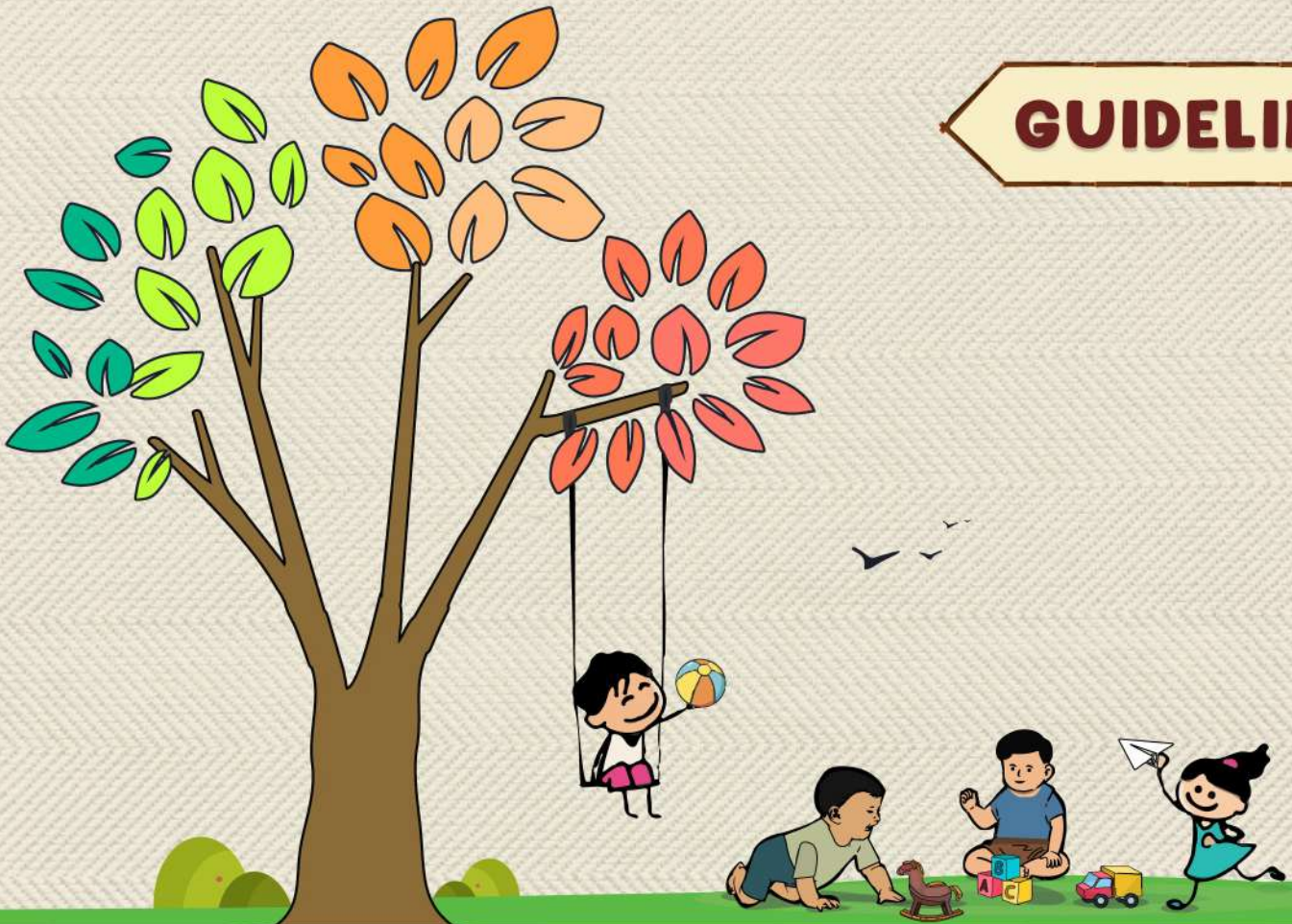


**NATIONAL INITIATIVE FOR SCHOOL HEADS' AND  
TEACHERS' HOLISTIC ADVANCEMENT (NISHTHA)**

**NISHTHA 4.0 (ECCE)  
(Early Childhood Care and  
Education)**

**An Integrated Training Programme for Teachers and  
School Heads at Pre-primary and Primary Stage of Education**

**GUIDELINE**





DD/MM/2022

**National Initiative for School Heads' and Teachers'  
Holistic Advancement  
NISHTHA 4.0 (ECCE)**

**An Integrated Programme for Teachers and School Heads at Pre-primary and Primary  
Stage of Education**

**Primer**



**National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi - 110016**

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## Introduction

Foundational learning is the basis of all future learning for a child. Quality Early Childhood Education programmes can make a significant contribution to the young children's physical, psychomotor, cognitive, social, and emotional development including the acquisition of languages and early literacy. The brain is most flexible and adaptable to learning during these early years. According to recent research in the field of neuroscience, 90 percent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced not only by the nutritional and health status of the child but also by the psycho-social experiences and environment the child is exposed to during these early years. Therefore, investing in early years in the form of anganwadi and preschool settings, appropriate provisions and quality programmes are extremely important. These years are also known as habit formation years, so we need to inculcate good habits and age appropriate values right from the beginning through value based stories, rhymes and bonding with parents, and families. NEP 2020 emphasizes that for universal access to ECCE, anganwadi centers/ preschools will be strengthened with well-trained anganwadi workers/teachers. The policy also talks about that prior to the age of 5 every child will move to a "preparatory class" or Balvatika that is before class 1, which has an ECCE qualified teacher.

NISHTHA ECCE is ready to fulfill this dream of NEP 2020 and designed six modules for master trainers who would train the preschool teachers and anganwadi workers, and make them ready make their ECCE settings a great, emotionally supportive ,stimulating and vibrant place where all our young children would play, learn, explore, enjoy and move to class-1 happily. NISHTHA ECCE comes with the idea to train the master trainers of preschool teachers , anganwadi workers and all those who are concerned and working with young children.

In view of this and also keeping in mind the pandemic situation, a capacity building programme for Pre School teachers and anganwadi workers at pre-primary stage of education is designed in online mode under NISHTHA 4.0 (ECCE).

## **NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement**

NISHTHA is a holistic programme under Samagra Shiksha - a flagship program of MoE, Govt of India. The modules developed under NISHTHA focus on the holistic development of children. All the courses are centered around learning outcomes and, learner-centered pedagogy, etc. NISHTHA integrated training covers all the recommended areas of NEP 2020 and aims at the holistic development of teachers and school heads.

The NISHTHA integrated courses are made interactive with reflective and engaging activities for teachers providing space to educational games, quizzes, etc. for ensuring joyful learning by the teachers and school heads, which in turn will motivate teachers to implement this in their respective classrooms for enhancing students' learning outcomes. NISHTHA (ECCE) aims at achieving the major objective based on the recommendations of NEP 2020 as follow

1. Orient the master trainers of Anganwadi workers.
2. Make the master trainers aware of pedagogical practices meant for the ECCE stage.
3. Ensure that all the Anganwadi workers follow the play and activity-based approach that will prepare children for class-1.
4. Provide strategies for the holistic development of young children through developmental goals.

The NISHTHA 1.0 program was implemented for teachers and school heads at the Elementary level during 2019-21. NISHTHA 2.0 for Secondary stage and NISHTHA (FLN) for pre-primary and primary stage of education were successfully implemented.

## **NISHTHA Online**

Initially NISHTHA was launched in face-to-face mode on 21<sup>st</sup> August, 2019 by Hon'ble Union Minister of Education Dr. Ramesh Pokhriyal Nishank. Thereafter, **34** states/ UTs have launched this programme in their States/UTs under Samagra Shiksha, a Centrally Sponsored Scheme. In **33** States/ UTs, the NISHTHA training programme for State Resource Groups (SRGs) has been completed by the NCERT in face-to-face mode organized at the state level. State level training of SRGs for one state i.e., Andhra Pradesh was done in online mode

through NISHTHA website due to pandemic situation. In two states, i.e., Kerala and West Bengal it is yet to be launched. Subsequently, district level teacher training programmes were initiated in 23 States/UTs.

Using NISHTHA face-to-face training, first level training was provided by the National Resource Group (NRG) to the Key Resource Persons (KRPs) and State Resource Persons-Leadership (SRPs) identified by the States/ UTs. The NRG was constituted and oriented by the NCERT drawing members from the NCERT, NIEPA and KVS, etc. KRPs and SRPs-Leadership had provided training directly to teachers at block level reducing the cascading effect of training. Under NISHTHA face-to-face training, 23,137 SRGs and 17,74,728 teachers and head teachers working schools in 33 different states/UTs were covered from 33 States/UTs in a span of eight months.

Time bound scaling and wider reach of such training is still a challenge in a country like India, where there is huge diversity due to language, geographical locations, culture, socio economic conditions etc. Moreover, in the COVID-19 pandemic period, this challenge became more daunting. Schools were closed. Students and teachers were bound to stay at home. However, the learning continuum of teachers and students can-not be restricted due to the hurdles of lock down. Teachers were in need to improve their skills to reach out to students through online classes or other alternative modes. In order to continue this learning and to reach every single teacher, pupil teachers and students irrespective of the board, affiliation, ECCE functionaries etc. The Ministry of Education, Govt. of India has planned to organize a series of online courses for these stakeholders. The first on-line NISHTHA programme for 1200 Key Resources Persons of Andhra Pradesh was launched by Hon'ble Education Minister Shri Ramesh Pokhriyal Nishank on 16<sup>th</sup> July, 2020 and was conducted through NISHTHA portal. For providing training to the remaining 24 lakh teachers and school heads at the elementary stage, and also to reach out to teachers working under various school boards like CBSE, CICSE, States/ UTs boards etc, NISHTHA was customized for online mode to be conducted through DIKSHA portal which is conceptualized as One Nation One Portal.

NISHTHA online on DIKSHA for teachers and school heads at Elementary level was launched on 6th Oct 2020 Ministry of Education (MoE). In all, 18 courses for the Elementary stage were developed and implimented in English, Hindi and Urdu by the NCERT and

translated into 8 other regional languages by respective states. As a course delivery strategy, 3 courses were made Live on a fortnightly basis on each State/ UT/ Autonomous Body/ Central Organization tenant in Hindi/ English/ Urdu Regional languages. In all, 30 States/ UTs and 8 Autonomous bodies under MoE, MoTA and MoD (CBSE, KVS, NVS, CTSA, CICSE, Atomic Energy Education Society (AEES), Sainik Schools and EMRS) have rolled out NISHTHA online on DIKSHA. The data further reveals that around 24 Lakh teachers have completed NISHTHA (Elementary) courses.

Given the linkages among school stages and need for capacity building of secondary stage teachers who deal with the adolescent group of students and also in view of NEP, 2020 recommendations on Continuous Professional Development of Teachers, NISHTHA 2.0 programme for teachers and school heads at the secondary stage was launched on 20 July 2021 by honorable PM. The data further reveal that 9 Lakh teachers have completed NISHTHA (Sec) courses. In view of the NIPUN Bharat Mission, NISHTHA has also been implemented for Foundational Literacy and Numeracy (FLN). NISHTHA 3.0 (FLN) stage attended by all the teachers and school heads handling classes pre-primary to class III. NISHTHA 3.0 (FLN) was implemented in 33 states/ UTs and 5 autonomous organizations in 11 languages Hindi, English, Urdu, Gujarati, Punjabi, Telugu, Kannada, Odia, Assamese, Marathi and Mizo. The data further reveal that around 17 Lakh teachers have completed NISHTHA (FLN) courses.

### **DIKSHA - One Nation One Platform**

DIKSHA is an initiative of the National Council of Educational Research and Training (Ministry of Education, Govt of India). The online platform of DIKSHA offers engaging learning material for both teachers and students, and is available in the form of Portal and Mobile Application Continuous Professional Development of teachers is an extremely important element of the school education ecosystem and DIKSHA serves as one of the best platforms to disseminate teacher training. The ease of developing courses and ‘anytime anywhere’ access makes DIKSHA one of the most used platforms by Teachers for self-development, across India.

The platform has technical capabilities to create, host and share a variety of content. The portal serves as a central repository of all digital resources designed and pooled by creators



across the nation, which is accessed by everyone. Digital resources include text, image, audio, video and interactive content. The types of format can be MP4, PDF, ePub, WebM and H5P. Creation of a course has been made very easy by developing an online framework for uploading digital content, designing assessments, structuring the table of contents, stitching all resources into a course and receiving data on course consumption.

### **NISHTHA Early Childhood Care and Education (ECCE)**

The NISHTHA ECCE is designed for the master trainers of Anganwadi Workers and Pre School Teachers.

The objective of the NISHTHA ECCE is to -

- orient the master trainers of Anganwadi workers and Pre School Teachers.
- make the master trainers aware of pedagogical practices meant for the ECCE stage.
- ensure that all the Anganwadi workers and Pre School Teachers follow the play and activity-based approach that will prepare children for class – 1.
- provide strategies for the holistic development of young children through developmental goals.

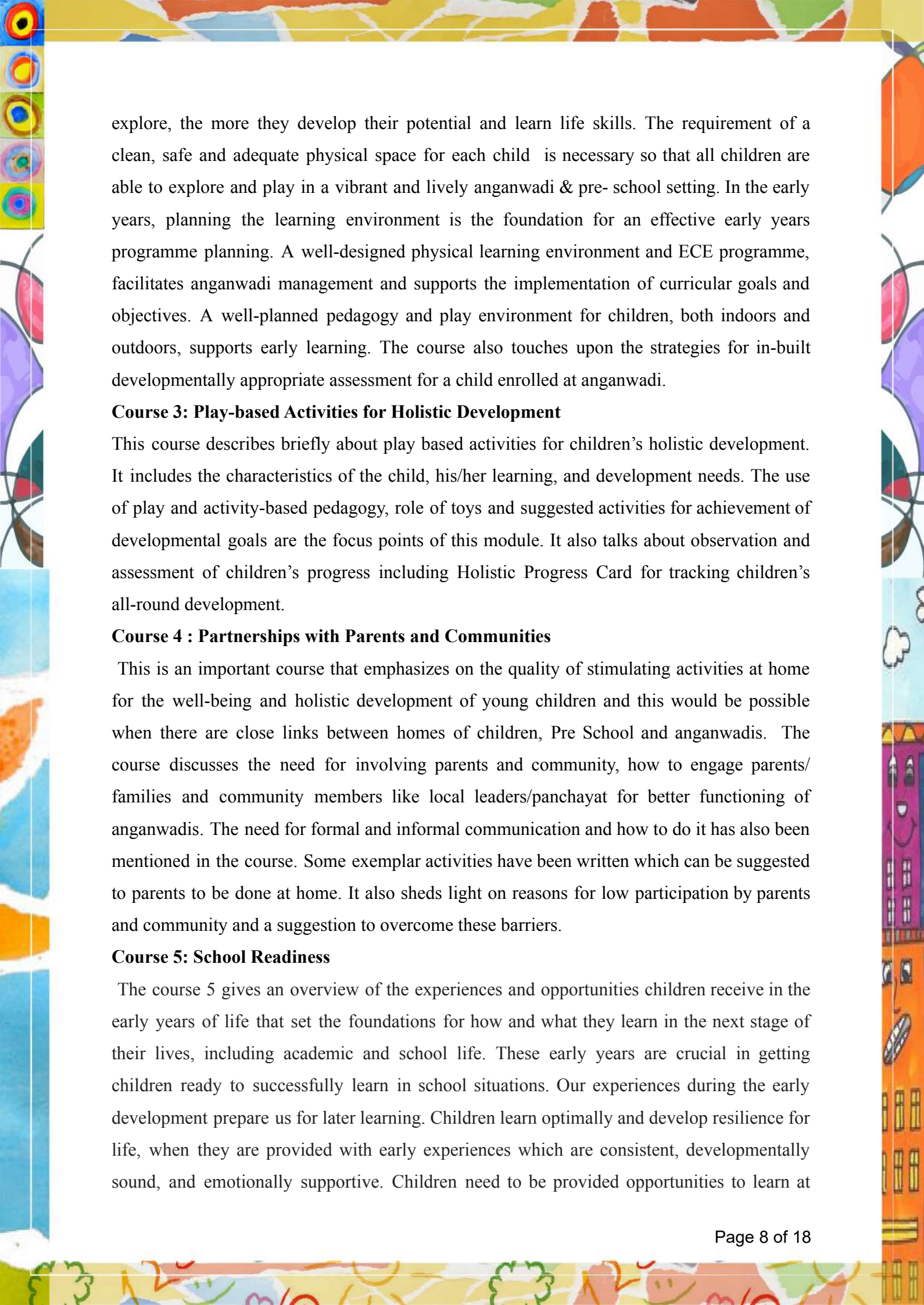
The NISHTHA ECCE has six courses as mentioned below :-

#### **Course 1: Significance of the Early Years**

Course 1 titled “Significance of the Early Years” throws light on how early childhood education and the first six to eight years of children are critical and crucial in their development. For the holistic development of children, it is important that all aspects and domains of development, including cognitive, language, physical, and socio-emotional, are taken care of while planning for ECCE. It briefly gives an overview of characteristics of children at different ages ranging from birth to 8 years of age and how anganwadi workers can help children in achieving holistic development. It also enlightens about how play can prove to be a powerful tool in a child’s life and what are its benefits. The role of anganwadi workers is of utmost significance in education during the early years as they are responsible for instilling a sense of safety and confidence in young children for them to be able to face the present and future challenges of the external world.

#### **Course 2: Planning for children's play and learning**

Course 2 details out about planning a play based physical learning environment for anganwadi children. It is a well-known fact that the more children are given opportunities to



explore, the more they develop their potential and learn life skills. The requirement of a clean, safe and adequate physical space for each child is necessary so that all children are able to explore and play in a vibrant and lively anganwadi & pre- school setting. In the early years, planning the learning environment is the foundation for an effective early years programme planning. A well-designed physical learning environment and ECE programme, facilitates anganwadi management and supports the implementation of curricular goals and objectives. A well-planned pedagogy and play environment for children, both indoors and outdoors, supports early learning. The course also touches upon the strategies for in-built developmentally appropriate assessment for a child enrolled at anganwadi.

### **Course 3: Play-based Activities for Holistic Development**

This course describes briefly about play based activities for children's holistic development. It includes the characteristics of the child, his/her learning, and development needs. The use of play and activity-based pedagogy, role of toys and suggested activities for achievement of developmental goals are the focus points of this module. It also talks about observation and assessment of children's progress including Holistic Progress Card for tracking children's all-round development.

### **Course 4 : Partnerships with Parents and Communities**

This is an important course that emphasizes on the quality of stimulating activities at home for the well-being and holistic development of young children and this would be possible when there are close links between homes of children, Pre School and anganwadis. The course discusses the need for involving parents and community, how to engage parents/families and community members like local leaders/panchayat for better functioning of anganwadis. The need for formal and informal communication and how to do it has also been mentioned in the course. Some exemplar activities have been written which can be suggested to parents to be done at home. It also sheds light on reasons for low participation by parents and community and a suggestion to overcome these barriers.

### **Course 5: School Readiness**

The course 5 gives an overview of the experiences and opportunities children receive in the early years of life that set the foundations for how and what they learn in the next stage of their lives, including academic and school life. These early years are crucial in getting children ready to successfully learn in school situations. Our experiences during the early development prepare us for later learning. Children learn optimally and develop resilience for life, when they are provided with early experiences which are consistent, developmentally sound, and emotionally supportive. Children need to be provided opportunities to learn at

their own pace as they enter the school from diverse contexts and backgrounds. They should not be pushed to learn too fast. This module aims to explain the concept of “School readiness”, the learning crisis and importance of ECCE and the dimensions of school readiness. The module also explains what is readiness of children for school, school's readiness for children and parent's readiness for children. This course highlights the inter-relationship of children, parents/ families and communities and schools which need to function together to provide experiences to children for holistic development and lifelong learning.

### **Course 6: Birth to Three years- Early identification for intervention of special needs**

The sixth course aims at generating awareness about the importance of catching disabilities early. The first 1000 days are most important from the developmental perspectives of all children. The delays in developmental milestones in one domain affects other domains. This is most likely to cause children with disabilities not achieving age-appropriate development and skills. The issue is easily addressable if parents can be supported by anganwadi workers and Pre School teachers to identify the red flags and refer the children for identification of disabilities if any. This would help in getting timely services and the advice of specialists for early stimulation of children in natural home environments. These small efforts are vital in building a strong equitable foundation of learning and for achieving inclusive early childhood education.

The six courses of NISHTHA ECCE are intended for master trainers and these master trainers will be - CDPOs (Child development project officers) and DPOs (District programme officers) who are responsible for helping anganwadi workers learn the appropriate pedagogical practices suitable for the young children of 3–6 years old who will use the appropriate teaching-learning strategies to help promote children's holistic development i.e., *physical-motor, language and literacy, cognitive, social-emotional and creative development.*

The six courses of NISHTHA ECCE offer master trainers to help the anganwadi workers/ preschool teachers to maximize early learning opportunities in their anganwadis/ Schools. Training on these six courses of NISHTHA ECCE will guide the **School heads/ CDPOs and DPOs** about how to orient and train the anganwadi workers for improving the quality in the transactional processes in the anganwadi and for bringing quality in the early childhood education programmes of anganwadi/ Preschools.

This would update all the functionaries across ECCE including ICDS (Integrated Child Development Services) and pre-primary schools in NISHTHA (ECCE) and support the

anganwadi workers and preschool teachers in making the anganwadis/ pre primary schools a vibrant and great place where young children will play and learn to develop holistically.

### **NISHTHA 4.0 Courses for ECCE**

Courses for teachers will be launched sequentially and conducted in batches. Each course will be of 3-4 hours duration within which anganwadi and Pre School teachers will have flexibility to complete the courses. The courses will have a variety of resources such as videos (introductory, conceptual and explanatory), text, interactive activities, reflective activities, external links, reference materials etc. to keep the learners engaged and address different learning styles.



## Course Schedule

Courses for participants will be launched sequentially and conducted in batches in DIKSHA portal. Each course requires a minimum 3-4 hours of engagement by the learners where there will be flexibility for participants to complete the course in a self paced manner. Two courses per month will be conducted. A pre primary teacher/ Anganwadi worker needs to do self enrolment, do self learning and will get certified on completion of the course. Tentative schedule is as follows:

Week	Day	Details of the Activity
Week 1	Day 1 - Monday	Introduction to NISHTHA 4.0 (ECCE)
	Day 2 - Tuesday	Enrolment of the participants in course portal
	Day 3 - Wednesday	Orientation on course portal
	Day 4 to 7 (Thursday to Sunday)	Preliminary activities to familiarize the use of course portal
Week 2	Day 1 - Monday	Transaction of Module 1 through Zoom
	Day 2 - Tuesday	Self-learning of the course resources
	Day 3 - Wednesday	Transaction of Module 2 through Zoom
	Day 4 to 7 (Thursday to Sunday)	Self-learning of the course resources, completing the portfolio activity and module wise assessment
Week 3	Day 1 - Monday	Transaction of Module 3 through Zoom
	Day 2 - Tuesday	Self-learning of the course resources
	Day 3 - Wednesday	Transaction of Module 4 through Zoom

	Day 4 to 7 (Thursday to Sunday)	Self-learning of the course resources, completing the portfolio activity and module wise assessment
Week 4	Day 1 - Monday	Transaction of Module 5 through Zoom
	Day 2 - Tuesday	Self-learning of the course resources
	Day 3 - Wednesday	Transaction of Module 6 through Zoom
	Day 4 to 7 (Thursday to Sunday)	Self-learning of the course resources, completing the portfolio activity and module wise assessment
Week 5	Day 1 & 2 - Monday & Tuesday	Final Assessment
	Day 3 - Wednesday	Valedictory

The certificate will be issued only if the master trainer will complete the following

- Go through all the resource materials
- Submit all the six assignments
- Score 70% and above in all six-module's final assessments within 3 attempts.

### **Modality of Implementation**

#### **The Beneficiaries Details**

Master trainers - Programme Officer (POs), Child Development Project Officer (CDPOs), Supervisors, DIET faculty from District Resource Unit for non formal and adult education-6000-7000 (tentatively 1 master trainer/ 250 workers) Anganwadi Workers - 14 Lakh (data posted on 12 JUL 2019 4:39 PM by PIB Delhi -

<https://pib.gov.in/PressReleasePage.aspx?PRID=1578557>)

#### **Implementing body**

Master Trainers Training - NCERT

## Expected Benefits

Master trainers will be trained in all states/ UTs who will be able to train all the anganwadi workers/ preschool teachers trained through a systematic effort in accordance with the curricular/ pedagogical framework. This will support in delivery of high-quality ECCE across the country.

### Translation of Courses

Complete e-Course document should be translate following the given instructions

- Title of the course should be written with 50 characters including space.
- Description of the module (300 Characters stating the purpose of the course and 200 characters to provide the following details - Course Start Date, Enrolment Closing Date, Course Closing Date).
- Keywords (list separated by comma) - **NISHTHA4.0** should be added as one of the keywords mandatory.
- Course instruction should be re written with the state details
- Objectives (list separated by comma)
- Content Outline (Bulleted format)
- Transcript of the videos (Text format)
- Videos (MP4 format)
  - State should translate the transcripts shared by NCERT
  - State shall choose any one option
    - Re-record the video in the regional languages
    - Use the videos shared by NCERT and add subtitles in regional language
  - Total duration of video in one course should not exceed 30 minutes
- Activities to be created in H5P/ DIKSHA/ Blog
  - Content for these activities to be translated
  - Using the content, activities should be created in DIKSHA or H5P software or in a blog by the development team/ technical team.
- Reading materials
  - Reading materials are in textual form
  - All the textual resources need to be translated. Total textual resources

should not exceed 3500-4000 words per course.

- Image given in NCERT can be used as it is.
- Summary (Infographic)
  - Summary need to be developed as a digital mind map after translation
- Portfolio (Text)
  - Assignment
- Additional Resources
  - Resource links should remain the same and the title of the resource to be translated and given
  - Book/ articles names should be retained as it is and should not be translated
- Quiz (Multiple Choice)
  - Content to be translated by the academic team. Technical team to develop courses in DIKSHA portal directly by following the technical guidelines that will be shared during orientation

1. Once translated, the course content should be shared with NCERT ([nishtha.ncert@ciet.nic.in](mailto:nishtha.ncert@ciet.nic.in)).
2. NCERT will create the courses in English, Hindi and Urdu in DIKSHA as a repository and share course details along with metadata with States/ UTs, CBSE and ICSE.
3. Any one of the following modalities will be followed by the boards to run the courses:
  - a. If any State/ UT/ CBSE/ ICSE wishes to offer the courses in English, Hindi and Urdu, then a copy of the courses to be created in their own tenant and courses to be conducted.
  - b. If a state/ UT wishes to run the courses in regional language, then the State/ UT can create a new course in their own tenant using the translated content. Courses will be rolled out in their respective tenants.
4. States/ UTs/ CBSE/ ICSE to create the courses in their tenant and inform the teachers.
5. Technical admins to report data every Monday in the prescribed format.
6. Academic coordinators to submit the report of courses conducted in every fortnight/ month within 15 days from day of closing the course.



7. NCERT to submit data to MoE on every Tuesday.
8. Monitoring system to be created by state/ UT and other boards to monitor from school level to national level. States to create their own system for monitoring based on the best practices implemented by states/ UTs.

### **Implementation Stages**

#### **Planning stage**

- NCERT will share the e-modules and digital resources with States/ UTs.
- NISHTHA 4.0 (ECCE) state coordinator to identify an academic team in consultation with the Director, SCERT/ SPD-Samagra Shiksha/ Secretary/ Chairperson of School Boards for translation of e-modules. This academic team will also play the role of content reviewer. So, their mail IDs should be sent to DIKSHA State Single Point of Contact (SSPOC) for registering them, as Content reviewer in the DIKSHA platform.
- State academic team to translate, customize, contextualize the e-module in the required languages with digital resource as reference.
- State coordinator to plan the following in consultation with Director, SCERT/ SPD-Samagra Shiksha/ Secretary School Education/ Boards of school education
  - Target at state level
  - Communication system
  - Course Schedule
  - Data of pre primary teachers and anganwadi workers
  - Support system
- NISHTHA 4.0 (ECCE) State coordinator to identify a development team in consultation with the Director, SCERT/ SPD-Samagra Shiksha/ Secretary School Boards for developing the digital resources of the modules and developing all the digital resources like videos, text resources, activities, etc.
- NISHTHA 4.0 (ECCE) State coordinator to share the developed resources along with the eCourse to the technical admins through drive in the same format shared by NCERT.
- Technical admins to upload the resource and create courses in DIKSHA platform and submit for review.

- State coordinator to ensure that state tenants are made available on the DIKSHA platform. For this state coordinator to contact the DIKSHA PMU allotted to the state and make the digital infrastructure ready in DIKSHA to run courses.
- While the technical admin creates the course on DIKSHA, content reviewers need to check and approve each resource and the course for making it live.

Once the course is live, the technical admin should submit the metadata sheet of course and resources to the state coordinator which will have the link of the courses.

### **Implementation stage**

- State coordinators to decide the course calendar and communicate the same to the targeted teachers through official communication, instant messenger groups, mail-based e-groups, state website etc., through proper channel.
- State coordinator and Technical admin will be enrolled as mentor in the course for accessing the progress card and score card.
- Technical admins at state, district and block level to support in ensuring that the course links have reached to every teacher and school heads. Participants will do self-enrolment in the courses and complete the course in the stipulated time.
- These technical coordinators at the district and block level should ensure that:
  - Course information has reached every single pre primary teachers and anganwadi workers
  - pre primary teachers and anganwadi workers has done self-enrolment in the courses as per the calendar and following the instructions given in the user manual completes the course
  - Sharing reminders and short posts on the courses frequently in the instant messenger groups/ email groups or any other communication existing/ created in these organizations for the NISHTHA 4.0 (ECCE) programme.
  - If there is any technical issue reported by participants, try to solve it at the state level or escalate to national technical coordinator through support mail ID
- Role of the State/ National Technical Coordinator is as follows:
  - Technical coordinators need to analyse the progress card and prepare the weekly report on the pre primary teachers and anganwadi workers enrolled and completed.

- Report the analysed data on a weekly basis to the NISHTHA 4.0 (ECCE) coordinator and with all technical coordinators at the regional, cluster level for follow up.
- Ensure that all technical coordinators at district, block level share reminders and short posts on the courses frequently in the instant messenger groups/ email groups or any other communication existing/ created in the state for the NISHTHA programme.
- Update the following data in the NISHTHA portal at the end of the course
  - Total no of teachers enrolled and completed all the 6 courses
  - Submit the final report to NCERT through the proper channel
- If there is any technical issue reported by participants/ technical admins try to resolve it or escalate to DIKSHA technical team
- NISHTHA 4.0 (ECCE) state coordinator to take the responsibility of the following:
  - Ensure the completion of all courses (6 courses) by all the pre primary teachers/ anganwadi workers working under their organization.
  - At the end of every month, prepare a report covering the following data;
    - Course wise enrolment of participants and also in each course district wise
    - Number of Participants received certificate course wise
  - Submit the final report to NCERT through the proper channel

**Evaluation Stage:**

State coordinator to check the status of completion of the courses by all participants. Once all the courses are completed, the state coordinator to submit report to NCERT with all data through proper channel along with the data of participants, who have completed the courses in CSV format.

**Certification:**

At the end of each course, there will be an assessment. All learners who achieve 70% in the assessment will get the certificate of the courses. Certificates need to be designed with the respective authorities' signature and logos using the template given in the portal. On the completion of the course, certificates will be issued automatically and will be available in the learner's profile for downloading. It may take 0-15 days for getting the certificate.

For any queries, contact the Joint Director, CIET-NCERT ([nishtha.ncert@ciet.ni.in](mailto:nishtha.ncert@ciet.ni.in)/9310205018/ 91-11-26967580).



For more information, visit  
[www.ciet.nic.in/nishthaonline.php](http://www.ciet.nic.in/nishthaonline.php)  
[www.nishtha.ncert.gov.in](http://www.nishtha.ncert.gov.in)

For further queries, mail to  
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