**KRPs F2F Interview tool**

**Instructions:**

1. This survey is to understand Key Resource Persons’ (KRPs) experiences of NISHTHA 1.0. Training. There is no intent to test the KRPs’ knowledge about any particular theme or area.
2. Your feedback will help the Government understand the training delivery mechanism of NISHTHA and areas for improvement.
3. Please attempt ALL the questions.
4. **Participants Profile:**

1.1. Name: Text

1.2. Date of Birth (Calendar pick: mm/yyyy)

1.3. Gender:

1.4. Qualification: Drop down option (B.Ed., M.Ed. D.El.Ed., B.EL.Ed., Other Graduate, Other Masters, Doctorate)

1.5. Designation:Dropdown (TGT, SGT, S.A., Others, Prefer not to mention)

1.6. School Type (Dropdown: GPS, MPPS, GUPS, MPUPS, GHS, ZPHS, TSMS, KGBV)

1.7. School Name: Text

1.8. District: Dropdown

1.9. Mandal (Text)

1.10. No. of years of Teaching experience: Number entry

1.11. Grades taught (Checkbox: …….)

1.12. Subjects taught (Multiselect Dropdown English, Mathematics, Languages, Physical Science, Biological Science, Computer Science, Others)

1.13. Do you have prior experience delivering training as a trainer: Yes/ No

1. **NISHTHA Phase:**

 2.1. Mode of receiving and delivering training:

| S. No. | NISHTHA Phase | Mode of Receiving KRP Training from NCERT (Residential/Non- Residential /Online) | Mode of Delivering Training to teachers  (Residential/Non- Residential /Online)  |
| --- | --- | --- | --- |
| 1. | Phase 1.0 |  |  |
| 2. | Phase 2.0\*  |  |  |
| 3. | Phase 3.0\* |  |  |

\*(check this in the pilot)

2.2. You received NCERT training on which module/s: (1. Generic Modules, 2. Pedagogy Modules: \_\_\_\_\_(subject name), 3. Leadership Modules)

2.3. Did you deliver training to teachers on the same modules? If not, please share details.

1. **Selection Process:**

3.1. How did you get selected as KRP for NISHTHA? (i. State-level Selection committee finalized the list of KRPs based on Interviews at the District/Block level, or O/o DEO/MEO nominated based on your experience of delivering teacher training or Nominated by Head Teacher or Any other)

3.2. When did the selection process take place? (Date and Month)

3.3. Did you receive complete information about NISHTHA training before the selection or shortlisting process? (Yes, No, Partially)

3.4. Who gave the information? (District Technical Team, Head Teacher, Mandal Officer, DIETs Staff, Any other )

1. **Time Period and Communication**

4.1. After Selection, how did you receive updates about the training plan and schedule? (WhatsApp/ Telegram Groups, Letters, Email, SMS, State level workshop, Any other)

4.2. When did you attend the NCERT training for KRPs? (Month / Year (Calendar pick for each phase)

4.3. Where was the NCERT training venue?

4.4. Did you receive any travel allowance? (Asking the amount is not mandatory)

4.5. What was the approximate duration of KRP training? (for all modules)

(5 -6 days, 7-10 days, 11 days - more )

4.6. Who conducted the KRP training? (Multiselect: NCERT/ NIEPA staff, State level Experts)

4.7. What was the medium of instruction? (Completely English or Hindi/Completely Telugu/ Mix of English and Telugu

4.8. How many days before the start of KRP training; you received the information? (a) 1- 2 days, b) 1 week, c) 15 days, d) 1 month)

4.9. When did you receive the training manuals? (Before KRPs Training, First Day of the KRP training, In-between the KRP training days, At the end of the KRP training, Sometime after KRP training)

4.10. Did you face any challenges during the KRPs training conducted NCERT? (Logistic related issues, Training content was difficult to understand, Medium of instructions was not Telugu, Trainer conducted training at a fast pace, Any other)

5.  **Translation of Modules**

5.1. Did you receive translated training material or did you look at the English modules and translate them? ( level of translation)

5.2. Approximately, how much time did it take you to translate each module? (1-2 days, 3-5 days, 7 days or more)

**6. Piloting Process**

6.1. Did you conduct any pilot training? Please details.

6.2. If Yes, were you able to incorporate your learning from the pilot process into your training? Please explain.

**7. Planning and conducting Teacher Training**

7.1. Did you plan phase-wise training calender for the actual round of teacher training?

7.2. How many teachers did you train?

7.3. What challenges did you face during teacher training? (Many translation errors, Coordination issues, Gvinig state-specific content/examples, Teachers were not willing to take the training/teacher’s attendance, paucity of time, Any other)

 **8. Support System for KRPs**

8.1. Was there a mechanism for KRPs to report their problems and seek support?

8.2. Whose support did you take in resolving the difficulties you had encountered - (NCERT, SCERT, KRP, O/o.DEO, O/o. MEO, Any other). Please also describe the nature of support provided.

8.3. Also, was there any platform to share your training experience and receive feedback directly from NCERT ? (Any online portal/ WhatsApp group, any other)

8.4. What was the frequency of follow-up (from School Head/O/o.DEO/O/o.MEO/DIETs etc.) regarding the status of delivering training to teachers: (Every week, At least once in a fortnight, At least once a month, No follow-up)

8.5. 8.6. How many days did you travel to other blocks/districts to conduct training? \_\_\_

**9. Module Related**

1. **Generic courses only**

9.1.NISHTHA 1.0. has covered several aspects of inclusive education like the role of teachers for inclusive classrooms, accepting & addressing diversity, gender sensitivity, inclusion in the teaching of subjects (languages/mathematics/EVS/Science/Social Science) etc.

i) Please tell us about your experiences of receiving training from NCERT and further training teachers on the same module.

ii)Were you satisfied with all the activities or did you customize them according to the needs of teachers in Telangana. Please elaborate with examples.

9.2. How was your experience of training teachers on Learning outcomes? From your experience, whether this training helped teachers to understand the link between competencies and learning outcomes? Please share some examples.

9.3. In NISHTHA, there is also a module on inculcating personal and social qualities like Sensitivity & care, Trustworthiness, Positive attitude towards self & others, Effective communication skills, Listening & responding, Empathy etc. Did you find this course relevant? From your experience of delivering training, did you find teachers enjoying learning this segment, or was it something that is already known to them? Share examples from your experience of training teachers.

9.4. There are modules that talk about, 'school safety, 'violence', 'harassment', 'bullying' etc. Whether this course will help teachers confidently deal with such situations in school? Share your experience from the discussions you had during receiving and delivering training.

9.5. Can you tell us about your experience of receiving training (from NCERT) on using art (Visual and performing Art like Drawing, drama, role play, theater, etc) for teaching and learning? Did you customize this module for teachers in Telangana? (usage of local Art/Material) Whether you used any different/local art form while training teachers.

9.6. What are the different kinds of assessments teachers in Telangana were undertaking ( to assess holistic development (cognitive, socio-emotional, psychomotor aspects) of primary/upper primary students? In your opinion, were teachers convinced to modify their ways of assessing students after this training on School-based assessments? Share your opinion on how the implementation of the recommended kinds of assessment.

9.7. What were the key aspects on which you trained teachers under ICT for teaching, learning, and assessment purposes? Please describe your experience of receiving and delivering training on ICT for teaching, learning, and assessment. Whether teachers found this module difficult? What challenges did you (as a trainer) foresee in implementing the usage of ICT in the classroom in Telangana Schools?

9.8. NISHTHA 1.0. has discussed key initiatives in school education like Sustainable Development Goals related to school education, key components and modalities of Samagra Shiksha, UDISE+, Shagun -repository of innovation, Performance Grading Index, Awards & Recognition avenues, Best school education practices from different States & UTs, Newer approaches to MDM scheme (1-10), etc. Whether teachers were able to relate to, understand these initiatives which are being implemented in their schools? Did you face any difficulties in training teachers on such modules?

1. **Pedagogy-based Modules:**

9.9. Did you face any difficulty in integrating the generic aspects covered in NISHTHA into subject pedagogy training? Give examples from your experience.

9.10. Pedagogy of EVS (Primary Stage): What different approaches do this course train teachers? Give some examples from your teacher training? Did you also make any changes in the training content, in order to make it more relevant for the teachers? What challenges did you face while imparting the training? Is there any concept that teachers find difficult to implement? Share examples.

9.11. Pedagogy of Mathematics: Whether this training made learning mathematics easier, joyful, and stress-free? How far do you agree with this statement? Support your answers by explaining the creative methods you used to train teachers? Were you able to cover all the activities in the given time?

9.12.Pedagogy of Languages: NISHTHA presents research-based evidence in favor of the use of the mother tongue initially for teaching and learning. How was your experience of receiving as well as giving training to teachers? Share examples from the discussion you had in the classroom during training? Did teachers raise their concerns about the decision being made by the Telangana Government to introduce the English medium in all Government schools from 2022-23? How did you respond to such arguments during training.

9.13. Pedagogy of Science: NISHTHA modules give a new perspective on teaching Science in the classroom such as integrating Art, integrating ICT, and Gender approaches. Was it easy or difficult for you to teach these concepts to teachers? Did you make changes in the technique of giving training to teachers or followed the same steps which NCERT had taught you? Please explain.

9.14. Pedagogy of Social Science: NISHTHA has been able to bring new aspects/perspectives to social science teaching. It also teaches strategies on how children with special needs (hearing impaired or visually impaired) can get benefitted in the classroom. After training, do you think, teachers will be able to successfully teach Social Sciences in an inclusive classroom? Share your thoughts.

1. **Leadership Modules:**

9.15. How was your experience of training School Leaders on the holistic development of preschool children? Do you think, this module is relevant for the school leadership? What key approaches did you teach and what methods did you use during training?

9.16. What is the extent to which NISHTHA has equipped teachers with/enhanced their understanding of Pedagogical Content Knowledge (PCK) related to different subject domains? Please explain how Pedagogical Content Knowledge (PCK) was delivered through training? Quote some examples.

9.17. How did you deliver training on the integration of vocational education with general education? What are the key things you (as a trainer) learn from the training on Vocation Education? Please share examples from your training. In your opinion, whether this module was relevant for School leaders? Did you face any challenges while imparting the content?

9.18. How did you discuss Gender equality with the School Leaders? Did your trainees find it interesting and useful? What changes in the school system do you foresee after delivering training to leaders. In your opinion, what percentage of School leaders you think can bring about an effective change?

**10. NISHTHA Assessments**

10.1. Tell us about your overall experience with course assessments. Were teachers (during training) able to attempt a major part of the questions in the assessments? Were there certain challenges in this regard? Did you make any changes in the assessment strategies keeping in mind the State-specific practices? Share examples.

10.2. Did the assessments help/aid teachers/school leaders to reflect and think deeper about some of the concepts covered in NISHTHA modules?

10.3. Do you wish to suggest additional/alternative aspects of assessments NISHTHA could have incorporated?

**11. Areas Improvement**

11.1. Were there any aspects missing in NISHTHA training compared to training/s you underwent previously?

10.2. Would you (as a KRP) suggest any areas of improvement for future versions of NISHTHA?

**12. Way Forward**

12.1. Have you been able to make visits to some of the schools, or assess post-training impact in any way? Share your observations.

12.2. Did you prepare a post-training action plan? How far have you succeeded in achieving your action goals? What support would you need to better implement your action goals?