# Efficacy of Nishtha Programme On School Teachers: A Survey

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## Abstract

In order to study the effect of the creative initiatives initiated by the Government to bring the quality teaching learning practices among the in service teachers, the researchers have carried out a survey. Continuing professional development is the need of an hour for the In service teachers to bring the quality benchmark in teaching and learning. Further, to provide quality exposure, impart latest pedagogy and technological knowledge, the Government started NISHTHA an online platform to avoid time, energy, academic flexibility and so on. It was further observed that the teachers are sparing their most valuable times in offline training by travelling, taking leaves, providing self-learning tasks etc. Thus, the Nishtha programme was launched. The researchers aimed to study the challenges and effect of the programme in making quality classroom teaching. The researchers have selected school teachers from various talukas of Anand district and prepared opinionnaire with 50 statements having 10 components. The simple random sampling technique was applied to select the sample from population. The percentage analysis technique was applied. It was found from the study that the teachers opined Nishtha programme was effective in academic flexibility, nature and contents of the course and evaluation patterns. It was also suggested from the study that the teachers participation should be observed, evaluation of CPD be made proper, subject experts be invited in the Nishtha programme. Thus, the Nishtha programme is found as effective tool in providing quality teaching learning practices and training to the teachers.

**Key Terms:** Efficacy, Nishtha, School Teachers

## 1. Introduction

The Ministry of Education offers an integrated teacher training program called NISHTHA, or the National Initiative for School Heads' and Teachers' Holistic Advancement, with the goal of raising educational standards. By offering training on subjects including learner-centric pedagogy, learning outcomes, and meeting a variety of student needs, it seeks to develop capabilities in administrators and teachers. It guarantees that teachers receive at least 50 hours of ongoing professional development each year in accordance with the National Education Policy 2020. Training is provided both offline and online via platforms such as DIKSHA.

Important aspects of the NISHTHA program: The goal is to improve learning outcomes through the combined development of teacher and school head competencies.

Learning outcomes, learner-centered pedagogy, school-based evaluation, new educational initiatives, and meeting children's different needs are all included in the training program. Implementation: State Resource Groups (SRGs) and National Resource Groups (NRGs) provide training.

It offers online monitoring and assistance and makes use of activity-based modules. Scope: Secondary and pre-primary levels are now included in the program, which was first concentrated on the elementary level.

Technology integration: The DIKSHA platform is used to deliver online training. The use of technology as a teaching tool is another focus of the program. Professional development: Giving each teacher and head teacher at least 50 hours of chances for Continuous Professional Development (CPD) each year is a major objective.

**Rationale of the Study**

With a view to developing quality elementary education, the government initiated various practices for the teachers. Elementary education is the base for the secondary and higher education. If the primary education is poor, the foundation will be weak. Further, the teacher plays an important role in developing quality education and the setting the strong foundation, it is the dire need for the teachers to grow and develop the knowledge, skills and attitude through various courses and platforms. The government started online courses in order to acquaint more talented teachers, innovative courses and universal education pedagogies. The central government of India, started the Nishtha platform to improve the quality of government school teachers and principals working in elementary schools.

**Padhiyar, T (2018)** found the continuing professional development of the in service teachers updates the teachers and consequently bring the quality education. Education is a life-long process and the teachers need to be updated with all the latest happenings in all the dimensions. There was no study on opinions of teachers on Nishtha platform carried out in major parts of Gujarat. The study is based on the selected research components where the researcher could rightly define and explain the importance and status of each component in Nishtha platform.

**Ajmeri, S. (2014)** found the teachers are aware about the importance of such programme, but the credibility and the functioning of such courses are weak and pale. The teachers could register and without reading the course contents, listening the videos directly prepare the assignments, submit the projects appear for exam and get the certificates. Thereto, the teachers get the readymade answerkey for all the questions asked in the summative examination. As a result, the teachers are not serious, careful and attentive in study. On the one side, the government doesn't want to humiliate the teachers and on the other side they wish to bring the quality of the teachers and education. These objectives could never be met in such situation.

The government invests the huge human, physical and technological resources for the continuing professional development of the elementary school teachers. Looking at the number of the teachers enrolled in Nishtha platform in last five years in Gujarat below 20% which may communicate the people are more in favour of offline training. Teachers may not be comfortable using the basic technology, teachers may frightens the assignments, projects and evaluation. Keeping all these in mind, the researcher found the need of this study and decided various components to study the importance of the platform.

## Objectives

- To study the opinions of the teachers on the efficacy of the Nishtha Programme
- To prepare an opionionnaire on efficacy of Nishtha programme
- To study the challenges of Nishtha programme for continuing professional development of teachers
- To study the effect of NIshtha programme on applicability of learning
- To provide suggestions for the continuing professional development of teachers

## Research Questions

1. What is the effect of Nishtha Programme on developing continuing professional development of teachers?
2. What are the opinions of male and female teachers on Nishtha Programme?
3. What are the challenges and lacunas of Nishtha programme?
4. What are the benefits of the Nishtha programme on continuing professional development?

## Delimitations

1. The study is delimited to various talukas of Anand district.
2. The study is conducted on the in service teachers of Gujarati medium schools of the year 2024-25 only.
3. Teachers of government schools are included for the study.
4. Since, the Nishtha programme is for elementary teachers only, the study is delimited to the elementary teachers.
5. The teachers teaching in upper primary schools ie $6^{th}$, $7^{th}$ and $8^{th}$ standard are included in the study.
6. The study is delimited to the selected research components only. They are as follows.
   - Quality of contents
   - Nature of course assignments
   - Evaluation patterns
   - Quality of Resource persons
   - Motivation for Continuing professional development
   - ICT features of the Platform
   - Flexibility of the course
   - Applicability
   - Revision, Remediation, Feedback and Follow up
   - Nature, needs and Types of courses

## Review of Related Literature

**Richter,O. & Bozkurt,A.(2019)**Trends and Patterns in Massive Open Online Courses: Review and Content Analysis of Research on MOOCs and found MOOC generally does not benefit from being viewed through theoretical or conceptual lenses.

**Sharma,R.(2018)**Combining MOOCs with Social Media: An effective way of imparting LIS education in India. The reported findings will encourage development of MOOCs in India.

**Pant,T. (2018)** The Impact of MOOC on Education System and found that on the brighter side of the discussion, its popularity has grown over time and more courses are now available for study.

**Kamal, T.& Illian, A(2021)** School teachers' perception and challenges towards online teaching. It was found that nevertheless, they encountered several obstacles in online teaching such as technical obstacles, difficulties in online exams and assessment, etc.

While reviewing all the relevant past research studies, the present study is unique and has distinguishing features which are as follows.

- There was no study on evaluating the impact of Nishtha promgramme on school teachers.
- The teachers of Anand taluka serving in government sector were not made to reflect and share feedback on such online platform for the continuing professional development.
- The components selected for the study are unique and need based to evaluate the impact of Nishtha platform.
- The nature and the quality of the resource persons are also studied in the research.

Thus, the present study, helps the researchers, government, school principals, teachers and the other stakeholders know the reality, needs and significance of such platform in bringing quality among the in service teachers.


**Research Methodology**

In present research the researcher has used survey as the researcher wanted to know the present status of the views of parents and teachers about the impact of social sites on study.

The population of the study comprised of In service Teachers of Government elementary schools of Anand Gujarat.

The researcher used the simple random sampling technique to select the sample for the study. In the present study the sample comprised of total 400 teachers of Gujarati medium Schools from Umreth, Khambhat, Borsad, Anklav, Sojitra Taluka, Anand district.

To know the views of Teachers of Gujarati Medium Schools about the effect of Nishtha Programme, the researcher prepared Opinionnaire on 10 different dimensions which are mentioned in the delimitations of the study.


**Data Analysis**

**Comprehensive Opinions of the Teachers**

| Sr. No | Component | No of Statements | Percentage of Agreed Respondents |
|---|---|---|---|
| 1 | Quality of contents | 1 to 5 | 43% |
| 2 | Nature of course assignments | 6 to 10 | 52.45% |
| 3 | Evaluation patterns | 11 to 15 | 59.25% |
| 4 | Quality of Resource persons | 16 to 20 | 44.1% |
| 5 | Motivation for Continuing | 21 to 25 | 49.5% |

| | professional development | | |
|---|---|---|---|
| 6 | ICT features of the Platform | 26  to 30 | 58.1% |
| 7 | Flexibility of the course | 31  to 35 | 69.5% |
| 8 | Applicability | 36 to 40 | 49.7% |
| 9 | Revision, Remediation, Feedback and Follow up | 41  to 45 | 39.25% |
| 10 | Nature, needs and Types of courses | 46 to 50 | 60.15% |
| | **Total Components-10** | **Total Statements- 50** | |
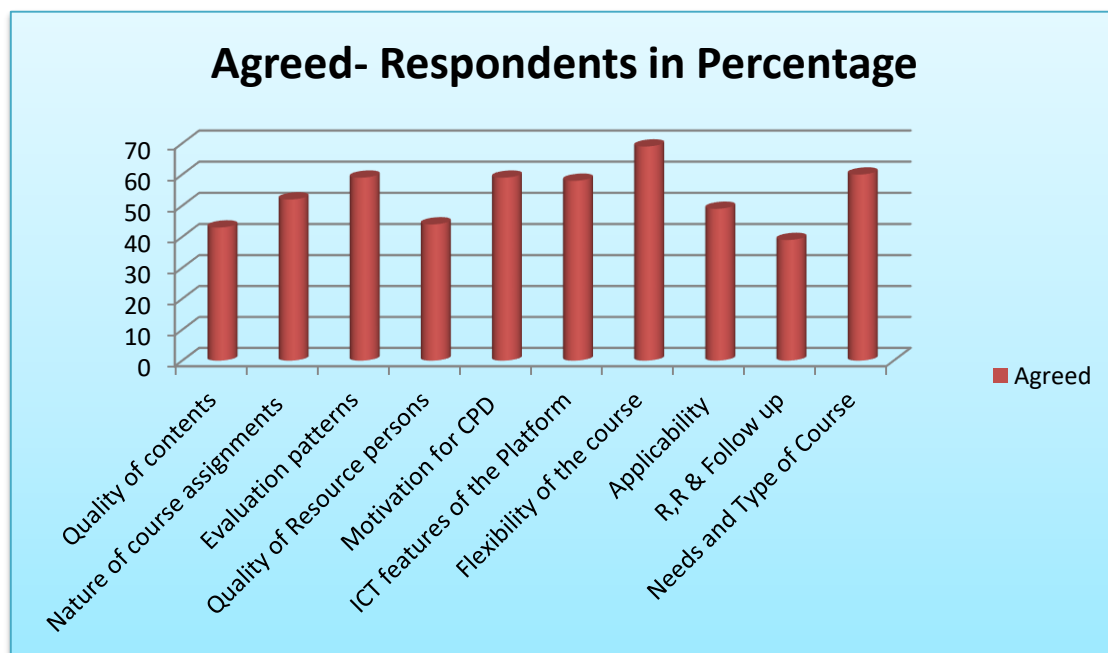


Looking above the data, it can be interpreted that the teachers who have pursued the course on Nishtha are not highly influenced. Flexibility of Course and Nature and Need of the Programme are rated 69.5% and 60.15 % respectively. The rest of the responses fall around 50%. It indicates the quality of Nishtha programme need improvement.

**FINDINGS & DISCUSSION**

The findings derived from the teachers on Nishtha Programme through the opinionnaire are as follows.
1. 43% teachers opined that the quality of contents is appropriate for the academic and professional development of the teachers.
2. 52.45% teachers opined that nature of the assignments is appropriate and need based.
3. 59.25% teachers opined the evaluation pattern as formative and summative patterns in the programmes are appropriate.
4. 44.1 % teachers opined the quality of resource persons is appropriate.

5. 49.5% teachers opined that the programme and the contents of the programme are useful in motivating the teachers.
6. 58.1% teachers opined that the ICT platform and the tools used in the programme are attractive and useful.
7. 69.5% teachers opined that there is proper flexibility in pursuing the various courses at the Nishtha Programme.
8. 49.7% teachers opined that the applicability of the contents presented in the course is effective, relevant and the useful.
9. 39.25% teachers opined that the revision, remediation and the follow up practices in the Nishtha Progamme are decent and relevant.
10. 60.15% teachers opined that the courses proposed in the Nishtha programme are need based and the nature of the courses is constructive.
11. The teachers found various challenges while pursuing the courses such as internet connectivity, electricity, quality of the assignments, project work etc.
12. There are certain weaknesses such as quality of the experts and the contents, assignments, malpractices in assignments and the evaluation patterns.
13. The teachers of Anand district made the highest rating the quality of the Nishtha Programme than the teachers of the other districts.

## Implications of the Study

1. The quality of the experts influences the teachers on their learning.
2. The innovative course contents motivate the teachers to apply the learning in application at the classroom teaching.
3. The flexibility of the course provides space to the teachers to reconstruct the knowledge.
4. The innovative ICT features attract and motivate the teachers in developing their active engagement in the course.
5. Need based programme fill the lack of expertise or information among the teachers.
6. Diagnosis and Remediation provide the special understanding to the teachers and the students for quality and need based learning.
7. The revision of what has been discussed and taught through the drilling method is always useful.
8. The teachers with high tech understanding could do a better job in teaching and learning in the course.
9. The exposure of teaching and learning depends upon the geographical location of the teachers.
10. The impartial and innovative evaluation and assessment practices lead to the quality in learning.

## Suggestions of the Study

1. There should be proper mechanism to check the teachers participation for the attendance while pursuing the course.
2. The contents presented by the experts should be original and has to be cited with the original reference.

3. There should be cumulative examination and the result for the same should be disclosed immediately.
4. There should be real life examples and the exposure of learning be given.
5. The course could be made project based and the submission for the same shall be placed in the course.
6. All the teachers should meet at least twice during the course in online meeting for the discussion.
7. There should be programmes on Nishtha for different stakeholders of primary schools so that the objectives of quality primary education be achieved.

**Conclusion**

With a view to studying the opinions of the teachers towards the quality of the Nistha programme among the government primary school teachers, the researcher used a self constructed opinionnaire. The respondents made aware about the Nishtha programme and the instructed to give the genuine opinions. The respondents' opinions were collected and the classified for the statistical analysis. It was found from the study that the Nishtha programme was effective and the need based. The female teachers found it more suitable and the useful than the male teachers of primary section. The study also suggests that the government should go for the online professional development programme rather going on the offline mode. Further, there should be some kind of mechanisms for the evaluation and attendance.

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