**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 classroom5.5.4. – Integrating Art 5.5.5 – Use of ICT for teaching and Learning5.5.6 – Awareness about School Initiatives5.5.7 – Understanding Competencies5.5.8.- Learning outcomes5.5.9. – Ideas of Assessments5.5.10 - Teaching EVS5.5.11 - Ideas on Pre-number skills5.5.12. – Teaching Mathematics through EVS and Language5.5.13 – Ideas on Pedagogy of EVS 5.5.14 - Ideas on Pedagogy of Mathematics 5.5.15 – Ideas on Pedagogy of Language5.5.16. – Ideas on Pedagogy of Science (Upper Primary)5.5.17 – Ideas on Pedagogy of Social Science1. 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 1.13Online Survey…Online survey - All generic courses and pedagogy courses based questions (5.5.1 to 5.5.15Online 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 Leadership5.5.2. Pre-School Education5.5.3. Pre-Vocational Education5.5.4. Inclusion of Gender in teaching and Learning5.5.5. 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 classroom5..5.2. Using ICT for Teaching and Learning5.5.3. Using Art Form5.5.4. Initiatives on School Education5.5.5. Dealing students with sensitivity and care5.5.6. Managing violence and harassment incidences in the classroom5.5.7. Understanding competencies5.5.8. Learning Outcomes5.5.9. Assessment for Holistic Development5..5.10. Teaching EVS5.5.11. Ideas on Pre-number skills5.5.12. – Teaching Mathematics through EVS and Language5.5.13 – Ideas on Pedagogy of EVS 5.5.14 - Ideas on Pedagogy of Mathematics 5.5.15 – Ideas on Pedagogy of Language5.5.16. – 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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