



Study the efficacy of Nishtha Programme on School Teachers of Anand city

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Abstract-

Parmar.G (1990) *studied that teacher is the pillar and torch bearer of the society.*

The educator must evolve if a sustainable society is to be built. Any country's reputation is based on the caliber and character of its educators. As a result, the District Institute of Education and Training Centers and the Government started initiatives for teachers' ongoing professional development. 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 percentage metho, analyze the gathered data and interpret the outcome. Findings showed that 43% of teachers felt the content's quality was suitable for their professional and academic growth.

1.Introduction-

Primary education serves as the cornerstone of a lifelong process of education. Numerous conversations, debates, and recommendations have been made to improve the quality of education. Teachers who work for the government believe that they have received sufficient training and no longer need to pursue further education. However, because of the rapid changes in socioeconomic culture and so-called technology, teachers must keep up with these changes. The Indian central government launched an online platform for elementary teachers' and school principals' ongoing professional development to address this requirement. Teachers would have accessible, flexible, and high-quality exposure to and experience with teaching and learning through online platforms. The central government launched the Nishtha platform for principals and teachers of basic government schools, Diksha for the

Diksha for the secondary and higher secondary school teachers and SWAYAM for the teachers teaching in higher education. For the present study, Nishtha programme includes the online courses for school teachers.

2 Review related literature.

1. **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.

2. **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.

3 Research Objectives

1. To study the opinions of the teachers on the efficacy of the Nishtha Programme
2. To prepare an opinionnaire on efficacy of Nishtha programme
3. To study the challenges of Nishtha programme for continuing professional development of teachers
4. To study the effect of Nishtha programme on applicability of learning
5. To provide suggestions for the continuing professional development of teachers

3.1 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?

3.2 Research Design

The descriptive survey method was carried out for the research. The descriptive method of research studies are used to describe various aspects of phenomenon

3.3population

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

3.4 Sample of the Study

In the present study the sample comprised of total 400 teachers Gujarati medium Schools, Anand district. The researcher made use of simple random sampling technique to select the sample for the study

3.5 Research Tool-

For the present study the researcher collected data through Opinionnaire for Nishtha.

3.6 Description of Tool

Tool enables the researcher to interact with the subject and their response. In the present study the researcher used opinionnaire to know the quantitative data.

3.7 Tool for Data Collection

Opinionnaire to know the views of Teachers of Gujarati Medium School about the
for Teacher impact on Nishtha Programme

3.8 Data Collection

The Researcher personally visited the Government Gujarati Medium Schools, Anand district to collect data through prepared tool. The researcher took the permission from the school principals and then visited the schools and collected the research data through the opinionnaire

4. Data Analysis and Interpretation

In the present study, the responses received from the respondents were classified, tabulated and analyzed. The Analysis of the data was carried out with the help of quantitative techniques. Then Keeping in view, the objectives of the study, the findings were meaningfully interpreted. The data was analyzed and presented in tabular form as under. The figures mentioned in the column ie agreed, neutral and disagreed indicate the number of respondents, and percentage method used.

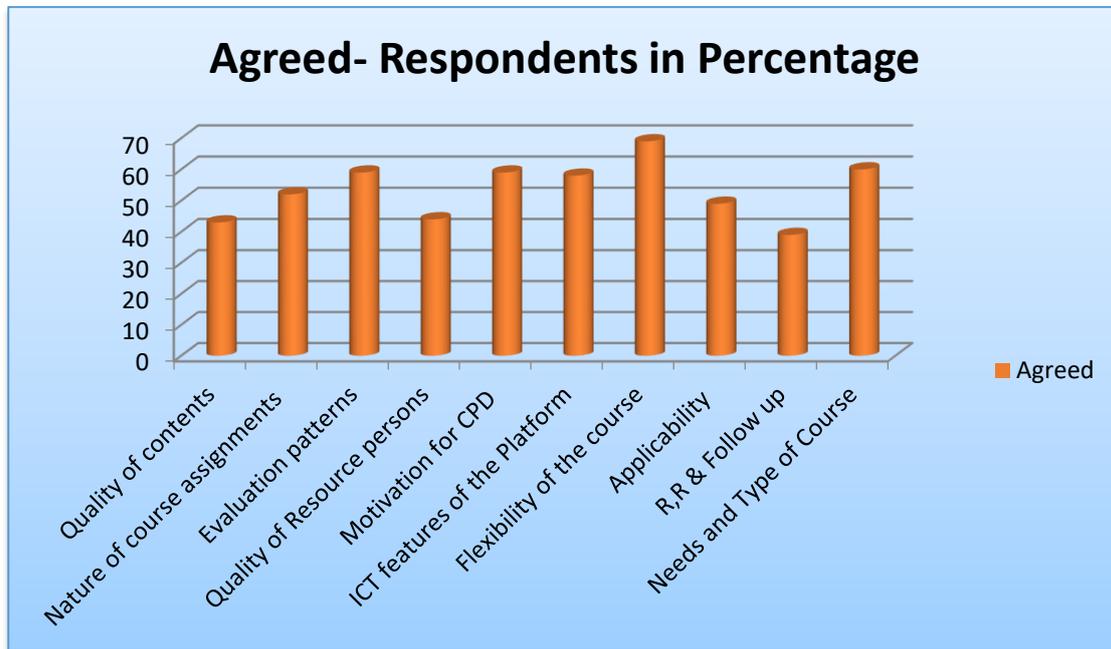
4.1 Overall Opinionnaire of the Teachers

The researcher prepared five statements under each major research component. The responses of the teachers on the major components are placed in percentage wise. This percentage shows the agreements of teachers on each major component.

Table: 4.1 Comprehensive Opinions of the Teachers

Sr. No	Component	Percentage of Agreed Respondents
1	Quality of contents	43%
2	Nature of course assignments	52.45%
3	Evaluation patterns	59.25%
4	Quality of Resource persons	44.1%
5	Motivation for Continuing professional development	49.5%
6	ICT features of the Platform	58.1%
7	Flexibility of the course	69.5%
8	Applicability	49.7%
9	Revision, Remediation, Feedback and Follow up	39.25%
10	Nature, needs and Types of courses	60.15%
	Total Components-10	

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.



Overall Responses of Teachers on Nishtha

Table: 4.2 Districtwise Opinions of Teachers

Sr. No	District	Percentage of Agreed Respondents
1	Anand	69%
2	Umreth	45%
3	Sojitra	58%
4	Borsad	53%
5	Khambhat	49%
6	Anklav	41%

The teachers of Anand district rated the quality of the Nishtha programme is appropriate whereas the teachers from Anklav taluka graded the lowest. It may be interpreted that the teachers due to rural area are not having the exposure of such programmes. The teachers from rest of the talukas rated around 50% for the Nishtha Programme.

5. Findings

- 43% teachers opined that the quality of contents is appropriate for the academic and professional development of the teachers.
- 52.45% teachers opined that nature of the assignments is appropriate and need based.
- 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.

5.1 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.

5.2 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. Conclusion

With a view to studying the opinions of the teachers towards the quality of the Nishtha 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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