

## 1.8. HM (3.0.)

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- 1.1. Name: Text
  - 1.2. Date of Birth (Calendar pick: mm/yyyy)
  - 1.3. Gender: Dropdown (M/F/Others/Prefer not to mention)
  - 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)
  - 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. Teaching classes(Grades)
  - 1.12. Teaching subjects (Multiselect Dropdown English, Mathematics, Languages, Physical Science, Biological Science, Computer Science, Others)
  - 1.13. Mobile Number:
  - 2.1. How did you attend NISHTHA 3.0. Training? (F2f/Virtual)
  - 2.2. How did you attend the Online Training ? 1.School Desktop/ Laptop 2. Personal Desktop/Laptop 3. Mobile 4. Any other
  - 2.3. For online training and for accessing modules/videos etc., which internet facilities did you use? (School/Personal). Were there any issues with the connectivity?
  - 2.4. Did you receive financial support to complete NISHTHA Training if you used your personal device and data for the internet? (Yes/ No/Partial help/ conditional on completion of training)
  - 2.5. When did you attend the NISHTHA 3.0. training?
  - 2.6. How many days before the start date of the training did you receive the information about NISHTHA training? (1- 2, 1 week, 15 days, 1 month)
  - 2.7. Who gave the information about the training? (HM, District/Mandal Officers, DIETs Staff/Any other)
  - 2.8. How did you receive information/instructions about self-enrollment in NISHTHA? (Dropdown:N1/N2/N3: Proceedings, Phone calls, Whatsapp messages, email, others)
  - 2.9. What was the frequency of follow-up from School Head/O/o.DEO/O/o.MEO/DIETs etc.)regarding status of completion of the course
  - 2.10. What is the approximate number of hours you spent to complete a module
  - 2.11. At what hour of the day did you attend the training? (During school hours/After school hours/In weekends/holidays/Took leave to complete modules)
  - 2.12. You have attended NISHTHA 1.0./other trainings in the face-to-face mode and you have attended NISHTHA 3.0. in the online mode. Please describe the differences in your experiences of attending F2F training and online training.
  - 2.13. NISHTHA is possibly the first instance where the teachers were expected to take the training in a 'self-enroll', 'self-study' and 'virtual' mode. Describe your experiences in this regard.
  - 2.14. DIKSHA portal has many modules on teacher training. Before NISHTHA, did you complete any module using the portal? Describe your experiences (of self -enroll, self- study and virtual mode).
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- 2.15. What are the difficulties you faced in undergoing NISHTHA - enrollment, navigation of modules, understanding subject-specific aspects, technical (portal related), certification etc.
- 2.16. During the training, was there a mechanism for teachers to report their problems and seek support? Whose support did you take in resolving the difficulties you had encountered - (SCERT, KRP, O/o.DEO, O/o.MEO, School Heads, fellow teachers etc). Please also describe the nature of support provided.
- 2.17. Who took the feedback on the training? (I. NCERT , II MOE, SCERT, O/o. DEO, School Head, O/o MEO, School Complex Heads, feedback not taken). How was it taken?
- 2.18. Have you re-visited NISHTHA modules to understand certain concepts better, subsequent to the training? Have you also referred to any NISHTHA material after course completion?
- 2.19. After completing courses of NISHTHA 3.0, did you discuss your experience with other teachers also? How were the experiences of other teachers?
- 3.1. According to you, in what ways or on what aspects is NIPUN Bharat's emphasis on FLN different from the hitherto efforts on building literacy and numeracy?
- 3.2. In your experience, which of the aspects conducted earlier(before FLN mission) for building basic literacy and numeracy skills were helpful and could be continued with? Which are the newer aspects of FLN, on which you may not have worked so far?
- 3.3. How useful has NISHTHA been in helping you understand Vidya Pravesh (3 month programme for children enrolled in Grade I)? What according to you are the key components of Vidya Pravesh?
- 3.4. Has NISHTHA been able to help you understand competencies? How different from a competency based approach has been the approach you have hitherto been following? Do you see and agree with the rationale for a competency based approach?
- 3.5. It is being said that in a competency based approach, moving to the next level is not determined by age or time but by the mastery of the competency. How do you see this in the context of the grade-specific system followed in Telangana's education system?
- 3.6. What shifts may be required in your classroom practices/pedagogies for competency based education? What is the kind of preparedness required for the same, in your opinion?
- 3.7. According to you, are teachers expected to follow the competencies pre-defined by NCERT for each grade level? Or do you think FLN mission provides for teachers defining competencies?
- 3.8. How are the assessments going to be different in competency based education? Are there any challenges you foresee in this regard?
- 3.9. Has NISHTHA been able to help you understand learning outcomes? Has the training helped you understand the link between competencies and the learning outcomes?
- 3.10. According to you, are teachers expected to follow the learning outcomes pre-defined by NCERT for each grade level? Or do you think FLN mission provides for teachers coming up with learning outcomes?
- 3.11. What, in your opinion, are the key steps you/your school needs to take to implement Learning Outcomes?
- 3.12. As you are aware, the FLN mission emphasizes play-way-methods of learning. Can you describe your experience of creating a learning environment for implementing play-way-methods of learning in the past? Which are the areas/concepts you found to be working well with this method and what were the challenges? Going forward, how do you plan to use this method of teaching for FLN? Did NISHTHA equip you with some ideas in this regard?
- 3.13. Which are the areas requiring attention w.r.t. helping children with special needs/different abilities acquire FLN? Are there ideas you could relate with from NISHTHA in this regard?
- 3.14. How do you track the learning progress of your students? Can you describe one or two tools/ideas NISHTHA has exposed you to, w.r.t. tracking students' progress?
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- 3.15. What are your experiences of how children engage with language? Can you discuss a few points you have been able to relate with in this regard through NISHTHA?
- 3.16. Do you get to suggest children's literature which could be made available in your school? What are the key factors you employ when you select/ buy children's literature? Describe the usefulness or its lack w.r.t. NISHTHA's inputs in this regard.
- 3.17. Can you describe a few activities you may have carried out/would like to carry out using children's literature? Have you been able to get some ideas in this regard from NISHTHA?
- 3.18. In the resource context of your school, what are the key strategies you have followed/would like to follow to create a literacy rich environment in primary classes? Are there particular aspects NISHTHA has drawn your attention to in this regard?
- 3.19. Can you discuss a few strategies you have used/would like to use in promoting reading and writing? What are the areas in which NISHTHA has furthered your understanding in these regards?
- 3.20. What are your thoughts on letting children learn initially in their mother tongue/first language? Has research based evidence presented in NISHTHA in favour of the use of mother tongue initially for teaching and learning provided a new perspective/strengthened your understanding in this regard? How do you think this will change with the Government's decision to introduce English medium in all Government schools?
- 3.21. Can you tell us a case/example. of how you have been able to implement multilingual education (Telugu + English) in your classroom. Which are the aspects you'd transact in Telugu and which are the ones you'd transact in English? What has worked well for you in this regard? What are the challenges? Is there some support you would require to further strengthen your implementation of multilingual education?
- 3.22. What are the different kinds of assessments you undertake for language, literacy and numeracy at foundational and primary stage? Are there methods which do not include paper and pencil tests? Are there newer ideas NISHTHA has equipped you with in this regard?
- 3.23. What are the key aspects you focus on when observing children's activities?
- 3.24. How do you involve parents in assessments? Are there aspects you take their feedback on related to their child's activities conducted at home?
- 3.25. Have you been able to relate with the approaches suggested in NISHTHA w.r.t imparting/strengthening pre-number skills, number operations, shapes & spatial understanding, data handling etc. What did you like in them and in which aspects do you think the approaches could have thrown more light on?
- 3.26. What role do you envisage the parents and community to play in the FLN mission? Which are the areas their support and participation can be useful in? Would you like to take any special steps in promoting parental and community participation, duly factoring in the socio-economic and educational backgrounds of the families the students in your school hail from?
- 4.1. Tell us about your overall experience of course assessments. Were you able to attempt a major part of the questions in the assessments? Were there certain challenges in this regard?
- 4.2. Can you tell us your average score/range across different courses of NISHTHA? (Ask if the teacher is comfortable with sharing, otherwise leave this question.)
- 4.3. Describe your experience of giving NISHTHA assessments. Did they also help you learn/improve upon certain skills, such as use of ICT, since you were required to submit your assessment responses online?
- 4.4. Did the assessments help/aid you to reflect and think deeper about some of the concepts covered in NISHTHA modules?
- 4.5. Do you wish to suggest additional/alternative aspects of assessments NISHTHA could have incorporated?
- 5.1. Was there an aspect missing in NISHTHA training when compared with training/s you took previously?
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5.2. Would you suggest any areas of improvement for future versions of NISHTHA?

6.1. What is the role you envisage for yourself in FLN?

6.2. Have you been able to prepare/be a part of a post-training Action Plan on FLN to implement the learnings from NISHTHA in your classroom? Please tell us the details of the action plan. Was there any platform to share your implementation experience and receive feedback ?

6.3. NIPUN Bharat covers children going to angan wadis too, which are under the control of the WCD Department, not School Education Department. How is the convergence of the primary school teacher and ICDS functionaries envisaged? Is there a clarity on the role the primary school teacher is to play wrt to pre-school children in anganwadis? What are the challenges in convergence?

6.4. What is the support you require from school/mandal/district offices/SCERT w.r.t. your role in FLN? Has any of it been provided subsequent to the training?

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