training for different target groups. A note giving the features of this initiative is enclosed at **Annexure-I**.

3. A nationwide launch of this mega capacity building programme is proposed to be held in the third week of August, 2019 which will be followed by commencement of training of



KRPs. Before the commencement of the training, it has been decided to organize four half day workshops on 8th and 9th August, 2019 to orient States and UTs with the training programme and LMS Portal. You are requested to nominate two State nodal officers i.e. State Project Director (SPD) of Samagra Shiksha and Director (SCERT) and one technical nodal officer for managing the web Portal, for attending the workshop. The venue and schedule of the workshops is enclosed at **Annexure II and Annexure III**. In case of any query or assistance, you may contact Ms. Rashmi Sharma, Director on 'rashi.edu@nic.in'.

5. I look forward to your concerted efforts and cooperation in making NISHTHA a huge success.

With Regards,

Yours sincerely,

Maneesh
(Maneesh Garg) 2/8

To:

Education Secretaries of All States and UTs

Copy to:

- (i) State Project Directors (Samagra Shiksha) of All States and UTs
- (ii) Prof. H.K. Senapaty, Director (NCERT).

**National Initiative for School Heads' and Teachers' Holistic Advancement
(NISHTHA): Entering in a New Era of Change in Education with an Integrated
Teacher Training Programme**

The Department of School Education and Literacy is launching a massive Integrated Teacher Training Programme, NISHTHA - *National Initiative for School Heads' and Teachers' Holistic Advancement*. In-service teachers' training has been an integral part of erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE). As per the framework of Samagra Shiksha, various kinds of trainings such as training for Principals/HMs (Refresher and Residential), Teachers (Refresher and Induction), Teacher Educators (Residential, Training of Master Trainers and Programme and Activities), Training of Educational Administrators (Residential) and Training for School Management and Development Committee (SMDC) Members are provided in different components. This kind of segmentation has not facilitated holistic training of in-service teachers. Thus, this initiative is a first of its kind under Samagra Shiksha when the Department, through its academic bodies such as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA), is taking a lead role in changing the landscape of in-service teacher training.

The justification and main features of this initiative are:

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 piecemeal 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 of around 42 lakh participants covering all teachers, Heads of Schools at the elementary level in 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.
2. In order to transform the Principal/Head 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 upto class VIII, will also be part of the integrated programme, as both trainees and trainers.
3. 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. Clever students have learnt to memorise the textbook knowing fully well that both the questions and the answers will come from this. Apart from creating generations of young people who have not been encouraged to think, this also leads to unfair situation where the same students have to sit for entrance tests to the IITs, Defence Services, Law Universities which are largely based on competencies and higher order thinking level questions. This anomaly has encouraged coaching institutes to flourish, filling the vacuum created by the rote learning system in schools.

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, whole child approach, 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 is 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 schools needs to be equipped with the skills to handle these situations. Activities such as, 'Safety Walk' of the entire school premises, in order to ensure compliance of standard 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 would appear 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 game period, (ii) medium of instruction is in the language spoken at home, (iii) children read material other than text books 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 focuses on experiential and joyful learning and is aimed to empower teachers to work with creativity.

7. This initiative is first of its kind wherein standardized 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 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 Organizations, such as Kaivalya Foundation, Tata Trust, Azim Premji Foundation and Aurobindo Society.
9. This is first time all agencies of the Department have worked together for such an initiative. The training programme will be conducted in 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).
10. 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 short 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 session. 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.
11. 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.
12. 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 the children at the Elementary level.

Modalities of Integrated Teacher Training Programme:

- i. It has been observed that even after providing teachers training for last so many years, the efficacy of the training and its impact have not reached the grass root level (i.e., to the teacher) due to the cascade mode of training. In order to ensure desired outcomes, face to face training of around 32000 Key Resource Persons (KRPs) across all the States and UTs will be done by the NCERT and NIEPA. These Key Resource Persons (KRPs) will form State Resource Groups (SRGs) that will train the teachers directly at block level.
- ii. 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 & exit behaviour, tracking progress of learning, clarifying queries etc., to showcase the follow up activities-actual classroom intervention, sharing of experiences, testimonials etc.
- iii. The main feature of this integrated training programme which differentiates it from any other training is embedded post training interventions including provision of mentoring. After the completion of KRP training, NRPs will regularly be in touch with KRPs through WhatsApp groups and random visits. 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 through WhatsApp and Facebook workspace so that a quality circle is made for continuous follow-ups post training. This will help in building pedagogical skills and connecting with peers, thereby creating a long term sustainable impact on classroom transactions.
- iv. States and UTs can contextualize the training modules and use their own material and resource persons also, but core aspects and outcomes of NISHTHA should not change as School Based Assessment will be conducted based on NISHTHA.

Given the entire scale, it is necessary to have a coordinated and integrated programme of this kind. In phase II, we will also reach out to the secondary and senior secondary teachers and teachers in Private Schools.

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

WORKSHOP ON INTEGRATED TEACHER TRAINING PROGRAMME		
Theme	Programme Guidelines, Learning Management System (LMS) Portal and Mobile App	
Venue	Conference Hall, CIET Building, NCERT	
Dates	8 th and 9 th August, 2019	
Grouping of States (Morning Session)		
8 th August	Andhra Pradesh, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Tamil Nadu and Telangana	
9 th August	A& N Island, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Haryana, Lakshadweep and Puducherry	
Program Schedule		
9.30 – 10.00 AM	Overview of Integrated Teacher Training Programme.	NCERT
10.00- 11.00 AM	Presentation on LMS Portal & Mobile App	NCERT
11.00 - 11.30 AM	Presentation on Programme Guidelines and Roles & Responsibilities of States and UTs	MHRD
11.30 – 12.00 PM	Question & Answer Session	MHRD/NCERT
12.00- 12.15 PM	Tea Break	
12.15 – 13.15 PM	Hands on training on LMS Portal & Mobile App	NCERT
13.15 – 14.00 PM	Lunch	

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WORKSHOP ON INTEGRATED TEACHER TRAINING PROGRAMME		
Theme	Programme Guidelines, Learning Management System (LMS) Portal and Mobile App	
Venue	Conference Hall, CIET Building, NCERT	
Dates	8 th and 9 th August, 2019	
Grouping of States (Afternoon Session)		
8 th August	Bihar, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Punjab, Rajasthan, Uttarakhand and Uttar Pradesh	
9 th August	Arunachal Pradesh, Assam, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim, Tripura, and West Bengal	
Program Schedule		
14.00 – 14.30PM	Overview of Integrated Teacher Training Programme.	NCERT
14.30 - 15.30 PM	Presentation on LMS Portal & Mobile App	NCERT
15.30 – 16.00 PM	Presentation on Programme Guidelines and Roles & Responsibilities of States and UTs	MHRD
16.00 – 16.30 PM	Question & Answer Session	MHRD/NCERT
16.30 – 17.30 PM	Hands on training on LMS Portal & Mobile App	NCERT
17.30 PM	High Tea	
