



Teachers Training: An Inquiry into the Implementation of NISHTHA 3.0

Sanjay Kumar¹, Prof. (Dr.) Ajay Kumar Singh²

¹Ph.D. Scholar, School of Education, Indira Gandhi National Open University (IGNOU), New Delhi

²Professor, School of Education, Indira Gandhi National Open University (IGNOU), New Delhi

¹Corresponding Author Email: sanjay77zoology@gmail.com

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Abstract

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. The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) has developed an online capacity-building program for pre-primary and primary school teachers and school administrators. Objectives of this study are to review the content of NISHTHA modules, including audio-visual material and Inclusive nature with technology orientation, and to identify male and female teachers' satisfaction towards NISHTHA 3.0 FLN. This study adopted a cross-sectional survey research methodology, utilizing purposive sampling to select a district in Bihar. A total of 45 responses were collected. The researchers developed the questionnaire through a thorough review of pertinent literature, aligning it with the objectives of the study. The study concludes that teachers think this NISHTHA (3.0) training developed better AVM and INTO; it will be more inclusive education and technology integration. So, a researcher can say that teachers are more positively inclined toward the NISHTHA program. The study found that quality technical management plays challenging roles in implementing processes, and this can be one of the major barriers. These initiatives have a great impact on school education through NISHTHA 1.0, 2.0, and 3.0. NCERT always plays a crucial role for enhancing quality education for future generations.

Keywords: NISHTHA, Teacher, Training, Teaching Learning Process, Bihar.

Introduction

Reforming and improving education require teachers' professional growth through in-service training programs. Good teacher preparation programs support the introduction of new teaching techniques, the upgrading of teachers' knowledge, and the improvement of their abilities (NEP, 2020). In the context of core literacy and numeracy, where early intervention can have a long-lasting effect on a child's educational trajectory, in-service training is especially crucial (NCTE, 2009). Teachers' ongoing professional development is a crucial component of the school education ecology. By explicitly stating that all teachers and head teachers should engage in at least 50 hours of Continuous Professional Development (CPD) opportunities annually for their own professional development, motivated by their own interests, the National Education Policy, 2020, gave in-service teacher education programs a new dimension. for NISHTHA FLN3.0, NCERT).

The most recent pedagogies for foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies like experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, among others, will be methodically covered in CPD opportunities. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) has developed an online capacity building program for pre-primary and primary school teachers and school administrators. 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.

An overview of global and Indian teacher training

A key component of educational development is teacher training, which guarantees that instructors have the abilities, know-how, and attitudes required to improve student learning results. Although teacher preparation programs vary greatly throughout contexts worldwide, they frequently have similar goals, including enhancing teaching methods, incorporating technology, and meeting the various needs of students. National policies and initiatives in India, especially in the last few decades, have reaffirmed the importance of teacher preparation. An overview of teacher training programs in India and abroad is given in this section, which also examines historical trends, contemporary methods, and new issues.

The evolution of the NISHTHA programs (1.0, 2.0, and 3.0)

The Ministry of Education launched the NISHTHA, a methodical and developing approach to in-service teacher training in India, to improve the professional competences of teachers on a large scale. With the goal of enhancing fundamental pedagogical practices and developing capacity in inclusive education, early literacy, and leadership abilities, NISHTHA 1.0 was a nationwide, in-person program that was introduced in 2019 and targeted elementary school teachers and school administrators (NEP, 2020). More than 4.2 million educators took part in the first phase of this program, which addressed major issues such a lack of resources for teacher training and a lack of knowledge about new pedagogical approaches (NCERT, 2021).

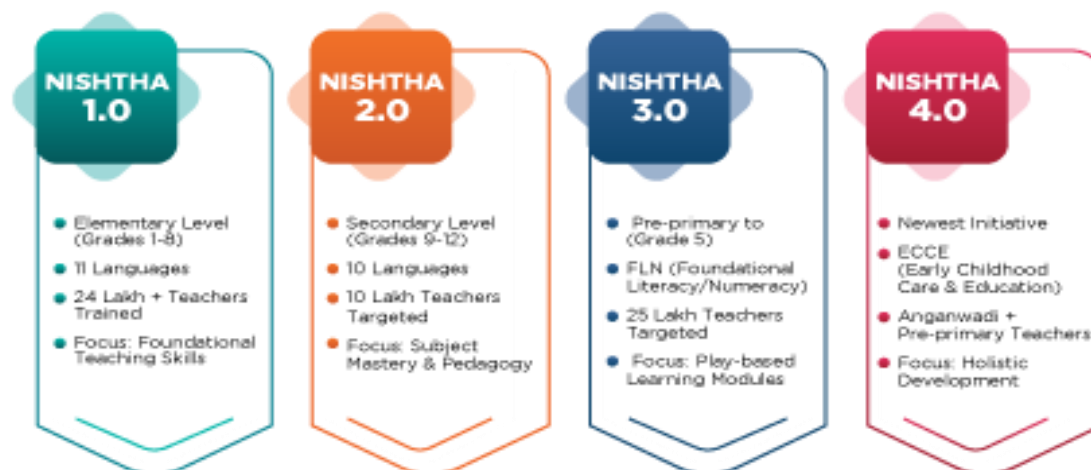


Figure 1. Structure of NISHTHA

Source: <https://questplus.in/nishtha-empowering-teachers-for-a-better-tomorrow/>

In 2020, NISHTHA 2.0 changed to a hybrid model in response to the COVID-19 pandemic, using digital platforms like DIKSHA to maintain operations during lockdowns and school closures (UNESCO, 2021). This version addressed the pressing demand for technology integration in teaching methods by reaching out to secondary school teachers and adding modules on digital pedagogy. In order to support students amid the interruptions caused by the pandemic, the program also highlighted the significance of mental health awareness and socio-emotional learning (Kumar & Sharma, 2021). By concentrating on FLN, as envisioned in the NEP 2020, NISHTHA 3.0, which was implemented in 2021, expands on these basic initiatives. To improve teacher abilities in early grade instruction, activity-based learning, and inclusive education, this phase incorporates a highly focused strategy (Mehta & Walton, 2022). When taken as a whole, these three versions show how teacher preparation has been gradually scaled up and specialized to address changing educational demands while maintaining conformity with national policy aims. The NISHTHA training programmes now provide Continuous Professional

Development (CPD) for learning facilitators. NISHTHA 1.0, NISHTHA 2.0, and NISHTHA 3.0 training programmes are being offered at various phases of school instruction (Kanvaria & Dubey, 2022).

Objectives of the study

1. To review the content of NISHTHA modules including audio-visual material and Inclusive nature with Techno oriented.
2. To identify male and female teachers Satisfaction towards NISTHA 3.0 FLN

Hypothesis

H₁. There is no significance difference between male female school teachers based on Satisfaction level. (Based on Objective- 2).

Methodology

This study adopted a cross-sectional survey research methodology, utilizing purposive sampling to select district in Bihar in consideration of constraints related to time, budget, and researcher capacity. The data collection employed a simple random sampling approach, compiling a list of teachers from school. A total of 45 responses were collected. The researchers developed the questionnaire through a thorough review of pertinent literature, aligning it with the objectives of the study.

Study Area

In the present study, involved in the teaching profession in various primary school which is aided with state governments, government grants-in-aid, and local entities in the Gopalgang and Benka district of Bihar, India (see figure 1)."

Figure 1. Map of Study area



Source: <https://www.mapsofindia.com/maps/bihar/tehsil/gopalganj.html>



Source: [Banka Tehsil Map, Bolcks in Banka](https://www.mapsofindia.com/maps/bihar/tehsil/banka.html)

Procedure for Data Collection

The researcher distributed questionnaires over three months, from February 2025 to July 2025, from 10 primary school from Gopalgang and Benka district of Bihar, India. During the first three weeks, the researchers sought permission from the heads of the departments at each school (Gorai & Angadi, 2023). After completing all the necessary formalities, they finally secured dates for offline data collection from the teachers (Gorai, et al., 2024). Table 1 showed total sample of this study.

Study Tool

Researchers developed and validated the “Assessing NISHTHA 3.0 Inservice Teacher Training Scale (ANITTS) for collected data. To evaluate the efficacy of the created tools, a pilot version of the offline surveys was first distributed to a small group of respondents (27% of the total sample) with varied characteristics (Gorai et al., 2024). The authors initially developed

an offline questionnaire with 50 items. This was later refined to a final version containing 22 items. Section 1 of the scale gathered user demographics, including name, gender, Experience of service period Section 2 contained five

domains with both positive and negative items measured using a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree) (Kundu et al.,2024; Bhat et al., 2022, Gorai & Angadi, 2023). The internal consistency (Cronbach's alpha) for the domains was 0.732, 0.613, 0.615, 0.643, 0.701, and 0.660 overall. Cronbach's alpha indicates the degree to which a group emphasizes a single concept or idea (Cronbach, 1951).

Table 1. List of Teachers

District	Teachers	Numbers
Gopalgang	Male	12
	Female	08
Benka	Male	14
	Female	11
Total		45

Results and Discussion

OBJECTIVE 1.

To review the content of NISHTHA 3.0 modules including audio-visual material and Inclusive nature with Techno oriented.

Discussion domain wise

In this first domain “AVM” author incorporate 5 items (see Figure 2). All items related to audio-visual material which has been used for NISHTHA 3.0. Here 25 teachers strongly agree on “I am comfortable to use digital gadget”, and 16 teachers agreed this item. This result indicated that maximum teachers are comfortable to use digital gadget for NISHTHA 3.0 training. 17 teachers strongly agree on “Video was clear when I taking training”, and 20 teachers agreed this item. This result indicated that maximum teachers are agreed on Video was clear when taking training from NISHTHA 3.0 training. 20 teachers are not decided about on using planning report but using recorded video resources from platform.16 teachers strongly agree on “I am using pre-made ICT applications to prepare lesson plans”, and 24 teachers agreed this item. 21 teachers strongly agree on “I am using audio- video discussions during teaching”, and 16 teachers agreed this item. So, these items result indicates that teachers are very actively participating this NISHTHA 3.0 training.

Table 2. Dimension analysis Audio-Visual material (AVM)

Items	SA	A	U	D	SD
I am comfortable to use digital gadget.	25	16	0	2	2
Video was clear when I taking training.	17	20	3	5	0
I am not using planning report but using recorded video resources from platform.	5	7	20	8	5
I am using pre-made ICT applications to prepare lesson plans.	16	24	0	3	2
I am using audio- video discussions during teaching.	21	16	3	3	2

Note: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (DA)

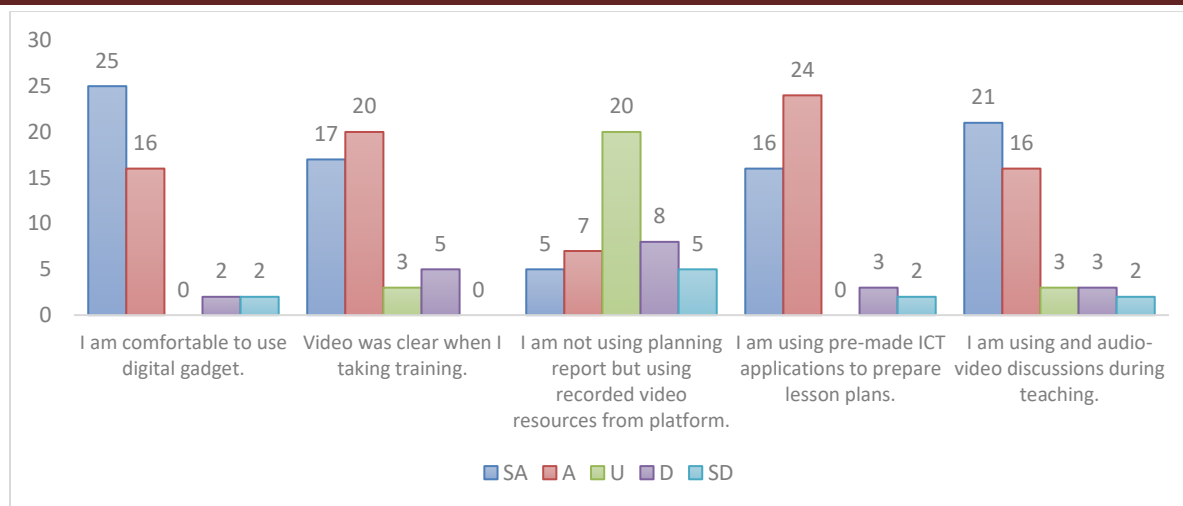


Figure 2: Dimension Graphically Analysis to AVM

Table 3. Dimension analysis Inclusive Nature with Techno-oriented (INTO)

Items	SA	A	U	D	SD
The training has equipped me with strategies to support diverse learners, including those with special needs.	20	15	4	3	3
I feel more confident in creating an inclusive classroom environment.	15	20	3	5	2
The use of digital tools in the training has enhanced my teaching practices.	16	23	1	3	2
I have integrated technology into my lessons more effectively after the training.	17	22	1	3	2
The training addressed the challenges of using technology in the classroom.	16	16	3	7	3

Table 3 and figure 3 showed that, second domain “INTO” author incorporate 5 items (see Figure 3). All items related to inclusive nature with Techno-oriented which has been used for NISHTHA 3.0. Here 20 teachers strongly agree on “The training has equipped me with strategies to support diverse learners, including those with special needs”, and 15 teachers agreed this item. This result indicated that maximum teachers are support diverse learners for NISHTHA 3.0 training.

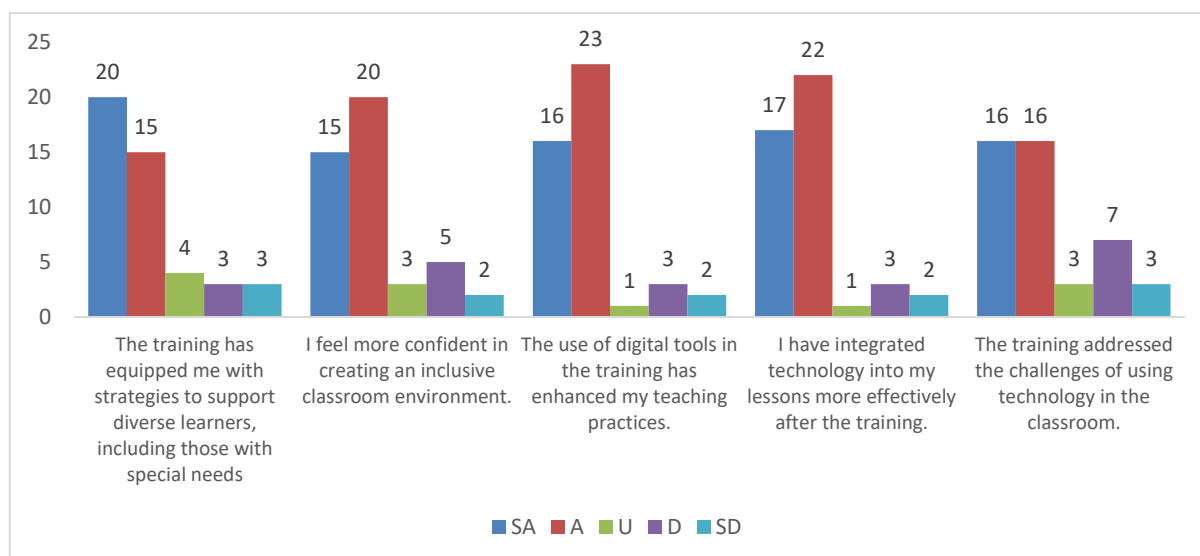


Figure 3: Dimension Graphically INO

Table 3 and figure 3 showed that, second domain “INO” author incorporate 5 items (see Figure 3). All items related to inclusive nature with Techno-oriented which has been used for NISHTHA 3.0. Here 20 teachers strongly agree on “The training has equipped me with strategies to support diverse learners, including those with special needs”, and 15 teachers agreed this item. This result indicated that maximum teachers are support diverse learners for NISHTHA 3.0 training. 15 teachers strongly agree on “I feel more confident in creating an inclusive classroom environment”, and 20 teachers agreed this item. 20 teachers are not decided about on using planning report but using recorded video resources from platform. 16 teachers strongly agree on “The use of digital tools in the training has enhanced my teaching practices”, and 23 teachers agreed this item. 17 teachers strongly agree on “I have integrated technology into my lessons more effectively after the training”, and 22 teachers agreed this item. 16 teachers strongly agree and agreed on “The training addressed the challenges of using technology in the classroom”. So, these items result indicates that NISHTHA 3.0 training is inclusive nature with Techno-oriented.

Based on objective 2.

2) To identify male and female teachers Satisfaction towards NISTHA 3.0 FLN.

Hypothesis

H₁. There is no significance difference between male female school teachers based on Satisfaction level.

(Based on Objective- 2).

Table 4. Total respondents of Teachers' Satisfaction level towards NISHTHA 3.0

<i>Respondents</i>	<i>N</i>	<i>Percentage</i>
Male	23	51.10 %
Female	22	48.90 %
Total	45	100 %

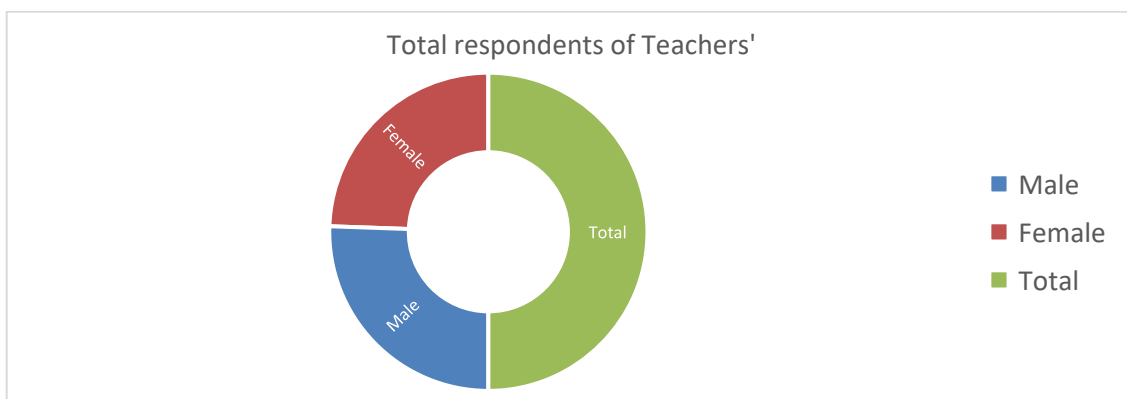


Figure 4. Total respondents of Teachers' Satisfaction level towards NISHTHA 3.0

Table 5. Assumption table for Teachers' Satisfaction level towards NISHTHA 3.0

Assumption	Method	Result	Remark
Normal Distribution	Graphically	Satisfied	Mann-Whitney U test
	Levenes test	Not satisfied	

Table 6. Summary of Mann-Whitney U test comparison of teachers' Satisfaction level towards NISHTHA 3.0

Mann-Whitney U Test for independent samples					
Gender	N	Z value	Sum of Ranks	Sig.	Mean Rank Score
Male	23	-0.407	5260.000	0.000	107.05
Female	22		5027.000		101.52
Mann Whitney U			982.000		
Significant			0.000		
Decision			Null Hypothesis rejected		
*Significant level at 0.05.					

Discussion

Table 5 indicates that the independent t-test assumption was not met, leading the researcher to use the Mann-Whitney U test instead. The results in Table 6 show a significant Mann-Whitney U value of 982.000, highlighting a notable difference in satisfaction between Male and Female level towards NISHTHA 3.0 based on their gender.

Conclusion

It an inquiry into the implementation of NISHTHA 3.0 (FLN) from Inservice teachers training point of view through cross-sectional study. The study concludes that teachers thinks this NISHTHA (3.0) training developed better AVM, and INTO, it will more inclusive education and technology integration. So, as a researcher can say that teachers are more positively inclined toward the NISHTHA programme. More than, 70 % teachers strongly agree on “I am comfortable to use digital gadget”. So, its reveal that teachers have knowledge to handle digital gadgets. Also result indicated that maximum teachers are comfortable to use digital gadget for NISHTHA 3.0 training. 80 % teachers agree on “video was clear when I taking training”. This result indicated that maximum teachers are agreed on video was clear when taking training from NISHTHA 3.0 training. Here also, there is significant difference between the mean rank of satisfaction between Male and Female teachers towards AVM, and INTO. The study found that quality technical management plays challenging issues in implementing process and this can be one of major barrier. These initiatives have grate impact for school education through NISTHA 1.0, 2.0, and 3.0. NCERT always play crucial role for enhancing quality education for future generation.

Educational Implications of the Study

- ❖ NISHTHA 3.0 (FLN) can be added to a valuable insight for Inservice teachers in school education. Here Regular interventions can be needed for proper implementing to ground level.
- ❖ With this NISHTHA 3.0 (FLN), teachers should add on more experience in practical field for classroom context.
- ❖ Inservice teachers developed peer group learning, technological hand on experience, innovative pedagogical knowledge.
- ❖ NISHTHA 3.0 (FLN) can be enhanced practical skills training that can be helpful for effective classroom management.
- ❖ The NISHTHA 3.0 (FLN), can be incorporated into subject wise Inservice teacher.
- ❖ It requires more emphasis on NCF-2023 and NEP-2020 so that, it can result in broader implementation.
- ❖ The study's tool, *Assessing NISHTHA 3.0 Inservice Teacher Training Scale* (ANITTS) can be applicable to more related research.

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