**Section A: School Scoping:**

* Where is the school located, is it connected via kuchha or pucca road? Status of School Building (whether the building has adequate covered area/ constructed so as to ensure school functioning even during summers and rains, boundary wall, what is around school (are there tobacco or liquor shops nearby), Transportation facility for children with special needs and/or children coming from remote areas, Separate room for HM.
* Infrastructure and other facilities in the school: Playground within the school premises, Library, electricity connection, kitchen where MDM is prepared, Sports equipments,Separate toilets for girls and boys, Are the toilets accessible for CWSN, Water availability inside the toilets, Provisions making the school accessible for CWSN (for eg.. ramps), How many classrooms are there in the school?, What has been written on the NOTICE BOARD outside and inside the HM’s office?,How many classrooms are currently in use(in functional condition)?, Are there any special classes/remedial classes going on? Do students have textbooks and uniform? Is there a separate kitchen shed? Does it have space for storage of spices and ration? Cooking facility- Wood chulha or gas burner or other? Is it clean? What are facilities for drinking water? Do students have to fetch it from a nearby-faraway place?
* Norms (include distribution of responsibilities like child cabinets, etc), power hierarchies, extra curricular activities, school location and context in ways that affect access and participation (eg. Safety, etc.) What is the nature of interaction among different actors in the school? How do they support each other?

**Section B: Interview questions**

1. Who are the children coming to the school? Why? (social groups, school choice, gender, geography, OOSC)
2. How regular are they? (can also be checked through school attendance records and observations)
3. Why are they regular / not regular? (factors affecting regularity - gender, social groups, patterns of absence, reasons for dropout - can also be analysed through attendance records)
4. What do you do to bring children to school? What support mechanisms are available from different actors - bureaucracy, community?
5. Who are the children participating and not participating in the classroom? Why do you think this is so? What do you do about this?
6. What enables you to manage a classroom? (like Training, prior experiences)
7. What are the roles and responsibilities other than teaching things that you are involved in? (Preparation/Management of MDM organizing /preparing for an upcoming event, filling up attendance/other register, filling forms for children, other)
8. What kind of support is available to you? (TLMs, teacher training, peer support, supervision and feedback, community and family support). What more support do you expect?
9. Who all do you interact with for issues related to children’s education? (PTMs, SMC meetings, bureaucracy, HM)
10. What all do you monitor in the school? How? Which monitoring requires more attention? (Monitoring done by/of HM, teachers: mid day meal, classroom observations, children’s play etc / how are feedbacks given)
11. Who all visit the school for monitoring? What is monitored by them? What kind of feedback is received after monitoring? What do you do about this?
12. Is there a system of staff meetings and feedback in the school? What is the process? How do different stakeholders see their role in it?