**1. For KRPs and SLRPs (Only NISHTHA 1.0.)**

| **S.**  **No.** | **Analysis Questions** | **Question no.s in tools (Online suvery/ F2F Interviews/CRO)** |
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| 1. | 1. KRPs and SLRPs Profile -    1. Designation    2. School Type    3. Teaching classes    4. Academic or Professional qualification    5. Teaching subject 2. Gender ratio- Is there equal distribution ? 3. When did the selection process of KRPs and SLRPs take place? 4. Whether all KRPs and SLRPs receive complete information about NISHTHA training before the selection or shortlisting process? 5. How many teachers were trained by each trainer? 6. How many batches? 7. Whether all KRPs and SLRPs received honorarium? Is there any specific district where KRPs didn’t received? 8. Is there a link between their teaching subject and courses on which trainer’s delivered teacher training? (KRPs only) 9. Is there any district-wise difference on how did KRPs/SLRPs receive updates about training plan and schedule? 10. Whether all KRPs/SLRPs received training manuals? 11. Problems faced by KRPs/SLRPs during NCERT Training? 12. Is there any link between challenges faced by KRPs during training teachers and the modules on which the they conducted training? 13. **Responses on Generic and Pedagogy base Questions** – (Question Themes)   5.5.1. - Inclusive classroom  5.5.2 – Dealing students with sensitivity and care  5.5.3. – Managing violence and harassment incidences in the classroom  5.5.4. – Integrating Art  5.5.5 – Use of ICT for teaching and Learning  5.5.6 – Awareness about School Initiatives  5.5.7 – Understanding Competencies  5.5.8.- Learning outcomes  5.5.9. – Ideas of Assessments  5.5.10 - Teaching EVS  5.5.11 - Ideas on Pre-number skills  5.5.12. – Teaching Mathematics through EVS and Language  5.5.13 – Ideas on Pedagogy of EVS  5.5.14 - Ideas on Pedagogy of Mathematics  5.5.15 – Ideas on Pedagogy of Language  5.5.16. – Ideas on Pedagogy of Science (Upper Primary)  5.5.17 – Ideas on Pedagogy of Social Science   1. Whose support did KRPs take in resolving the difficulties they had encountered? Are their responses different from SLRPs? 2. Who supported in in resolving the difficulties KRPs had encountered ? Are their responses different from SLRPs? 3. Follow up mechanism for KRPs and SLRPs 4. **Aspects of Training which were useful**: Trends emerging out from KRPs and SLRPs responses (Compare with Teachers and HMs responses) 5. Training was in face-to-face mode 6. Training was in Telugu 7. Activities and Assignment 8. NCERT NRG Group faculty members directly sharing their insights through videos 9. The wide breadth of concepts covered 10. Opportunity to listen to videos and refer the material multiple times 11. Availability of modules in offline NISHTHA App 12. **Recommendations for future versions**: Trends emerging out from KRPs and SLRPs responses (Compare with Teachers and HMs responses) 13. Training must be in face-to-face mode 14. Training must be in online mode 15. Training must be in blended mode (mix of face-to-face and online sessions 16. There must be greater emphasis on classroom actionable for the teacher 17. There must be greater emphasis on activities/assignments 18. Relevant teaching learning resources to implement the concepts covered in the training must be made available in schools. 19. Overall Experience of KRPs, SLRPs, HMs. And Teachers (NISHTHA 1.0). 20. Aspects liked the most in NISHTHA 1.0.: (Compare responses of KRPs, SLRPs, HMs. and Teachers) | Online Survey Q. 1.3 to 1.13  Online Survey…  Online survey -  All generic courses and pedagogy courses based questions (5.5.1 to 5.5.15  Online Survey  Q. 6.1.  Online Survey  Q. 6.2.  Online Survey  Q.6.3.  Online Survey  Q. 6.4. |
|  | **SLRPs** - Courses based questions - (Question Themes)  5.5.1. Concepts covered related to School Leadership  5.5.2. Pre-School Education  5.5.3. Pre-Vocational Education  5.5.4. Inclusion of Gender in teaching and Learning  5.5.5. Understanding competencies (common in both KRPs and SLRPs) | Online survey -  All Leadership courses based questions (5.5.1 to 5.5.5) |

**2. Head Teachers and Teachers (HMs and Teachers)**

| **S.**  **No.** | **Analysis Questions** | **Question no.s in tools (Online suvery/ F2F/CRO)** |
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| **1.** | 1. HMs and Teacher’s Profile (across different phases)    1. Designation    2. School Type    3. Teaching classes    4. Academic or Professional qualification    5. Teaching subject    6. Gender 2. Whether all HMs and Teachers complete training on all generic modules and in their respective subject pedagogy module/s (in 3 different phases)? 3. Is there any particular district where teachers have not completed the trainings? 4. Based on the trends, is there any specific module on which training was not received by HMs and Teachers? 5. How did HMs and Teacher’s receive information about self-enrolment ? 6. Devices used by the teachers and type of Internet facilities. (across phases) 7. Whose support did HMs and Teacher’s take in resolving the difficulties they had encountered? Are their any district -wise best practices? 8. Who supported HMs and Teachers in resolving the difficulties had encountered? Whether only HMs supported teachers? 9. Feedback mechanism for HMs and Teachers? Is it only DEO office which conducted the follow-up? 10. Aspects of Training which were useful: Trends emerging out from HMs and Teacher’s responses  * Instructions * Language * Key themes covered in modules * Videos * Images * Activities/Assignments * Web Links and References  1. G**eneric and Pedagogy based course** – (Question Themes)   5.5.1. Inclusive classroom  5..5.2. Using ICT for Teaching and Learning  5.5.3. Using Art Form  5.5.4. Initiatives on School Education  5.5.5. Dealing students with sensitivity and care  5.5.6. Managing violence and harassment incidences in the classroom  5.5.7. Understanding competencies  5.5.8. Learning Outcomes  5.5.9. Assessment for Holistic Development  5..5.10. Teaching EVS  5.5.11. Ideas on Pre-number skills  5.5.12. – Teaching Mathematics through EVS and Language  5.5.13 – Ideas on Pedagogy of EVS  5.5.14 - Ideas on Pedagogy of Mathematics  5.5.15 – Ideas on Pedagogy of Language  5.5.16. – Ideas on Pedagogy of Science (Upper Primary)  5.5.17 – Ideas on Pedagogy of Social Science   * Are there any sync between the responses given by KRPs and HMs and Teachers ? * Common modules responses will be analysed across different phases * CRO Tool – 1. Supportive learning Environment, Positive Behavioral Expectations, Feedback, Critical thinking, Social & collaborative skills examples can also be linked.  1. **Recommendations for future versions**: Trends emerging out from KRPs and SLRPs responses (Compare with Teachers and HMs responses)  * Training must be in face-to-face mode * Training must be in online mode * Training must be in blended mode (mix of face-to-face and online sessions * There must be greater emphasis on classroom actionable for the teacher * There must be greater emphasis on activities/assignments * Relevant teaching-learning resources to implement the concepts covered in the training must be made available in schools  1. Overall Experience of HMs. And Teachers (NISHTHA 1.0./2.0/3.0) 2. Aspects liked the most in NISHTHA 1.0.: ( HMs. and Teachers) |  |

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