

**Sindh Technical Assistance, Development through Enhanced Education
Programme (STA-DEEP), Government of Sindh, Karachi, Pakistan**

Dear Sir/Madam

Please take a few moments to provide your response to a survey questionnaire on your experience and learning during the learning cycle. These responses will help us evaluate the effectiveness of the learning cycle and make improvements for future implementations. Any information that you provide will be kept strictly confidential. The information that you provide during the discussion will be presented together with answers from other participants so that you cannot be identified. The discussion is voluntary and you are free to choose not to answer any or all of the questions, or to leave the discussion at any time.

Thank you for your participation.

DEMOGRAPHICS :

Name of Course Participant			
Gender:	Female <input type="checkbox"/>	Male <input type="checkbox"/>	
District:		Taluka:	
Town		Village	
School Name:			
Designation		Subject	

Note: Kindly mark the corresponding indicators of the 5 Likert Scale against each statement.

SDA= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree

We look forward and anticipate your consideration.

Thanks

**Sindh Technical Assistance, Development through Enhanced Education
Programme (STA-DEEP), Government of Sindh, Karachi, Pakistan**

No.	Item	Rating				
		SD	D	N	A	SA
1.	Cluster School Activities					
1.1	I have knowledge and understanding of activities conducted within cluster schools					
1.2	Cluster schools' activities promote collaboration and knowledge-sharing among trainers, teachers and students					
1.3	The cluster schools' activities are effective in addressing the specific needs and challenges of the local context					
1.4	The orientation session included the necessary resources and materials to support participation in CBLC					
1.5	The orientation session addressed all concerns or questions I had about CBLC					
2.	Quality of the Content Based Learning Cycles (1 to 3)					
2.1	I fully understand the objectives of the CBLC					
2.2	The language of instruction used in the CBLC facilitated understanding and engagement of participants					
2.3	The objectives of the CBLC are aligned with training goals					
2.4	The CBLC will help to develop new content as per need by teachers in their classes after the training					
3.	Roles Clarity : <ul style="list-style-type: none"> • Master Trainers • Subject Coordinators/Guide Teachers, • Teachers • Practice in Classroom 					
3.1	As a coach, I have received sufficient guidance and support to understand and fulfil my role and responsibilities during LCs					
3.2	All participants are familiar with their roles and responsibilities assigned in the LC training.					
3.3	There are no areas of confusion or overlap in roles and responsibilities assigned to participants of CBLC					
3.4	The transitions of roles and responsibilities from MT to GT/STs and to Teachers worked well during the CBLC					
3.5	All the participants performed well their roles during LCs					
4	Training Environments					
4.1	The training venue was conducive and facilitated a positive learning environment.					
4.2	The training provided all the necessary materials, such as stationery and handouts, required for effective participation.					
4.3	The food provided during the training was of good quality, nutritious, and prepared in hygienic conditions.					
4.4	The time and length of the sessions were appropriate and managed well.					
4.5	All participants seem satisfied with the training environment and shared no concerns					

**Sindh Technical Assistance, Development through Enhanced Education
Programme (STA-DEEP), Government of Sindh, Karachi, Pakistan**

5.		Attitudinal and Behavioral Change of CBLC Participants				
5.1	The participants developed a greater understanding and acceptance of opinions that differed from our own					
5.2	The participants gained new insights, strategies, and approaches that increased their enthusiasm and dedication to teaching profession					
5.3	The training facilitated a shift in perspective, enabling participants to consider multiple viewpoints when approaching teaching and learning situations.					
5.4	The training equipped all participants with skills to adapt to changing educational contexts, student needs, and emerging technologies.					
5.5	The participants were exposed to new ideas and evidence-based practices, challenging their own preconceived notions thus facilitating further growth and transformation.					
6		Transferable Skills of CBLC Participants				
6.1	The Master Trainers demonstrated a thorough understanding of the LC and effectively trained Subject Coordinators through well-designed modules for five subjects. Their expertise, experience, knowledge, and skills enabled them to deliver high-quality training sessions					
6.2	The Guide Teachers/Subject Coordinators demonstrated a thorough understanding of the LC and effectively trained Teachers through well-designed modules for five subjects. Their expertise, experience, knowledge, and skills enabled them to deliver high-quality training sessions					
6.3	The Teachers demonstrated a thorough understanding of the LC and can effectively conduct classroom teachings through well-designed modules for five subjects. Their expertise, experience, knowledge, and skills enabled them to deliver high-quality training sessions					
6.4	The modules and training well-supported all participants in understanding the transition from one concept or skill to another					
6.5	The participants were responsive to queries and concerns during the training					
6.6	The participants provided constructive feedback on progress and performance during and after the training					
6.7	The satisfaction and feedback of participants are consistently recorded by us (field coaches) after training session, with a specific focus on the five subjects.					
6.8	The satisfaction and feedback of participants are consistently recorded by us (field coaches) after teaching session in class with a specific focus on the five subjects.					