# USE OF DIKSHA AND NISHTHA APP BY IN-SERVICE TEACHERS TO SHIFT TO ONLINE LEARNING AFTER PANDEMIC

**Bushra**
Department of Education, Aligarh Muslim University, Aligarh, U.P.
bushra.daula@gmail.com

**Dr. Parvej Aalam**
Department of Computer Science, Aligarh Muslim University, Aligarh, U.P. India.
parvezalig2006@gmail.com

## *Abstract*

*Teaching is the profession which nourishes for other professions. Hence, professional growth of the teacher is the most required; for which in-service teacher training can be panacea. In-service training means short term educational modules provided to the professionals already working as teachers for reorienting their knowledge. Digital technology is gaining the way due to its huge advantages over the traditional means. To leverage both benefits, Govt. of India coupled them together via Diksha and Nishtha like apps to offer wide range of content in the form of textbooks, videos, lesson plans etc. 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 certificate offered over them.*

*Keywords- In-service training; Digital technology; Diksha App; Nishtha App*

## *Introduction*

There is a famous saying by Nobel Laureate Rabindra Nath Tagore that "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame". It means a person cannot be a teacher in true sense unless he/ she are not determined to learn throughout his/her life. There is one more popular dictum vis a via learning that it starts from cradle and ends at grave. This also indicates towards the need of learning being a lifelong process. Keeping in view the importance of continuous learning Malcom Adiseshiah committee at international level and Kothari commission at national have emphasized upon in-service training programme for teachers.

Now, this is well established fact that education is a dynamic process. Things which were true yesterday may not be true today. Hence, a teacher always need to update his knowledge, renovate his experiences, acquire new information and develop wider

outlook. Nothing can do this in a better way except the in-service training programme. This view has been supported by the study of (Omar, Z. C.-2014).

## Diksha App

DIKSHA which stands for Digital Infrastructure for Knowledge Sharing acts as a national portal for school education. This portal was started in May, 2017 under the banner of NCERT. It works on core principles: open access, open architecture, anytime-anywhere availability and autonomy.  Its aim is to equip all the teachers from pre-service to the in-service in advanced skills of teaching so that teachers across the nation can accelerate and amplify the solutions in teacher education. This app offers courses for teachers from primary level to senior secondary level for continuous learning of teachers;  resources to use in the classroom in the form of videos, lesson plan, animation, charts, textbooks and courses in different skills of pedagogy and various tools   for assessment and progress. Not even this, teachers also get certificate after completing the course.

Since this application has completed almost 4 years, there is a need to study the different dimensions related to the usage of it and to know the teachers view on its effectiveness. Habeeba and Chaowdhary (2012) conducted a research on the usage of e-sources and showed that e-sources are exclusively used for learning and current information and very less importance is given to teaching. Moreover, maximum student teachers did not attend a course offered at Swayam/Diksha portal. While study carried out by Malik, N. et al (May, 2021) on effectiveness of e-sources has shown that Diksha portal and Nishtha program have been helping teachers.

## Nishtha App

National Initiative for school heads' and Teachers' Holistic Advancement (NISHTHA) is a capacity development programme for the teachers through teacher training via offline mode. It was started in 2019 by the department of school education to build competencies among all the teachers and school heads at elementary level. Now, this has been extended for all levels of teaching via online mode also. Under this, National Resource Groups (NRGs) and State Resource Groups (SRGs) has been constituted to train the 42 lakhs teachers at national and state levels. Training is provided either by Dikshaportal or Nishtha portal.

## Research Reviews

Progress of a country can be measured by the solid foundation of educational institutions in that nation.  For educational reformation teachers should be provided such environment in which they can expand their knowledge and enhance their skills.

Generally, teachers have to face the constraints in mastering the subject matter and lack efficiency and productivity due to following of obsolete teaching strategies by them. Now days, in- service teachers training has been getting the momentum to update teachers with upcoming methodologies and strategies in teaching field (Copirady et al, May2021).

Acoording to ( Runhaar etal.-2014) some traditionally prevailing ways of imparting in-service teachers training are : Seminars, workshops, panel discussions, short term courses in academic staff colleges etcFulton and Britton (2011) and (Opfer and Pedder, 2011) revealed in their study that continuous training help teacher in improving their teaching quality, makes understanding over the subject better and feel more prepared to teach subject in comparison to those who have not attended such training. Besides, teachers also get the opportunity to share their experience with the colleagues and learn from the other experiences in a collaborative democratic environment.

There is no doubt in this in-service training has the potential to take the professionalism of the teachers to the new heights. But there are some challenges and constraints which are faced while organizing these training programmes viz. lack of professionals to deliver lectures, distance problem for  remote areas posted teachers as training courses are mostly held in cities, lack of fund, poor management and co-ordination(Soane, J M.-2014). Further inadequacy and inappropriateness of the in-service training programme has been criticized by the (Zeynep and Fatma-2014) by calling them most irrelevant to what is required and focuses just on theoretical part.

A teacher to improve his efficiency, enhance his skills and escalate his knowledge needs continuous involvement in enrichment activities for mutual sharing of resources. Digital technology has been making positive difference in every field and teacher education is not exception to this. Online learning proved to be a great boon amidst the pandemic [Joshi et al., 2020].

To leverage the benefit of digital technology in the field of teacher education premier training institutions like NCERT took the initiative in the form of Diksha App and Nishtha App. (Bushra et al-2021 ) in her study emphasized that Diksha App, Nishtha app have a lot of important content for teachers but need is to make teachers aware about them. Further study conducted by (Navita, M.2021) on the effectiveness of e-sources found that among the studied applications Diksha app is the most popular among the teachers and Nishtha app is the most unaware app. While just opposite of this has been reported by (Brar et al., 2019) regarding Diksha app. They said only less than half of the half respondents are aware and using of Diksha app.

Recently, it has been made mandatory for the teachers at all levels to register

themselves either on Diksha App or Nshtha App and get at least one certificate by attending the course available on them. Now teachers have been registering them and acquiring the certificate to comply with the order given to them. In this situation, it became the need of the hour to know whether these applications have been helping the teachers per say or they just attending the the course to comply with order. Present research paper is  an attempt to know the usefulness of these two applications among in-service teachers from the point of view of skills, satisfaction they got.

## Research Questions

1. How much awareness about the usage of Diksha App and Nishtha App among in-service teachers?

2. What is the attitude of in-service teachers towards Diksha app Nishtha App?

3. What is the status of attending courses on Diksha app and Nishtha App among in-service teachers?

4. To what extent in-services teachers are satisfied from the courses attended on Diksha App and Nishtha App?

## Objectives

1. To study the awareness of usage of Diksha App and Nishtha App among in-service teachers.

2. To study the attitude of in-service teachers towards Diksha App and Nishtha App.

3. To study the status of attending course on Diksha App and Nishtha App among in-services teachers.

4. To study the level of satisfaction from the courses attended on Diksha App and Nishtha App.

## Statement of the problem

The problem under investigation is "Use of Diksha and Nishtha app by in-service teachers to shift to Online Learning after Pandemic".

## Methodology

In this study descriptive survey method has been used. Under this method, prevalent phenomenon is studied by taking the sample from the large population. After studying the sample with the help of statistical techniques, findings are generalized to the whole population. In present study, population size is whole Aligarh District and sample has been drawn out of this by using the random sampling techniques from the in-service

teachers of elementary and secondary level. Sample size has been chosen 100 in-service teachers. Frequency tabulation and percentage methods have been used to analyze the data. Final findings of this study have been resented in the form of the present paper.

## Delimitation of the study

1. In this study, population is only Aligarh district.

2. Sample size has been kept 100 only which could be made more representativesby making it more broad.

3. Data has been collected from the in-service teachers of elementary and secondary level only that too only from Govt. schools.

## Analysis and findings

This is the most important stage of any study as it takes us towards the final result.

## 1.  Population of the study

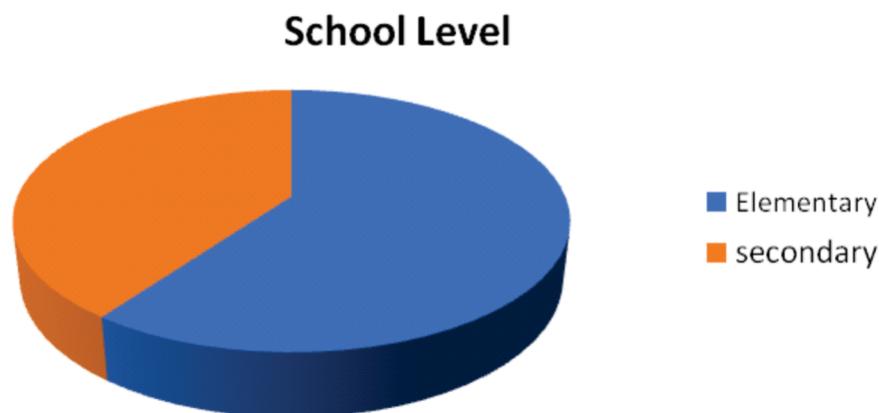| School level | No. of respondents | Percentage |
|---|---|---|
| Elementary | 60 | 60 |
| Secondary | 40 | 40 |
| Total | 100 | 100 |

**Table 1- School level wise distribution**



**Figure 1-School wise distribution of respondents**

In the demographic section of the Google form, respondents were asked to mention their school level. Choices filled by the respondents have been presented in the above table and chart. It is evident from the table that 60 respondents belong to Elementary level and rest 40% belong to secondary level of school.

**Status of downloaded app in teachers' mobile phone**

| S. No. | App Name | No. of respondents |
|--------|----------|--------------------|
| 1 | Diksha App | 50 |
| 2 | Nishtha App | 30 |
| 3 | Both | 35 |
| 4 | other | 15 |

**Table-2 Status of downloaded App in teachers' mobile Phone**
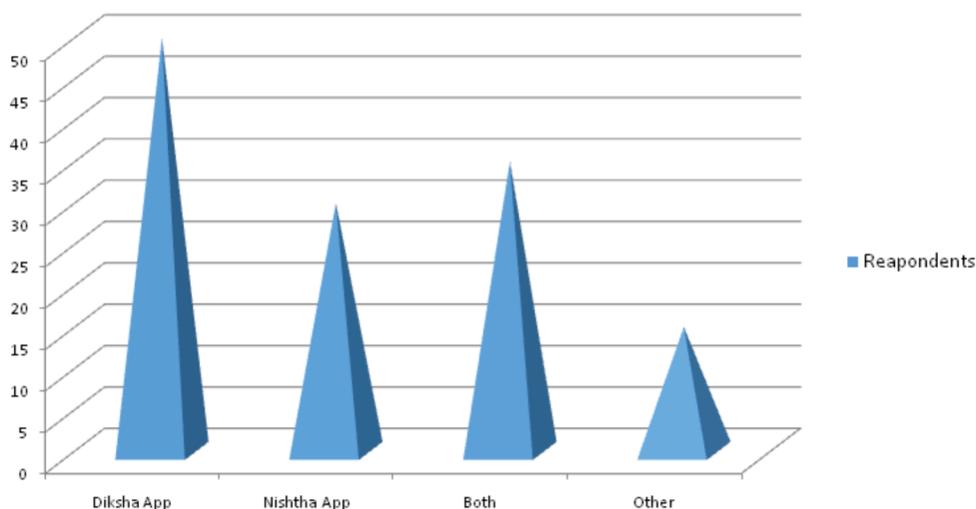


**Figure-2 Status of downloaded App in teachers' mobile Phone**

One of the question was asked from the respondents that which of the following App they use? Choice marked by the respondents reveals that Diksha App and Nishtha App are being by the 50% and 30 % teachers respectively. While 35 % teachers use both the applications. 15% respondents said that they don't use any of the two rather some other app like SWAYAM PRABHA.

**Awareness And Usage Of Diksha App And Nishtha App**

| S. No. | School Level | Aware but using | Aware but not using | Aware but do not know how to use | Unaware |
|--------|-------------|-----------------|---------------------|----------------------------------|---------|
| 1 | Elementary | 20 | 10 | 15 | 15 |
| 2 | Secondary | 10 | 8 | 12 | 10 |
| 3 | Total | 30 | 18 | 27 | 25 |

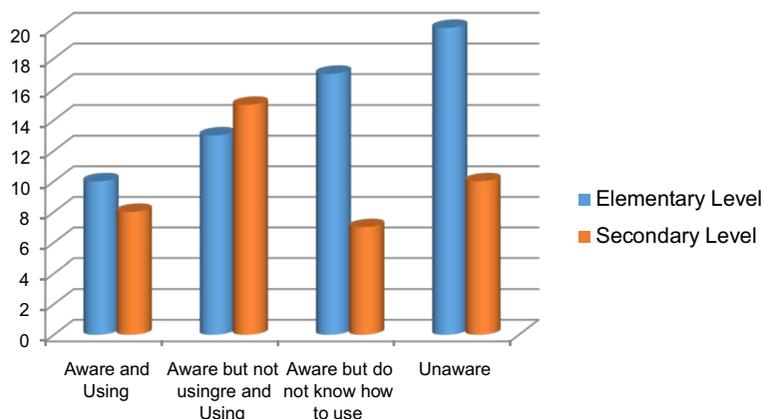**Table 3- Awareness and usage of Diksha App among in-service teachers**
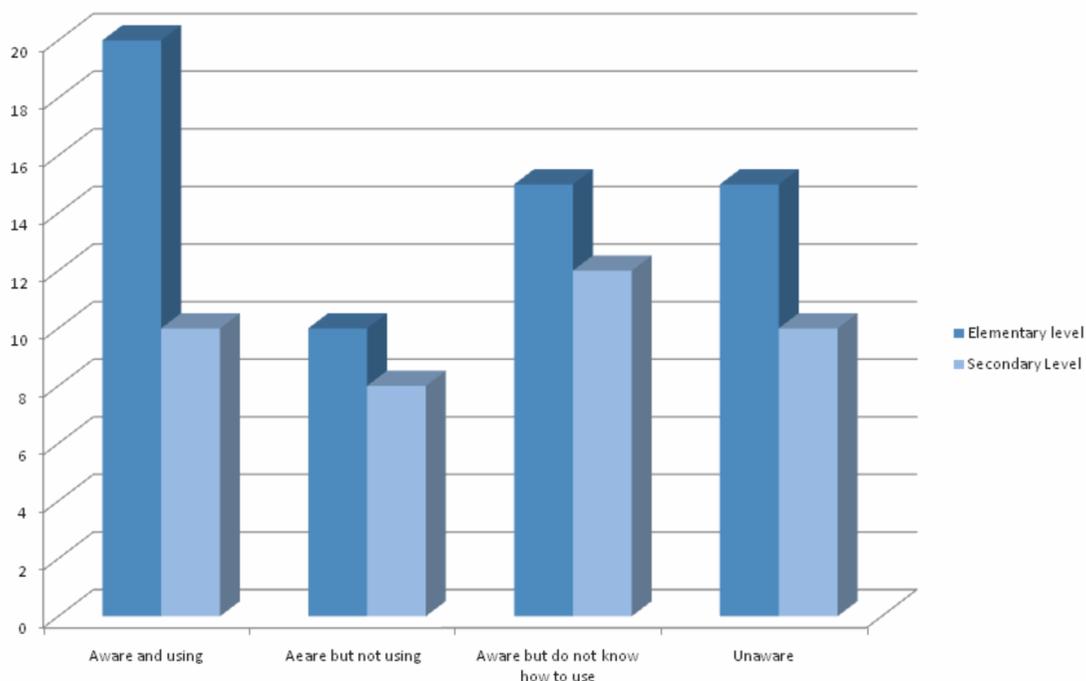
**Figure 3- Awareness and usage of Diksha App among in-service teachers**

In order to know about the first objective of the study, respondents were asked to mark before the options aware and using, aware but not using, aware but do not know how to use and unaware regarding the Diksha App from the elementary and secondary level teachers separately. Choices given by the respondents have been presented in the table as well as in the bar diagram. It is clear from the table that 33% at elementary level are aware and use Diksha App while 25% at secondary level are aware and use the same app. Interestingly, at both the level 25% respondents are totally unaware of these applications

| S. No. | School Level | Aware and using | Aware but not using | Aware but do not know how to use | Unaware |
|--------|--------------|-----------------|---------------------|----------------------------------|---------|
| 1 | Elementary | 10 | 13 | 17 | 20 |
| 2 | Secondary | 8 | 15 | 7 | 10 |
| 3 | Total | 18 | 28 | 24 | 30 |

**Table 4-Awareness and usage of Nishtha App among in-service teachers**

**Figure 4- Awareness and usage of Nishtha App among in-service teachers**

Again to know about the teachers awareness and usage of Nishtha App, respondents were asked to mark before the options aware and using, aware but not using, aware but do not know how to use and unaware regarding the Diksha App from the elementary and secondary level teachers separately. Choices given by the respondents have been presented in the table as well as in the bar diagram. It is clear from the table that 17% at elementary level are aware and use Nishtha App while 20 % at secondary level are aware and use the same app.

**Attitude towards diksha app and nishtha app**

| S. No. | Reason | No. of respondents | Percentage |
|---|---|---|---|
| 1 | My own wish to update Knowledge | 10 | 10 |
| 2 | I find it helpful in teaching- learning process | 40 | 40 |
| 3 | It has been made mandatory to get certificate of Diksha app course. | 70 | 70 |
| 4 | It helped me to engage students in more better way | 32 | 32 |

**Table 5- Reason of Installing App**
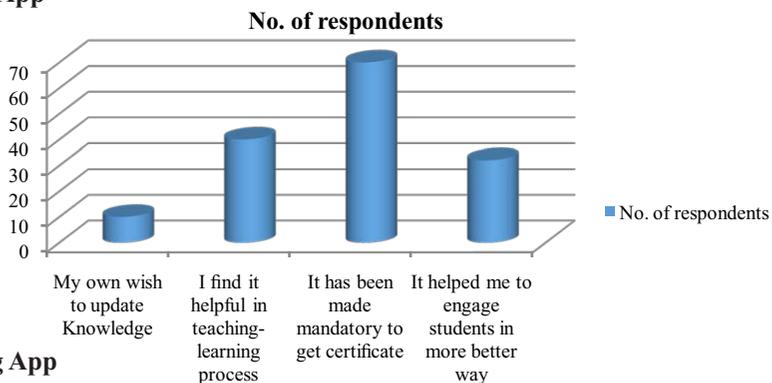


**Figure 5- Reason of Installing App**

Second objective of the study is related to taking an insight of attitude of in-service teachers towards the studied two applications. To know about this two questions were framed in google form, one was related to the reasons of installing the app and the other motive behind attending the courses on these platforms. In first questions respondents were given four reasons mentioned in table no. 5. Data obtained from the respondents has been resented in the form of table as well as bar diagram. Most mentioned reason is getting the certificate as it has been made compulsory by the administration for every teacher to have it. Least mentioned (only 10 %) teachers said that they installed the application by their own wish.

| S. No. | Purpose | No. of respondents |
|--------|---------|--------------------|
| 1 | For Pedagogical Skills | 20 |
| 2 | For downloading textbook | 23 |
| 3 | For watching videos related to the discipline | 17 |
| 4 | For updating knowledge | 15 |
| 5 | To get innovative ideas for lesson plan | 25 |
| 6 | total | 100 |

**Table 6- Purpose of using App**
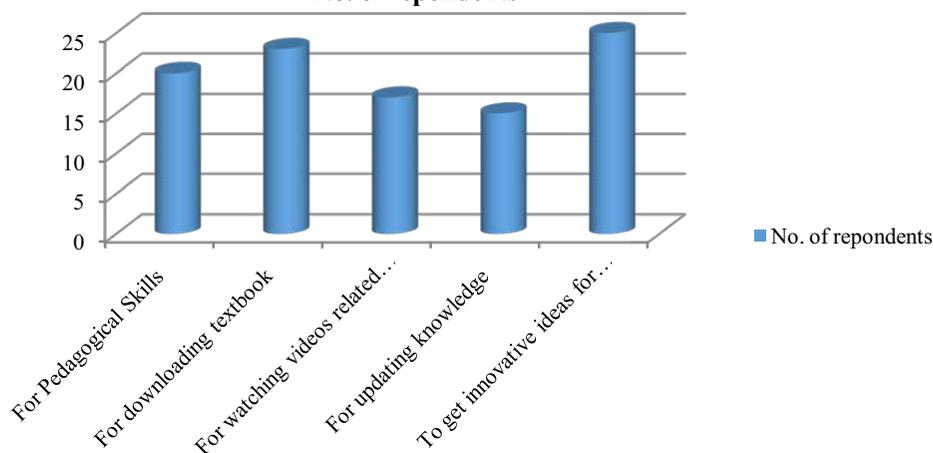


**Figure 6- Purpose of using App**

This question was also asked to ascertain the attitude of teachers towards the studied applications in present study. Respondents were given the options mentioned in table no. 6. Around 25 % professional teachers revealed the view that they use these applications for getting the innovative ideas for making lesson plans followed by downloading the textbooks by 23%. Only 15 % respondents admitted that they use for updating their knowledge.

**Status of enrollment on Diksha app and Nishtha app**

| S. No. | Parameters | Respondents | Percentage |
|--------|------------|-------------|------------|
| 1 | Completed course with certificate | 67 | 67 |
| 2 | Enrolled in course but not attended | 23 | 23 |
| 3 | Not enrolled in any course | 10 | 10 |

**Table 7- Status of Enrollment on Diksha App**
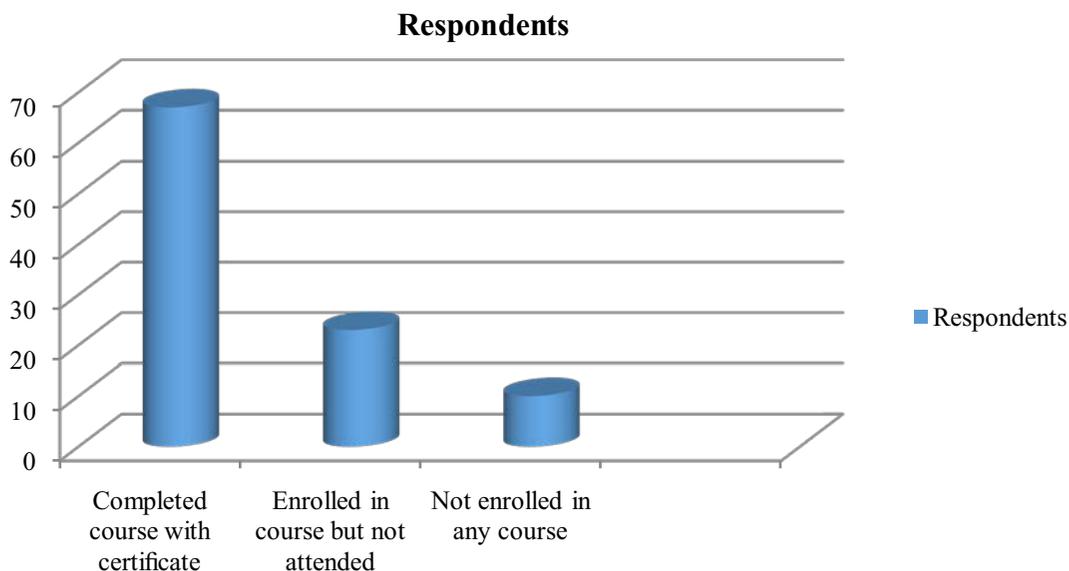


**Figure 7- Status of Enrollment on Diksha App**

Third objective of the present study is related to enrollment status of in-service teachers at elementary and secondary level vis a vis Diksha App. In pursuance of this objective, respondents were asked to give their choice against the options completed course with certificate, enrolled in course but not attended and not enrolled in any course. 67 % teachers marked that they have attended as well as got the certificate, 23 revealed that they have enrolled but not attended any course. Only 10 % respondents are such who have neither enrolled nor attended any course.

| S. No. | Parameters | No. of respondents | Percentage |
|--------|------------|--------------------|------------|
| 1 | Completed course with certificate | 30 | 30 |
| 2 | Enrolled in course but not attended | 45 | 45 |
| 3 | Not enrolled in any course | 25 | 25 |

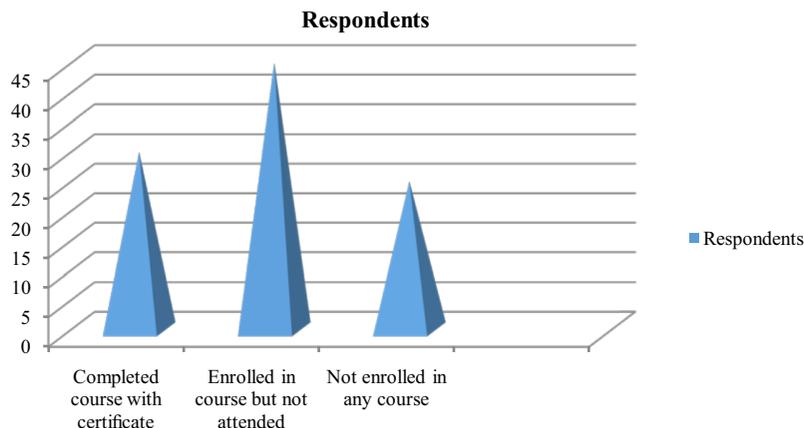**Table 8:  Status of Enrollment on Nishtha App**

**Figure 8- Status of Enrollment on Nishtha App**

To know the status of enrollment on Nishtha App, same question was asked regarding this app against the same options.  Responses obtained have been presented in the above table. As per table 30 % teachers have only attended the course and got the certificate while 45 % have enrolled but not attended the course. Rests 25 % still have to enroll. It means Diksha App is more popular than the Nishtha app among in-service teachers. Most probable reason behind this is making it mandatory for the teachers to attend and get the certificate from Diksha App.

## Level of Satisfaction From Diksha and Nishtha App

| S. NO. | Level of satisfaction | No. of respondents | Percentage |
|--------|----------------------|--------------------|------------|
| 1 | Highly satisfied | 27 | 27 |
| 2 | Satisfied | 23 | 23 |
| 3 | Undecided | 10 | 10 |
| 4 | Highly Unsatisfied | 25 | 25 |
| 5 | Unsatisfied | 15 | 15 |

**Table 9- level of satisfaction from the use of Diksha App**

Last objective of the study is dealing with the level of satisfaction from attending the course on Diksha App and Nishtha App. Respondents were asked to give their preference on the five rating scale viz highly satisfied, satisfied, undecided, highly unsatisfied and unsatisfied. Preferences given by
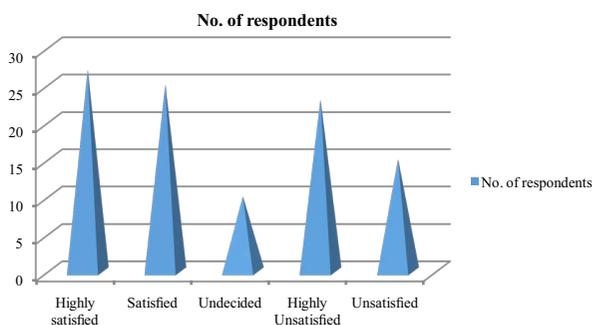
the teachers have been presented in the form of table no. 9. From the table it is evident that 27 % and 23 % are highly satisfied and satisfied respectively. While 25 % revealed that they are highly unsatisfied from material provided on the app and 15 % are just unsatisfied. While 25 % and 15 % have marked that they are highly unsatisfied and unsatisfied respectively. Here also, respondents are more satisfied with Diksha App comparatively.

| S. No. | Level of satisfaction | No. of respondents |
|--------|----------------------|--------------------|
| 1 | Highly satisfied | 35 |
| 2 | satisfied | 27 |
| 3 | Undecided | 15 |
| 4 | Highly unsatisfied | 13 |
| 5 | Unsatisfied | 10 |

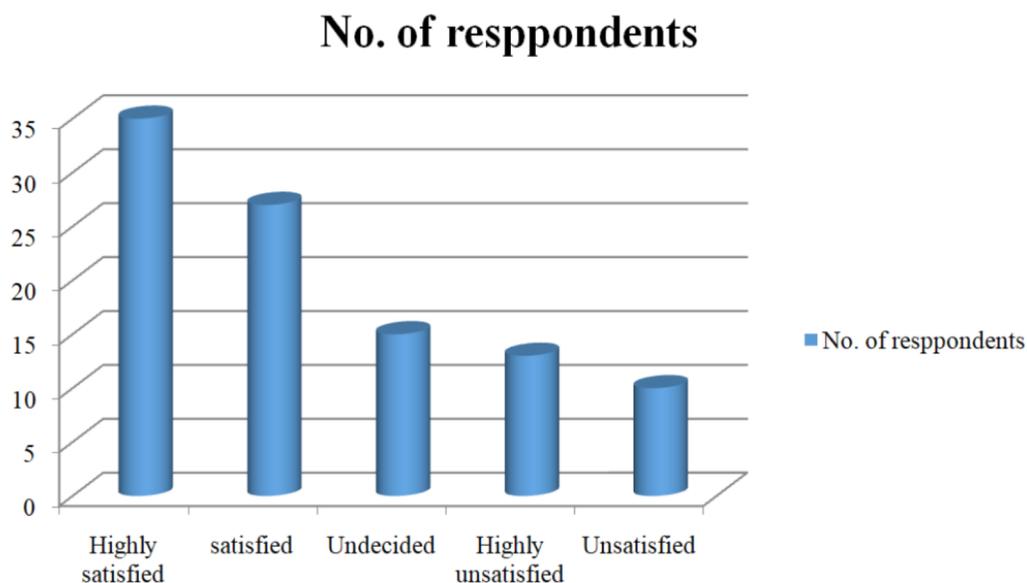**Table- 10 Level of satisfaction from Nishtha App**



**Figure- 10 Level of satisfaction from Nishtha Ap**

Data obtained from the respondents for the level of satisfaction from the courses attended on Nishtha App has been presented in the table no. 10. It can be referred from the table that 35 %and 27 % are highly satisfied and satisfied from the App respectively. 15 % are in undecided situation.

## Conclusion

From the research reviews and data analysis of the present study it is clear that in-service teacher training is essential for the professional growth of the teachers. Digital technology especially after pandemic has shown its importance at every front including education. These two things in combination have the potential to reorient the outlook towards teaching profession, take professionalism of teacher to the new height and revolutionize the education as a whole.  Findings of the study reveal that Diksha App is more popular than Nishtha App among in-service teachers as 50% respondents use former while 30 % use latter. Moreover, more number of people are aware and using of Diksha App (around 33 %) in comparison to the Nishtha App (around 25 %). Furthermore, 67 % respondents have attended the course over Diksha App while only 30 % on Nishtha app.

Around 70 % respondents told the main reason of using these apps to making it mandatory by the Govt. for every teacher to have certificate of Diksha app course. From both the apps around 50 % are satisfied. Elementary level teachers are more enrolled than secondary level. These attended courses helped the teachers to develop pedagogical skills, update knowledge, learn innovative ways for making lesson plan etc. Hence, it can be concluded that these apps have been bringing qualitative changes in the in-service teacher training programmes but there are some loopholes as well which need to be addressed. Such challenges are: lack of digital literacy among teachers, low penetration of internet in remote areas, available courses are not updated regularly. These issues can be resolved by providing tutorial classes, holding seminar and by updating the courses time to time.

## Scope for Future Research

Integration of teaching training and digital technology has been a demand of academicians since long time. Present study tried to know the effectiveness of this combination at elementary and secondary level among in-service teachers. Since this study has some limitations in the form of population studied, school level, number of apps studied and type of teachers. Therefore, such kind of studies can be conducted in other than Aligarh district as well by expanding the sample size. In present study only two applications viz. Diksha and Nishtha have been studied, study could be done to know the different dimensions of other such apps. Usefulness of e-sources during and after pandemic for teaching profession can also be a topic for study. Such studies will help the authorities to take decision regarding the investment in them as well as to educational institutions by providing an easy and economical way for in-service training.

## References

- Bushra, Parvez, A. and Nasreen, N. (2021). "Effectiveness of Mobile learning at school level". GIS Science Journal, Volume-08,  page no 441.
- Brar, K. S., Singh, B., and  Kaur, A. (2019). "Use of E-journals by library and information science researchers of India: An empirical analysis". Library Philosophy and Practice, 2019.
- Coripady, J., Zulnaidi, H., Alimin, M. and Albeta, W. (May,2021)."In-service training and teaching resource proficiency amongst Chemistry teachers: the mediating role of teacher collaboration". Volume 7, Issue 5.
- Fulton, K. and Britton, T. (2011). "STEM Teacher in Professional Learning Communities: from Good Teachers to Great Teaching". Google Scholar. Retrieved from national commission on teaching www.wested.org/online.
- Goel, P. and MaliK, N.   (2021)."A study on awareness and usage of E-resource portals among prospective teachers in School of Education".Integrated Journal of Social Sciences Vol. 05- 10-21
- Habiba, U. and Chowdhury, S. (2012)."Use of electronic resources and its impact: a study of Dhaka University library users". Eastern Librarian, 23(1), 74–90.
- Omar, Z. C. (2014)."The Need for In-Service Training for Teachers and its Effectiveness in School".International Journal for Innovation Education and Research Vol.2-11, 2014.
- Opfer, V. D. and Pedder, D. (2011). "Conceptualizing teacher professional learning". Rev. Educ. Res., 81 (2011), pp. 276-407.
- Pant, H. V., Lohani, M. C.and Pande, J. (2021). " MOOCs in Higher Education: Current Trends in India and Developed Countries". In Ubiquitous Technologies for Human Development and Knowledge Management (pp. 58–77). IGI Global.
- Runhaar, P., Brinke, D. T., Kujierse, R. and Wesselink, M. (2014)."Exploring the links between interdependence, team learning and a shared understanding among team members: the case of teachers facing an educational innovation". Hum. Resource Dev. Int., 17 (2014), pp. 67-87
- Snoek, M. (2021)."Educating quality teachers: how teacher quality is understood in the Netherlands and its implications for teacher education". European Journal of Teacher Education, 1–19.
- Soane, J. M. (2014)."Action Research of In-Service Training for Reception Year Teachers of North West Department of Education". South Africa. Mediterranean Journal of Social Sciences 5(1)V5n1p97
- Zeynep, A.T. and Fatma, C.(October-2018). "In-service Teacher Training: Problems