State Resource Groups' Satisfaction with NISHTHA 1.0 in Mizoram and Their Difficulties during Training

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Abstract

In-service teacher training contributes to developing new skills among teachers and promotes advancement in their professional skills. NISHTHA 1.0 aimed to cultivate essential generic and pedagogical skills among teachers addressing the leadership requirements of head teachers for transformation of government schools at elementary level. Initially, State Resource Groups (SRGs) received training from National Resource Groups (NRGs), followed by training for elementary school teachers from the SRGs. The experiences during training at the first level certainly influence the subsequent level of training. This study explored the satisfaction levels of the SRGs with various components of the training and identified the difficulties faced during NISHTHA 1.0. A sample of forty-six members from all districts of Mizoram was taken for the survey. Qualitative and quantitative data were collected through a self-developed open-ended questionnaire and a rating scale. The findings reveal that the majority of SRGs in Mizoram are satisfied with most of the aspects of training components and the overall NISHTHA 1.0 training programme. Moreover, the majority of the SRGs maintain a positive outlook toward the training, although several areas provide the scope for improving future training programmes in Mizoram.

Keywords: *Teacher Education, Professional Development, Teacher Training, Elementary School Teachers, NISHTHA 1.0, State Resource Groups (SRGs)*

Introduction

Education is widely recognised as the prime factor in social and economic development and plays a key role in the advancement of any nation. Quality education is the right of every child, which can be ensured through the quality teacher training. Characteristics of a teacher, such as dedication, professional commitment, and motivation, are important contributors of providing quality education (Kumar & Azad, 2016). The quality of education generally depends on teachers' competence, knowledge, and skills, highlighting the need for effective teacher training programmes (Pinzon, et al., 2023). Teacher is the most important component in ensuring quality education, and their regular in-service training is essential for improving students'

learning outcomes (Darling-Hammond, 2000; Ministry of Human Resource Development [MHRD], 2019). Pre-service teacher education lays the foundation for future teachers, equipping them with fundamental pedagogical skills and theoretical knowledge, while in-service teacher education promotes their continuous professional development (CPD). CPD programmes keep teachers updated on evolving pedagogical demands, new teaching strategies, and curricular changes in education (Walia & Walia, 2022). In-service education is essential for teachers as it enhances their skills, performance, and motivation (Osamwonyi, 2016). It ensures that every teacher is well-trained to improve academic achievement and foster personal growth and social responsibility among students. Effective teacher

training programmes are necessary for the improvement of classroom practices and ensuring teachers are thoroughly prepared to meet the needs of their students (Sharma, 2017).

The MHRD launched the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) on 21st August, 2019, aiming to cover 42 lakh participants, including all teachers and heads of government schools at elementary level, faculty members of State Councils of Educational Research and Training (SCERTs), District Institutes of Educational Training (DIETs), and officials and resource persons from Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) across all states and union territories (MHRD, 2019). This is an integrated teachers' training programme under Samagra Shiksha (nishthadashboard, 2024). The NISHTHA programme aims to strengthen teaching practices and improve students' learning outcomes. This initiative ensures that all teachers and head teachers have got sufficient training to support the overall development of students by focusing on their emotional, social, and psychological growth.

The NISHTHA integrated teacher training programme for teachers and head teachers was initiated for elementary level schools, known as NISHTHA 1.0. This programme emphasises training in learner-centred pedagogy, inclusive education, the integration of art and ICT in teaching, as well as other areas such as health and well-being, yoga, school safety and security, and leadership roles. It aims to unite all stakeholders and target groups on a common platform, aligning them with similar content that focuses on their specific roles and responsibilities (MHRD, 2019). Stakeholders include the State Resource Group (SRG), teachers, head teachers, members of School Management Committees (SMCs), and functionaries at the state, district, block, and cluster levels, providing a cohesive platform.

The National Resource Group (NRG) holds the top position in the hierarchy of training within the NISHTHA programme, followed by SRGs, teachers, head teachers, and other stakeholders. The NRG is consisted of a team of experts identified by National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE) along with Non-Governmental Orgnaisation (MHRD, 2019). The SRG is consisted of one State Resource Person (SRP) and five Key Resource Persons (KRPs). SRGs are identified by each state and trained by the NRGs to provide further training for elementary school teachers at the block level. The SRGs play a vital role in providing training to teachers at the state level and contribute in realising the goal of NISHTHA. The experiences of the trainees during professional development programmes at the initial level certainly influence the subsequent level. One of the ways to evaluate professional development programmes is assessing the perception and satisfaction of the participants (Pinzon et al, 2023). A very few evaluative studies on NISHTHA (Shrivastava, 2024; Kalyani, 2024; Behera & Singh, 2024) have been conducted so far in India. Behera and Singh's (2024) study findings showed that teachers received the NISHTHA training programme positively but mentioned issues such as the need for more peer collaboration and personalised feedback, internet access, and technical problems. Evaluation of such programmes at state level is much needed to know their impact and find the gap, if any, to be filled in future training programmes, therefore the present study is an attempt to assess the satisfaction of SRGs with the training in Mizoram.

Further, the review of related literature concerning in-service teacher's training reveals that participants encounter difficulties in various areas such as short notice, distant venues (Yadav, 2012; Radhika, 2012; Tuncel & Cbanoglu, 2018; Dilshad et al., 2019) poor internet access

and audiovisual equipment (Majumdar & Harichandan, 2017; Ulla &Winitkun, 2018), native speakers' accents, lack of infrastructure and facilities, insufficient mechanisms for follow-up (Tyagi & Mishra, 2017).

It may be concluded that various problems arise during teacher training programmes. NISHTHA is the largest integrated teacher training programme conducted across the nation. There might be some challenges at ground level, which need to be explored for addressing them in future training programmes. A state like Mizoram in the northeast region has a dispersed population and mobility, transportation, and communication challenges. Therefore, the trainees might face some difficulties during the NISHTHA 1.0 training programme. There may be some areas of improvement, thus, exploring their satisfaction level will also reflect upon them and validate the effectiveness of such training programmes. The present study is delimited to SRGs, one of the stakeholders in the training programme. By analyzing these challenges, the findings of the study will contribute to addressing them, enhancing their effectiveness, and highlighting areas for improvement in satisfaction levels to ensure better support and resources in future training programmes.

Research Questions

1. To what extent are the SRGs satisfied with the NISHTHA 1.0 training programme?
2. Is there any difficulty found by the SRGs during the NISHTHA 1.0 training programme?

Objectives of the Study

1. To find out the satisfaction level of the SRGs with the NISHTHA 1.0 training programme.
2. To explore the difficulties faced by the SRGs during the NISHTHA 1.0 training programme.

Methodology

Method of the Study: The present study aimed to identify the difficulties found by the SRGs and their satisfaction levels. The study is descriptive in nature, so the survey method was employed to collect the data. The present study collected both qualitative and quantitative data to answer the research question, therefore, a quasi-mixed research design was utilized for this study (Cohen et al. 2019).

Population: There are eleven districts in Mizoram, and eight districts have District Institute of Educational Training (DIET). The State Council of Educational Research and Training (SCERT) in Aizawl coordinated the entire training programme. Faculty from SCERT, and DIETs, Principals and subject-specific teachers from various schools, and teachers under SAMAGRA Shiksha, Mizoram were selected to get training in Guwahati, Assam, from 30th September to 5th October, 2019, conducted by the NRGs. Secondary data was taken from NISHTHA's official website, while details of the SRGs were gathered from SCERT, Aizawl. A total of seventy-two resource persons were trained for providing further training to elementary school teachers in Mizoram. All these resource persons constitute the population for the conducted study.

Sample: The present study focuses on resource persons from SCERT, Aizawl, and the DIETs in each district of Mizoram. A total of 46 SRGs from SCERT (10) and all DIETs (36) voluntarily participated in the survey.

Research Instrument: Two research instruments were developed and used by the investigators.

1. A rating scale titled 'Satisfaction level of State Resource Groups (SRGs) with the NISHTHA 1.0 Training Programme'.
2. An open-ended questionnaire titled 'Difficulties Faced by the State Resource Groups (SRGs) during the NISHTHA 1.0 Training'.

Description of the Research Instrument

- A five-point Likert scale was developed to evaluate the satisfaction level of State Resource Groups (SRGs) with the NISHTHA 1.0 Training Programme. The scale assesses the degree of agreement with eight components related to the training. The categories of the response are Very Dissatisfied, Dissatisfied, Neither Satisfied nor Satisfied, Satisfied and Very Satisfied.

- An open-ended questionnaire consists of six questions, which is developed to explore the difficulties faced by the State Resource Groups (SRGs) during the NISHTHA 1.0 Training Programme. This tool allows respondents to freely express their challenges related to the pre-post training survey, content delivery, resource availability, technological support, and activity organisation. By capturing qualitative insights, the questionnaire helps identify specific issues and suggests improvements for future training programmmes. The

expert's (NCERT and NIEPA, New Delhi) views and comments were taken to get validated the tools.

Statistical Techniques Used: Narrative analysis was employed to analyse the qualitative data, while percentage and graphical representations were utilised for the quantitative data.

Data Analysis and Interpretation

The data analysis is divided into two sections. Section I provides a quantitative analysis of Objective No. 1, while Section II offers a qualitative analysis of Objective No. 2.

Section I

This section presents the satisfaction levels of SRGs with various components of the NISHTHA 1.0 training programme. The components are NISHTHA Portal, Survey, Modules, Training Organization, Training Centre, National Resource Group, Follow-up, and Overall, NISHTHA Training Programme. The component-wise analysis is presented here in after:
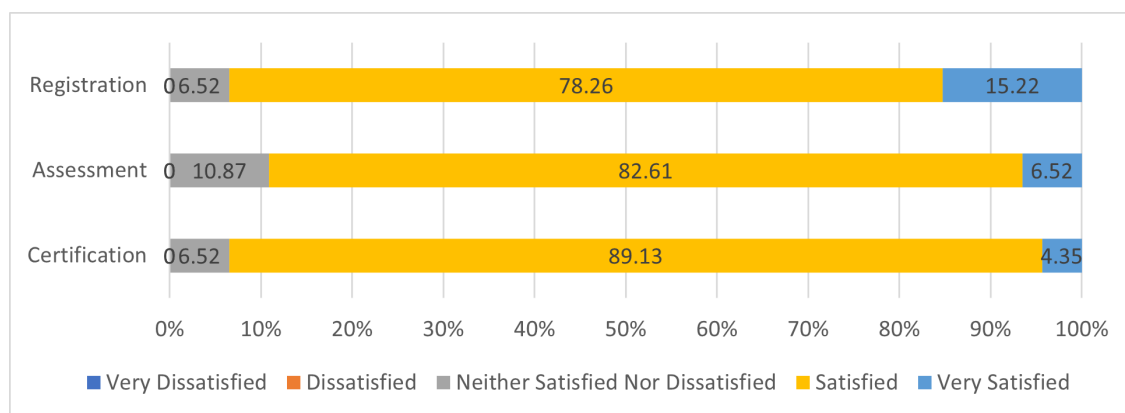

Figure 1: Satisfaction level of SRGs with the NISHTHA Portal

Figure 1 demonstrates the level of satisfaction regarding three aspects of the NISHTHA portal: Registration, Assessment, and Certification. It shows that 78.26% of SRGs are "Satisfied" with Registration, 82.61% with Assessment, and 89.13% with the Certification process. Additionally, approximately 15.22% of SRGs feel 'Very satisfied' with Registration, 6.52% with Assessment, and 4.35% with Certification. Importantly, no participant reported dissatisfaction with any of the processes. Thus, it can be concluded that the most of the SRGs are satisfied with the processes on the NISHTHA portal.
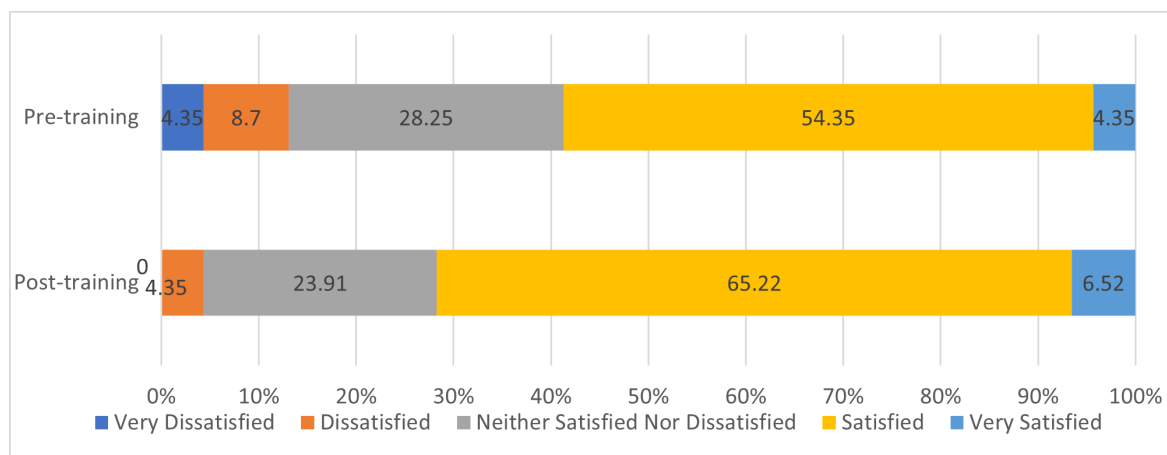
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Figure 2: Satisfaction level of SRGs with Survey Administration on the Portal

Figure 2 demonstrates the satisfaction level regarding two aspects of the survey administration on the NISHTHA portal: pre-training and post-training. It shows that 54.35% of SRGs are 'Satisfied' with the pre-training, and 65.22% with the post-training. Furthermore, about 4.35% of SRGs are 'Very Satisfied' with the pre-training, while 6.52% feel the same about the post-training. Neutral responses are varied slightly. A small percentage of teachers expressed dissatisfaction, with the combined 'Dissatisfied' and 'Very Dissatisfied' responses ranging from 4% to 8% for pre-training. With reference to post-training, 4.35% reported dissatisfaction.
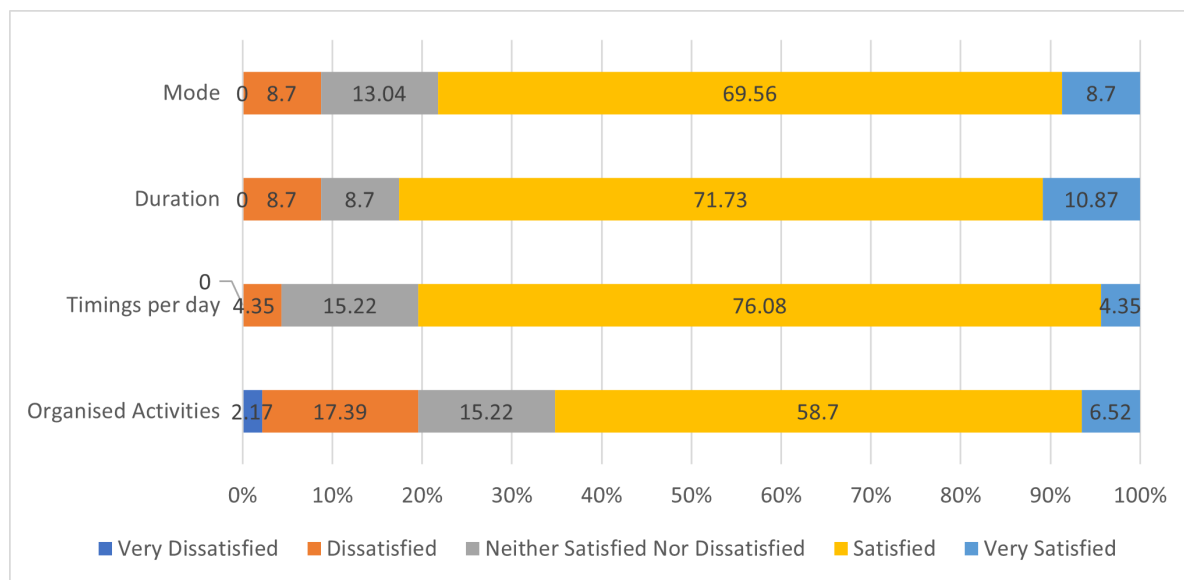

Figure 3: Satisfaction level of SRGs with the Training Organisation

Figure 3 presents the level of satisfaction regarding four aspects of the 'Training organisation': mode of training, duration, daily timings, and activity organisation. It indicates that 69.56% of SRGs are 'Satisfied' with the mode of training, 71.73% with the duration, 76.08% with the daily timings, and 58.07% with the organisation of activities. Furthermore, 8.7% of them are 'Very satisfied' with the mode, 10.87% with the duration,

4.35% with the timings, and 6.52% with the organised activities. Very few of them expressed dissatisfaction with three aspects: mode of training (8.7%), duration (8.7%), and daily timings (4.35%), while a few of them expressed dissatisfaction with the organised activities (17.39%).

In conclusion, most SRGs are satisfied with all aspects of training organisation; however, the percentage is relatively low for 'activity organisation'. Therefore, there is room for improvement in the organisation of activities for future training programmes.
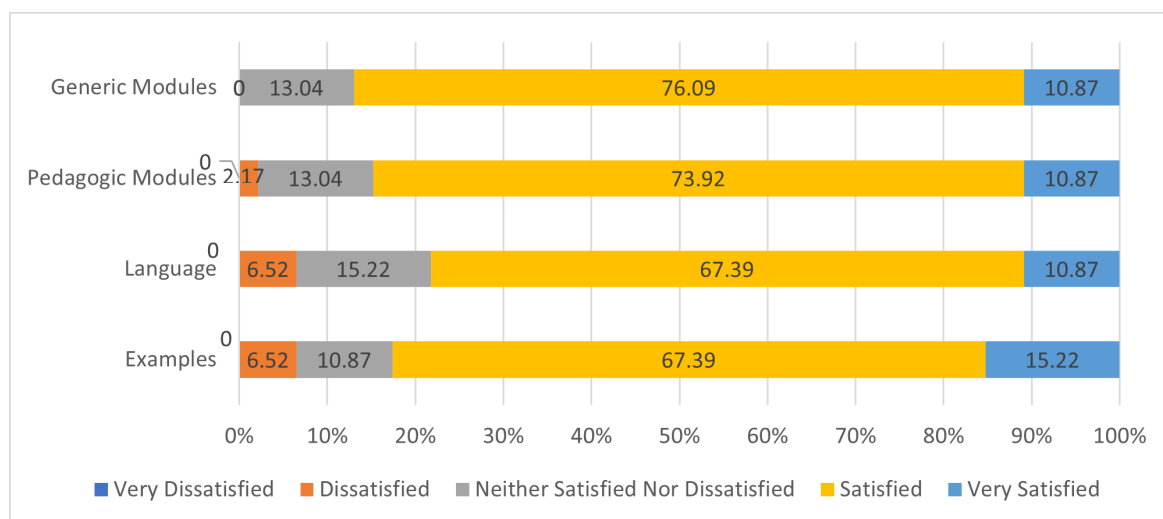

Figure 4: Satisfaction level of SRGs with the Modules

Figure 4 shows the satisfaction levels across four aspects of the NISHTHA training modules: generic concern, pedagogic concern, language, and examples. The results reveal that 76.09% of SRGs are 'Satisfied' with the generic modules, 73.92% with the pedagogic modules, and 67.39% with both the language and examples. Furthermore, few of them (10.87%) reported being 'Very satisfied' with the generic modules, pedagogic modules, and language, while 15.22% were 'Very satisfied' with the examples. Very few of them (6.52%) expressed dissatisfaction with the language and examples of the modules. It may be concluded that most of the SRGs are satisfied with all aspects of the 'Modules'.

Table 1 Satisfaction level of SRGs with the Training Centre

Level Dimensions	Very Dissatisfied (%)	Dissatisfied (%)	Neither Dissatisfied nor Satisfied (%)	Satisfied (%)	Very Satisfied (%)
Location	0.00	6.52	8.7	71.74	13.04
Seating Arrangement	0.00	8.7	26.08	58.70	6.52
Electricity Availability	0.00	6.52	13.04	73.92	6.52
ICT Equipment	2.18	13.04	15.22	63.04	6.52
Internet Connectivity	4.35	19.57	15.22	54.34	6.52

|					
TLM	0.00	0.00	26.09	67.39	6.52
Space for Activities	4.35	21.74	23.91	45.65	4.35

Table 1 provides an overview of satisfaction levels of SRGs related to various aspects of the training centre. It indicates that majority of them are satisfied with the location (71.74%), seating arrangement (58.70%), availability of electricity (73.92%), ICT equipment (63.04%), Internet connectivity (54.34%) and teaching materials (67.39%). Less than half of them (45.65%) express satisfaction with the space for activities. Concerning dissatisfaction, around one-fourth of them reported issues with the space for activities, and a few of them with internet connectivity (19.57%), and ICT equipment (13.04%). It may be concluded that majority of SRGs are satisfied with most of the aspects the 'Training centre'. However, some issues were raised regarding ICT equipment, internet connectivity, and the space for activities. Addressing these issues could enhance the overall training experience.

Table 2 Satisfaction level of SRGs with the NRGs

Level Dimensions	Very Dissatisfied (%)	Dissatisfied (%)	Neither Dissatisfied nor Satisfied (%)	Satisfied (%)	Very Satisfied (%)
Rapport Building	2(4.35)	3(6.52)	9(19.57)	30(65.22)	2(4.35)
Content Delivery	0(0)	1(2.17)	11(23.91)	31(67.39)	3(6.52)
Language Used	0(0)	3(6.52)	12(26.09)	27(58.70)	4(8.70)
Approach Used	0(0)	3(6.52)	11(23.91)	29(63.04)	3(6.52)

Table 2 reveals the satisfaction level of SRGs with four aspects related to NRGs. It shows
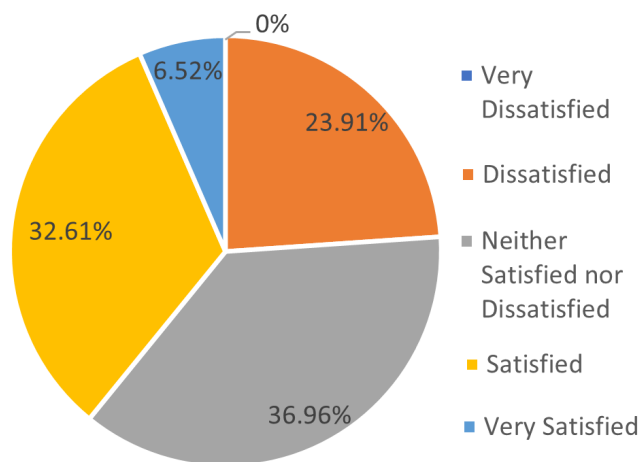
Figure 5: Satisfaction level of SRGs with Follow-up.

that 65.22% of them are satisfied with rapport building, 67.39% with content delivery, 58.7% with the language used, and 63.04% with the approach used by the NRGs. Additionally, it reveals that approximately 4 to 8% of members are 'very satisfied' with the aspects mentioned above. Concerning dissatisfaction, 6.52% of members reported being 'Dissatisfied' with the rapport building, language, and approach used by the NRGs. It may be concluded that majority of SRGs are satisfied with all aspects related to NRGs. However, the percentage of dissatisfaction is relatively low for all aspects, and there is still scope for improvement in future training

Figure 7 displays the satisfaction levels of SRGs with the overall NISHTHA training. It shows that 60.87% of SRGs are 'Satisfied' and 8.7% are 'Very Satisfied' with the NISHTHA 1.0 Training Programme. Further, very few of them (6.52%) are dissatisfied with the NISHTHA 1.0 training in Mizoram. It can be concluded that the majority of the SRGs had a positive experience with the NISHTHA 1.0 training programme in Mizoram.
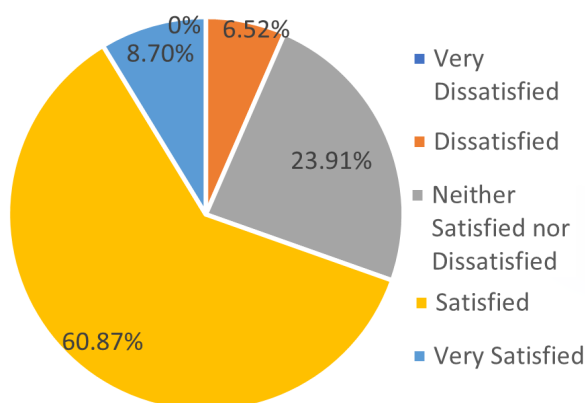

Figure 6: Satisfaction level of SRGs with Overall NISHTHA Training

This section concludes that the majority of the SRGs are satisfied with most of the aspects of training's components: NISHTHA Portal, Survey, Modules, Training Organisation, Training Centre, National Resource Group, and Overall NISHTHA Training Programme. Around one-third of SRGs are 'Satisfied' with follow-up mechanism. Concerning dissatisfaction, around one-fourth of them are dissatisfied with space provided for activities at the training centre, and a few of them with the ICT equipment, internet connectivity, organisation of activities during training. There is scope for improvement in facilities at the training centre and the follow-up for future training programmes.

Section II

This section describes the analysis of the difficulties faced by the SRGs during the NISHTHA 1.0 training programme in Mizoram. Table 3 presents the number of participants from each institution with the assigned code to present their statements with respect to the items of the open-ended questionnaire.

Table 3 District-wise Resource Persons

S.No.	Institute	No. of Resource Persons	Codes
1	SCERT, Aizawl	10	AS1-AS10
2	DIET, Aizawl	13	AD1-AD13
3	DIET, Champhai	6	CHD1-CHD6
4	DIET, Kolasib	4	KOD1-KOD4
5	DIET, Mamit	4	MAD1-MAD4
6	DIET, Lawngtlai	3	LAD1-LAD3
7	DIET, Lunglei	2	LUD1,LUD2
8	DIET, Serchhip	2	SED1, SED2
9	DIET, Siaha	2	SID1, SID2

The questionnaire was open-ended which was developed to get descriptive answers, however, most of the SRGs responded 'No,' concerning the items presented in Table 4.

Table 4 Difficulties Faced by the SRGs during the Training Programme

	Questions	Yes (%)	No (%)
1.	Did you face any difficulty in completing the pre-training and post-training survey of NISHTHA 1.0 training?	4.35	95.65
2.	Did you face any difficulty in understanding the content delivered by the NRGs during NISHTHA 1.0 training?	13.04	86.96
3.	Did you face any difficulty with the language used by the NRGs during the NISHTHA 1.0 training programme?	23.91	76.09
4.	Did you face any difficulty with activity organization during the NISHTHA 1.0 training programme?	6.52	93.48
5.	Did you face any difficulty with regard to ICT facilities at the training centre during NISHTHA 1.0 training?	34.78	65.22
6.	Did you face any other difficulties during the NISHTHA 1.0 training programme?	17.39	82.61

Table 4 shows that most of the SRGs did not encounter difficulties in survey administration on the portal, content delivery by the NRGs, activity organisation at the training centre, the language used by the NRGs and ICT facilities at the training centre during the NISHTHA 1.0 training. A very few of SRGs reported challenges in pre-training and post-training surveys (4.35%), during activities (6.52%), and in understanding the content delivered (13.04%) during the training. Around one-fourth of them (23.91%) experienced difficulties with the language used for the training and around one-third of them (34.78%) with the ICT facilities at the training centre. Additionally, 17.39% of members faced other difficulties, which are detailed in Table 5, along with categories and codes for open-ended responses. The responses of the members who encountered issues are presented below;

Table 5 Difficulties faced by SRGs

S.No.	Categories	Codes	N (%)
1.	Survey	1. Incompetency and Age	1(2.17)
		2. Internet Connectivity	1(2.17)
2.	Content delivery	1. Unaddressed Objectives	3(6.52)
		2. Difficult to grasp	2(4.34)
		3. Irrelevant	2(4.34)
		4. Practical based approach	2(4.34)
3.	Language	1. Use of Hindi	5(10.86)
		2. Difficult Vocabulary	3(6.52)
		3. Miscommunication	2(4.34)

4.	Activity	1. Space	1(2.17)
		2. Distance	1(2.17)
		3. Cultural Variation	1(2.17)
5.	ICT	1. Poor Internet Connectivity	3(6.52)
		2. No ICT Facility	7(15.21)
		3. Outdated ICT	5(10.86)
		4. Incompetency	5(10.86)
6.	Any Other	1. Poor Accommodation	8(17.39)
		2. Institutional Assignment	2(4.34)

Table 5 presents the categories, codes, and percentages of the respondents that fall under a particular category. With regard to the 'Survey' category, one SRG member remarked:

.... the main problem faced, it was the lack of competence in making the use of internet and smartphones by the older generations of participants and teachers."(MAD1)

With respect to Content delivery, the practical-based approach was used by the NRGs, which is essential. However, the SRGs are expected more explanation of the content. As one member explained:

".....Some RPs tend to focus more on exercise or case study rather than explaining the content of the subject."(AS7)

Additionally, some SRGs encountered challenges in category 3, that is language. Table 5 indicates that only a small percentage, specifically 10.86% of SRGs, noted that sometimes NRGs used Hindi in connection with English, which were difficult to comprehend. One SRG member remarked in this context:

".....Some RPs often used Hindi, which I did not understand. (AS5)

Regarding category 5, that is, ICT, SRGs found several difficulties, including poor connectivity, outdated ICT infrastructure, and insufficient competence. Table 5 shows that 15.21% of SRGs reported the lack of available ICT facilities at the centre, while 10.86% of members indicated that ICT was present but outdated, which is contradictory.

In this context, one SRG member stated:

"......The ICT facilities were okay for the time being but it should be updated for future training." (AD7)

Regarding category 6 that is., 'Any Other' 17.39 % of members mentioned poor accommodation during the training programme. As one of the SRG explained:

"......Assam SCERT reserved hotels were for Mizoram State, which were with ill-maintenance, and even we shifted to another hotel"(SED1)

With regard to institutional assignments, one of the SRGs remarked:

"......faced minor difficulty because of my other work assigned by the department". (AD9)

This section concluded that the majority of SRGs encountered not much difficulty in most of the identified areas during the NISHTHA 1.0 training programme, except for a few, such as the language used by NRGs and the ICT facilities at the training centre.

Major Findings of the Study

- A majority of SRGs are satisfied with the most of the aspects of training components and the overall NISHTHA 1.0 training programme. Around one third of SRGs are satisfied with 'Follow-up'. Concerning dissatisfaction, around one-fourth of them are dissatisfied with space provided for activities at the training center. However, there is room for improvement in activity organisation,

internet connectivity provided at the training centre, examples and content used in modules and language used by the NRGs, and the follow-up programme for future training programmes.

- The majority of SRGs did not face difficulties in most of the identified areas during the NISHTHA 1.0 training programme except a few, such as 'Language used by the NRGs' and ICT facilities at the training centre.

Discussion

The findings related to content delivery and the trainers' language align with those of Kumar (2017), Dhawan (2023), Tuncel & Cbanoglu (2018), and Behera & Singh (2024). The findings concerning internet connectivity correspond with the results of Dhawan (2023) and Majumdar & Harichandan (2017). The findings regarding institutional assignments are consistent with those of Kumar (2017) and Grover (2023). Similarly, the studies by Tyagi & Mishra (2017), Dhawan (2023), and Grover (2023) emphasise the importance of using feedback to enhance future training programmes, which supports the findings of the present study regarding follow-up.

Conclusion

Mizoram is a remote state in the Northeast region, characterised by a dispersed population and challenging geographical landscape. NISHTHA 1.0 has been successfully implemented in Mizoram, achieving the target number of SRGs and trained elementary school teachers. The present study is conducted to find out the satisfaction levels with the NISHTHA 1.0 training and difficulties faced by them during the training. It is concluded that the majority of SRGs are satisfied with most of the aspects of training components, except for 'Follow-up'. Furthermore, a few of them are dissatisfied with the facilities at the training centre. The majority of SRGs in Mizoram viewed the training programme positively, as only a few encountered difficulties in understanding the language used by NRGs and the ICT facilities. It is recommended that the training centre should be spacious and equipped with the latest ICT resources. The issues related to language need to be addressed to make the programme more successful. It is essential to review the categories mentioned above for the future teachers training programmes in Mizoram.

Acknowledgments

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