

Utilization of NISHTHA Programme among Secondary School Teachers

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Abstract—The present study may bring highlight the way of utilization of the NISHTHA programme by secondary school teachers in Karnataka, the success rate of programme implementation, and the maximum or minimum utilization of the programme by the secondary school teachers. The study is descriptive in nature Study comprises 481 secondary school teachers from government, Navodaya and Kendriya Vidyalaya. The stratified sampling technique is employed. Self-constructed tool was validated and found reliability is used for the study. Descriptive, t-test and correlation analysis was applied to test the hypotheses. The study finding shows that Urban schools demonstrate significantly higher NISHTHA usage than rural schools. Male and female secondary school teachers do not differ significantly in their usage. A moderate positive correlation exists between NISHTHA module completion and classroom ICT usage among the 481 teachers. NISHTHA training explains approximately 23% of variance in ICT integration, confirming its role as a meaningful predictor of digital pedagogy adoption. However, the 77% unexplained variance underscores that enabling environmental conditions — particularly infrastructure — must accompany training to achieve full ICT integration.

Index Terms—NISHTHA Programme, Secondary School students

I. Introduction

1.1 NISHTHA(National Initiative on School Teachers Head Holistic Advancement) is a capacity-building programme(CPD) for improving quality of school education through integrated teacher training on DIKSHA portal which is conceptualised as One Nation, One Portal. Its aim is to build competency among all teachers and heads at elementary stage and Secondary Level. It is a capacity building programme for improving quality of school education through integrated teacher training. It aims is to build competency among all elementary and secondary-level teachers and heads. At the elementary level It is been implemented on 16-Aug-2018 The [Department of School Education and Literacy](#) has launched a National Mission to improve learning outcomes at the elementary level through an Integrated Teacher Training Programme called [NISHTHA](#) under the Centrally Sponsored Scheme of [Samagra Shiksha](#) Abhiyana in 2019-20. It is implemented in Secondary school in 2021-22 based on NEP 2020.

[NISHTHA](#) is the world's largest teachers' training programme of its kind. The basic objective of this massive training programme is to motivate and equip teachers to encourage and foster critical thinking in students. The initiative is first of its kind wherein standardized training modules are developed at national level for all

States and UTs. Every teacher and head teacher is expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities as recommended by NEP 2020. This is necessary for their professionalism and development linked with their interests. The latest pedagogies regarding foundational literacy and numeracy, formative and adoptive assessment of outcomes of learning that can be integration of arts, sports storytelling etc the opportunities of CPD will cover systematically.

Ministries Associated With NISHTHA Training Program

The initiation of the Nishtha is integrated training programme 1.0, 2.0 and 3.0 in online medium for different levels of the education of school are conducted where different Ministries are associated along with it. Some of the ministries linked with the conduction of the programme are- Ministry of Education, Department of School Education and Literacy (DSE&L), Government of India in collaboration with States/UTs. In addition, autonomies bodies under MoE, MoD and MoTA (CBSE, KVS, NVS, CTSA, AEES, Sainik School, ICSE, EMRS, NESTS, etc) under the vision of NEP 2020

A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that help them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting In the online medium, NISHTHA has been conceptualized in three phases – NISHTHA 1.0 for School Heads and Teachers of Elementary Schools, NISHTHA 2.0 – for School heads and Teachers Secondary Schools and NISHTHA 3.0 – for Foundational Literacy and Numeracy (FLN).

The HRD Minister Ramesh Pokhriyal Nishank has launched the first online NISHTHA programme for 1200 Key Resources Persons of Andhra Pradesh. The training under NISHTHA aims at enhancing knowledge, skills, and attitudes of School Heads, Head Teachers, and system-level functionaries on Leadership with a focus on academic supervision and developing a learning culture in schools, NISHTHA Training is the only training taking place across India and aims to train 42 lakh teachers in the entire country, including the Union Territory. 1, 53, 000 teachers in Karnataka will undergo this training. The training consists of 18 modules. It consists of 12 modules with inclusive learning of textual content. The modules developed under NISHTHA focus on holistic development of children and hence include curriculum and inclusive education health and well-being, personal social qualities, art integrated learning, initiatives in school education, subject-specific pedagogies, ICT in teaching-learning, leadership, pre-school.

Nishtha Training Program

The Nishtha training is a program that builds capacity for improving the quality of school education. This is done through the principle of integrated training.

Highlights of Nishtha

- Capacity building of 4.2 million teachers

- Integrated training of principals/heads as key academic support
- Focus on competency and higher order thinking skills based teaching learning
- Training of all heads and teachers as first level counselors
- Promoting experiential and joyful learning
- Awareness of centrally sponsored schemes/initiatives
- Online monitoring and support system
- Convergence of multi-departmental effort
- Activity based training modules

National and International Status

The initiation of the Nistha integrated training programme 1.0, 2.0 and 3.0 in online medium for different levels of the education are conducted where different Ministries are associated along with it. Some of the ministries linked with the conduction of the programme are- Ministry of Education, Department of School Education and Literacy (DSE&L), Government of India in collaboration with States/UTs. In addition, autonomies bodies under MoE, MoD and MoTA (CBSE, KVS, NVS, CTSA, AEES, Sainik School, ICSE, EMRS, NESTS, etc). These are under the vision of NEP 2020. This initiative will include around 42 lakh participants, including faculty members of the state council of educational research and training (SCERT), all teachers and heads of schools of all government schools faculty members of district institutes of education and training, resource persons and officials from block resource centres (BRC) as well as cluster resource centres in all UTs and States. Hence the Present Study will have a good impact on the National Level and we can correlate this programme to some international programmes. training programs designed to equip educators from different countries with advanced pedagogical skills, global perspectives on education, leadership development, and best practices in managing diverse classrooms, often including elements like cross-cultural understanding, technology integration, and innovative teaching methods, allowing them to improve educational quality within their respective school systems. The outcomes of the study will have national and international implications also. The present study may give generalizations to implementing capacity-building programmes at national and international level.

1.2 Significance of the Study

As technology is drastically developing, it is essential to teacher to get updated, so the government of India initiated a new program that is completely based on technology it gives awareness about the E-learning, it gives not only knowledge about the related subjects but also knowledge about many topics in different subjects, to achieve the quality of education, the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a capacity-building program for teachers and school principals in India. The Ministry of Education launched the program in 2019. It aims to improve the quality of education. It includes activity-based learning which makes the classroom practice very interesting the experts have given guidance

to teachers on how to use simple activities in education related to the topics that can make a classroom alive, it build the competencies among all teachers and school principals.

The present study may bring highlight the way of transformation of the NISHTHA programme in Karnataka, the success rate of programme implementation, and the maximum or minimum utilization of the programme by the secondary school heads and teachers. Its impact on capacity building of heads and teachers.

1.3 Objectives of the Study

- To investigate the difference in the perceived level of implementation of the NISHTHA Programme between urban and rural secondary schools of Karnataka.
- To examine the difference in the perceived level of implementation of NISHTHA between male and female secondary school teachers.
- To find out the relationship between the level of ICT usage in classrooms and teachers' participation in NISHTHA training modules.
- To study the relationship between NISHTHA training completion rates and the adoption of activity-based learning practices in secondary school classrooms.

1.4 Null Hypotheses Related to Implementation of NISHTHA

- H01: There is no significant difference in the perceived level of implementation of the NISHTHA Programme between urban and rural secondary schools of Karnataka.
- H02: There is no significant difference in the perceived level of implementation of NISHTHA between male and female secondary school teachers.
- H03: There is no significant relationship between the level of ICT usage in classrooms and teachers' participation in NISHTHA training modules.
- H04: There is no significant relationship between NISHTHA training completion rates and the adoption of activity-based learning practices in secondary school classrooms.

II. Research Reviews on NISHTA Programme

- Preeti Shrivastava(2024) had investigated the efficacy of Nishtha Programme on School Teachers of The Nishtha platform was created by the central government for elementary school principals and teachers, Diksha for secondary and higher secondary school teachers, and SWAYAM for higher education instructors. goals is to research teachers' perceptions regarding the effectiveness of the Nishtha Program. The in-service teachers at Anand City's government elementary schools made up the study's population. Four hundred teachers from Gujarati-medium schools in the Anand district made up the sample. The study used a random sampling technique. as a tool for the Opinionnaire. Utilizing the percentage method, analyzed findings showed that 43% of teachers felt the content's quality was suitable for their professional and academic growth.

- [Lohans Kumar Kalyani](#)(2024) has studied ‘The Role of NISHTHA in Enhancing Pedagogical Practices: An Empirical Investigation. This study explores the impact of the Holistic Advancement (NISHTHA) program of the National Initiative for School Heads and Teachers on changing and improving pedagogical practices in the classroom. NISHTHA, a government-led initiative, aims to empower educators through comprehensive training modules, fostering a holistic approach to teaching. Through an empirical investigation, this study examines the impact of NISHTHA on teacher professional development, classroom methodologies, and overall pedagogical effectiveness. Using a mixed-methods approach, the research combines qualitative insights from classroom observations and interviews with quantitative analysis of participant surveys. Findings illuminate the program's influence on teacher attitudes, instructional strategies, and student engagement. The study contributes valuable insights for educational policymakers, administrators, and practitioners seeking evidence-based strategies to enhance teaching practices and ultimately improve the quality of education.
- [Parvej Aalam](#)(2024) has investigated the ‘Use of Diksha and Nishtha app by in-service teachers to shift to online learning after pandemic’. This research paper is an attempt to know the awareness and usage of two above mentioned applications among in-service teachers. This is a descriptive research, sample size 100 from the in-service teachers of Aligarh district. The findings of the research are: 70 % are aware and have been using these Apps. Diksha app is more popular than Nishtha in terms of awareness, use, satisfaction and enrollment. Usage of these apps increased (90% respondents) after making it mandatory to attend the course and get a certificate offered over them.

As the NISHTHA program launched in 2021-22, there are less number of reviews were available. These reviews focus on use of the NISHTA Programme by secondary heads and teachers. The present study focus on utilization and perceived level of teachers on NISHTHA programme to secondary heads and teachers.

III. Methodology

3.1. Design of the Study

The present study employs descriptive method, carried out qualitative Analysis.

3.2. Population and Sampling

All secondary school teachers in government, Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS) schools operating at the secondary level (Classes IX to XII) in the Indian state of Karnataka who were enrolled in and exposed to the NISHTHA 2.0 training program during the academic years 2021–2022 and 2022–2023 make up the population for this study. Stratified random sampling was used as the sample technique. 481 secondary school teachers make up the study.

3.3. Tools used for the study: Observation schedule and checklist, the self-constructed tool, the tool was validated by the 40 experts from the field of research, field of education, and subject experts. The tool was employed split half reliability with $r=0.76$.

3.4. Statistical technique : Descriptive, differential and correlation analysis was applied to test the data.

IV. Analysis of the Study

Null Hypothesis H01: There is no significant difference in the of utilization of the NISHTHA Programme between urban and rural secondary schools.

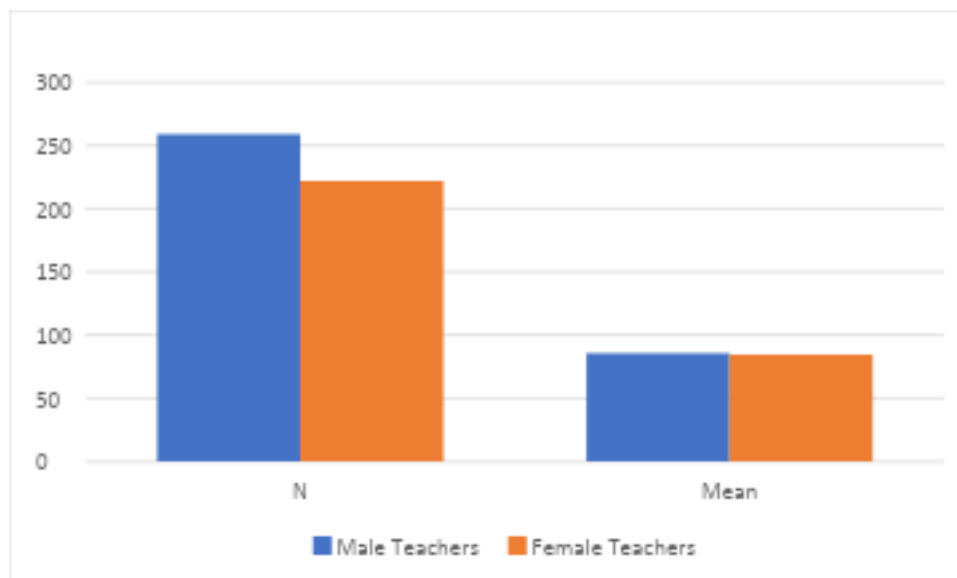
Table 4.1: Enactment Scores by Locality

Group	N	Mean	Std. Dev.
Urban Schools	321	88.34	9.12
Rural Schools	320	81.92	10.36
Independent Samples t-test: $t = 6.014$, $df = 638$, $p < 0.001$ (two-tailed).			

Urban secondary schools record a significantly higher mean implementation score (88.34) compared to rural secondary schools (81.92). Null Hypothesis is REJECTED. This is among the most policy-relevant findings of the study, as it empirically documents the urban-rural implementation gap in the NISHTHA Programme in Karnataka. The gap of approximately 6.42 points on the implementation scale reflects differential access to digital infrastructure, consistent internet connectivity, availability of trained resource persons, and institutional monitoring, all of which are more reliably present in urban educational contexts.

With $N=481$ in locality group, the t-test ($t=6.014$, $p<0.001$, $df=638$) has very high statistical power, making this the most robustly established finding in the implementation domain.

Finding: Urban schools (Mean=88.34, $N=321$) demonstrate significantly higher NISHTHA implementation levels than rural schools (Mean=81.92, $N=320$) ($t=6.014$, $p<0.001$, $df=638$). is rejected. The 6.42-point implementation gap,



H02: There is no significant difference in the perception of NISHTHA Programme enactment between male and female secondary school teachers.

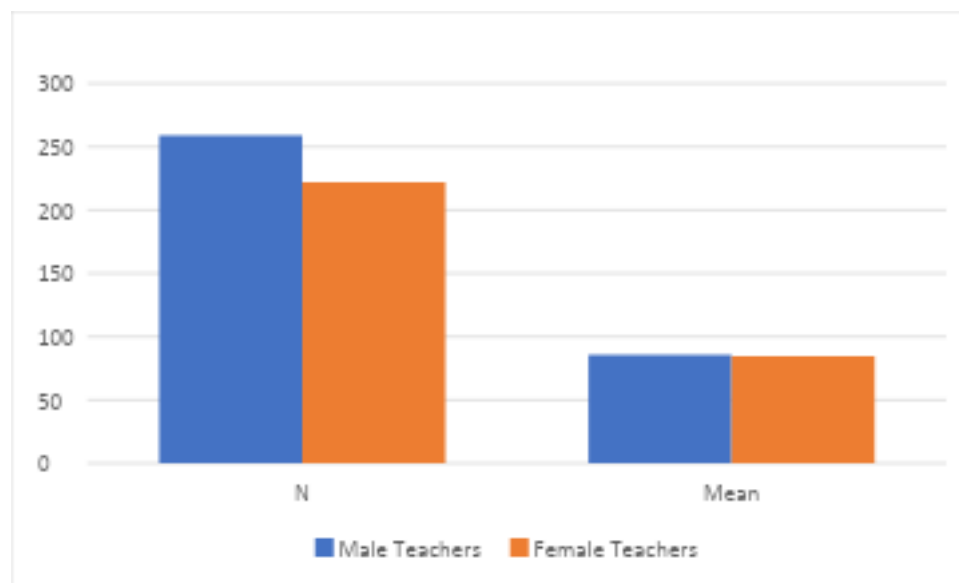
Table 4.2: Implementation Scores by Gender (Teachers Only, N=481)

Group	N	Mean	Std. Dev.
Male Teachers	259	85.78	9.89
Female Teachers	222	84.43	10.12
Independent Samples t-test: $t = 1.028$, $df = 478$, $p = 0.305$ (two-tailed).			

The mean implementation scores for male teachers (85.78) and female teachers (84.43) are closely matched, and the t-test reveals no statistically significant difference ($p = 0.305$, p greater than 0.05). Null Hypothesis is RETAINED. Gender does not produce differential perceptions of NISHTHA implementation quality among secondary school teachers, reinforcing earlier attitudinal findings and suggesting that the programme has been perceived in a broadly gender-equitable manner.

The non-significance of the gender difference in implementation perception ($t=1.028$, $p=0.305$) with $N=481$ teachers is highly reliable given the large sample size. The 1.35-point mean difference between male (85.78) and female (84.43) teachers is practically negligible and falls within a single standard-error range. This is a particularly important equity finding, as it confirms that female teachers — despite potential additional domestic responsibilities that might constrain their online learning time — perceive NISHTHA implementation quality at a level equivalent to male teachers. The primary implementation barrier is structural (locality, infrastructure) rather than personal (gender).

Finding: Male (Mean=85.78, N=259) and female (Mean=84.43, N=221) secondary school teachers do not differ significantly in their implementation perceptions ($t=1.028$, $p=0.305$). is retained.



H03: There is no significant correlation between the level of ICT usage in classrooms and the number of NISHTHA training modules completed by secondary school teachers.

Table 4.3.: Correlation between ICT Usage and NISHTHA Training Participation (N=481)

Variable 1	Variable 2	Pearson's r	p-value
ICT Usage Score (continuous, self-reported)	Number of NISHTHA Modules Completed	0.48	< 0.001

A moderate positive and statistically significant correlation ($r = 0.48$, $p < 0.001$) is found between the level of ICT usage in classrooms and the number of NISHTHA training modules completed by teachers. Null Hypothesis H011 is REJECTED. This finding provides empirical support for the position that NISHTHA training participation is associated with increased ICT integration in classroom practice. The moderate strength of the correlation is consistent with the theoretical expectation that training alone is insufficient to drive ICT adoption, and that enabling environmental conditions such as device availability, technical support, and peer modelling play mediating roles.

The Pearson's correlation of $r=0.48$ ($p<0.001$) with $N=481$ teachers represent a moderate effect size (Cohen's r : small=0.10, medium=0.30, large=0.50), falling just below the large-effect threshold. This is the second strongest bivariate relationship in the study (after H012). The explained variance ($r^2=0.23$) indicates that approximately 23% of the variability in ICT classroom usage can be accounted for by NISHTHA training completion — a meaningful but partial relationship. The remaining 77% of variance in ICT usage is attributable to other factors: device availability, internet reliability, peer influences, subject area, and

institutional culture. This decomposition of explained and unexplained variance underscores the policy message that NISHTHA training is a necessary but not sufficient condition for ICT integration — infrastructure investment is an equally important complementary intervention.

Finding: A moderate positive correlation ($r=0.48$, $p<0.001$, $r^2=0.23$) exists between NISHTHA module completion and classroom ICT usage among the 481 teachers. H011 is rejected. NISHTHA training explains approximately 23% of variance in ICT integration, confirming its role as a meaningful predictor of digital pedagogy adoption. However, the 77% unexplained variance underscores that enabling environmental conditions — particularly infrastructure — must accompany training to achieve full ICT integration.

H04: There is no significant correlation between the number of NISHTHA training modules completed and the adoption of activity-based learning practices by secondary school teachers.

Table 4.4: Correlation between Training Completion and Activity-Based Learning Adoption (N=481)

Variable 1	Variable 2	Pearson's r	p-value
Number of NISHTHA Modules Completed	Activity-Based Learning Adoption Score (composite)	0.53	< 0.001

A moderate-to-strong positive and statistically significant correlation ($r = 0.53$, $p < 0.001$) is found between NISHTHA training completion rates and the adoption of activity-based learning practices in secondary school classrooms. Null Hypothesis is REJECTED. Teachers who complete more NISHTHA modules are significantly more likely to incorporate activity-based, learner-centred strategies in their classrooms. This correlation provides a strong evidence-based case for the educational value of NISHTHA's competency-building modules and for policies that incentivise full training completion.

The correlation of $r=0.53$ ($p<0.001$) with $N=481$ is the strongest bivariate relationship in this study, approaching the large-effect threshold ($r=0.50$). The explained variance ($r^2=0.28$) indicates that NISHTHA training completion accounts for approximately 28% of the variability in activity-based learning adoption — a substantial programmatic impact. This finding is particularly important because activity-based learning is a directly observable, student-facing pedagogical outcome, making it the most practically meaningful measure of NISHTHA's classroom impact. The 5-percentage-point advantage of $r=0.53$ over $r=0.48$ suggests that activity-based learning adoption is more strongly linked to training depth than ICT integration, possibly because activity-based strategies require less infrastructural support (they can be implemented without digital devices) and are therefore less constrained by the environmental barriers that limit ICT adoption. This differential correlation pattern has a direct curriculum implication: NISHTHA's pedagogical transformation

objectives are more achievable and more strongly training-dependent than its digital transformation objectives.

Finding: The strongest correlation in this study ($r=0.53$, $p<0.001$, $r^2=0.28$) links NISHTHA module completion to activity-based learning adoption among the 481 teachers. Hypothesis is rejected. NISHTHA training explains 28% of variance in learner-centred pedagogical practice — the most substantial training-outcome relationship documented in this study — confirming that deep engagement with NISHTHA's 18 modules produces meaningful and observable changes in classroom pedagogy.

V. Conclusion

The NISHTHA has achieved impressive reach and broadly positive attitudinal reception, while facing structural challenges that constrain its transformative potential. NISHTHA has succeeded in generating awareness, building competency consciousness, and initiating pedagogical experimentation at a scale unprecedented in Karnataka's secondary school professional development history. The programme's alignment with NEP 2020's vision of holistic, learner-centred, and technology-enhanced education is perceived as timely and relevant by the overwhelming majority of teachers and school heads who participated in the study. The gender equity demonstrated in the programme's reception is a particularly positive achievement that reflects the inclusive design principles embedded in NISHTHA's framework.

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