**Online tool for KRP**

**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: Dropdown (M/F/Others)

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 in Training: Yes/ No

1. **NISHTHA Phase:**

 2.1. How did you attend and deliver 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. Select the module/s on which you received the training from NCERT?

1. Generic,

2. Pedagogy Modules: \_\_\_\_\_(mention subject)

3. Leadership Modules

2.3. Select the module/s on which you delivered teacher training?

1. Generic,

2. Pedagogy Modules: \_\_\_\_\_(mention subject)

3. Leadership Modules

**Selection Process:**

3.1. How KRPs were selected for conducting NISHTHA training?

i. State-level Selection committee finalized the list of KRPs based on Interviews at the District/Block level.

ii. O/o DEO or MEO nominated KRPs based on the experience of delivering teacher training,

iii. School Heads nominated teachers

iv. Any other

3.2. When did the KRP selection process take place? (Calender Pick: Date and Month)

3.4. Did you receive complete information about NISHTHA training before the selection or shortlisting process?

i.Yes

ii. No

iii. Partially

3.5. Who gave the information ? (Multi-select)

1. NCERT
2. SCERT
3. DIETs Staff
4. District Technical Team
5. Mandal Officer
6. Any other

**4. Time Period and Communication**

4.1. After Selection, how did you receive updates about training plan and schedule?

1. WhatsApp/ Telegram Groups
2. Letters
3. Emails
4. SMS
5. State level workshops
6. Any other

4.2. When did you attend the NCERT training for KRPs? (Multiselect: Calendar pick for each phase)

1. Phase I:
2. Phase II:
3. Phase III:

4.3. Where was the NCERT training venue?

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

1. Yes
2. No

4.4. What was the approximate duration of KRP training? (For all modules)

1. 5-6 days,
2. 7-10 days,
3. 11 days - more

4.5. Who conducted the KRP training? (Multiselect)

1. NCERT Faculty
2. NIEPA Faculty
3. State level Experts
4. Any other

4.6. What was the medium of instruction? (Completely Telugu/ Mix of English and Telugu / Some modules in complete English and some incomplete Telugu)

4.7. 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

4.8. When did you receive the training manuals?

i. Before KRPs Training

ii. First Day of the KRP training

iii. In between the KRP training days

Iv. At the end of the KRP training

iv. Sometime after KRP training

4.9. Did you face any challenges during the KRPs training conducted NCERT?

i. Logistic-related issues such as booking tickets, travel, lodging and food arrangements, etc

ii. Training content was difficult to understand as the medium of instructions was not Telugu

iv. The training was conducted at a very fast pace and not explained completely

v. Not every training module was explained and discussed during the training

Vi. The batch size (No. of Trainer: no. of KRPs) was too big

vi. Any other

**5. Translation of Modules**

5.1. Did you also translate all modules in the Telugu language on which you received the training?

1. Yes
2. No
3. Only selected modules

5.2. Approximately, how much time did it take you to translate each module?

1. 1-2 days
2. 3-5 days
3. 7 days or more

**6. Piloting Process**

6.1. Did you conduct any pilot training?

1. Yes
2. No
3. Only for selected modules

7.Planning and Conducting Teacher Training

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

i) Yes

ii) No

7.2. In how many batches did you train the teachers? \_\_\_\_

7.3. How many teachers did you train? (approx no.)

(i) 51- 100

(ii) 101 - 200

(iii) 201 - 300

(iv) Less than 500

(v) More than 500 - Less than 1000

(vi) More than 1000

7.4. What challenges did you face during training teachers?

1. Many translation errors
2. Coordination issues
3. Giving state-specific content/examples
4. Teachers were not willing to take the training /teacher’s attendance
5. Paucity of time
6. Any other

 **8. Support System for KRPs**

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

1. Yes
2. No

8.2. Whose support did you take in resolving the difficulties you had encountered ?

1. NCERT
2. SCERT
3. Other KRPs
4. O/o.DEO
5. O/o. MEO
6. Any other

8.3. Also, was there any platform to share your training experience and receive feedback directly from NCERT?

1. Yes
2. No

8.4. Whether any follow-up was conducted regarding the progress of teacher training?

i)Yes

ii) No

8.5. If yes, who conducted the training follow-up?

1. SCERT

2. O/o.DEO

3.O/o. MEO

4. School Heads

5. Any other

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

8.7. On a scale of 5 (1-Least, 5-Most), rate the extent to which NISHTHA 1.0. has (a) increased your awareness of and (b) increased your confidence s trainer w.r.t. Delivering training:

| **S.No** | **School & Pedagogical Leadership Aspects** |  | **Extent to which your confidence as a trainer has been boosted by NISHTHA in delivering training****(1-5)** |
| --- | --- | --- | --- |
| **Generic Aspects** |
| 1 | Training Skills |  | N/A |
| 2 | Aspects of inclusive education like role of teachers for inclusive classrooms, accepting & addressing diversity, gender sensitivity, inclusion in teaching of subjects (languages/ mathematics / EVS / Science /Social Science) |  |  |
| 3 | Helping differently abled children/CWSN understand the subject you teach |  |  |
| 4 | Inculcating and supporting your students on personal and social qualities like Sensitivity & care, Trustworthiness, Positive attitude towards self & others, Effective communication skills, Listening & responding, Empathy etc. |  |  |
| 5 | Ensuring physical, social and emotional safety of your students (including by addressing aspects like 'violence', 'harassment', 'bullying' etc.) |  |  |
| 6 | Integrating art with teaching and learning processes |  |  |
| 7 | Integrating ICT with teaching and learning processes |  |  |
| 8 | Integrating gender concerns in subject teaching  |  |  |
| 9 | Key initiatives related to school education like Sustainable Development Goals, 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. |  |  |
| 10 | Competencies |  |  |
| 11 | Learning Outcomes |  |  |
| 12 | Assessments for holistic development (cognitive, socio-emotional, psychomotor aspects) of primary/upper primary students |  |  |
| **Subject Specific Aspects** |
| 13 | Integrated (cutting across multiple subjects) nature of EVS (Primary Stage) |  |  |
| 14 | Teaching pre number skills like classification, sorting, ordering, one-to-one correspondences etc. |  |  |
| 14 | Integration of mathematics with EVS and language teaching (primary level) |  |  |
| 15 | Strategies to make mathematics learning stress-free and joyful |  |  |
| 16 | Newer approaches/activity ideas in Pedagogy of EVS (Primary Stage) |  |  |
| 17 | Newer approaches/activity ideas in Pedagogy of Mathematics |  |  |
| 18 | Newer approaches/activity ideas in Pedagogy of Languages |  |  |
| 19 | Newer approaches/activity ideas in Pedagogy of Science (Upper Primary Stage) |  |  |
| 20 | Newer approaches/activity ideas in Pedagogy of Social Science |  |  |

 **9. Conclusion**

9.1. Which are the aspects you liked the most in NISHTHA 1.0.:

1. Received training directly from NCERT faculty and experienced a National level training
2. Activities and assignments
3. Assessments
4. The wide breadth of concepts covered
5. Face to face mode of delivery of training
6. None of the above

9.3. How was your overall training experience of working as a KRP in NISHTHA 1.0.?

a) Extremely Good

b) Good

c) Satisfactory

d) Not Good

e) Extremely bad

9.4. Any other comment/suggestion: ……….(Text entry)