**Teachers**

Name

Native place

Caste

Religion

Qualification what and when obtained?

Years of service

Current position and how long have you been at this school.

List of schools they have taught in and reason for leaving if transferred.

* Where do you live / do you **commute** to school / how?

Which **grade do you teach** and does this change?

* How is this allocated, and by who, in this school?

Do you teach one or more grades at the same time (**multi-grade**)?

* If so, how do you manage the age and ability differences?
* Why are these grades put together? Who decides?
* What positive things can you see about multi-grade teaching? What negative?
* Do you have to teach any subject areas you are not familiar with? If yes, how does that make you feel?

What do you think about **automatic promotion**? Is this good for children? Is it good for teachers? Tell me about positive and negative aspects. Should this policy be kept?

**Continuous Professional Development** (CPD) (50 hours of CPD is NEP requirement)

What in-service trainings have you had in the last 3 years?

* Can you tell me about the last one you did / the one you found most useful to you and why.
* How have you adjusted your teaching as a result of this training?
* Has it been difficult to make any changes/why?
* Has your CPD led to promotion / salary raises? Has it had a positive effect on your morale?

**Other duties**

How much time have you spent this year on doing other government administrative jobs? Tell us what all you had to do?

**Enrolment** and other drives to improve school attendance

Tell us about what you do – what are the policy requirements? What does the school do?

**ILFA focus**

Details about the irregular/ regular children and their learning / progress - starting from full classroom perspective and narrowing it to ILFA students.

Teacher’s interpretation of the situation (includes parents, livelihood, or any other points)

Intervention a teacher has done to improve the situation. Where did the impetus for making this intervention come from?

Explore hierarchical, bureaucratic steps required in accountability ladder and what happens in practice. How does personal motivation / attitude map onto those steps?

What support do teachers get for the irregular student / their learning and from where?

School staff/Principal SMC PTA CRC / others with monitoring responsibilities

Does any of the CPD link into helping teachers with anything they have mentioned?

**Personal experience and aspirations**

What kind of school did you go to? What was this experience like – good teachers, interesting subjects, inspiration?

What prompted you to become a teacher?

What are the things you really like about your job? What are the things that you don’t like?

Ask for detailed examples of positive and negative experiences

What would you really like to be doing in 5 years’ time? What do you think you will be doing in 5 years’ time?

Do you have children, if so where do they go to school? Why did you choose this/these schools for your child(ren)?

**Expectations / aspirations / professional and personal involvement**

How do you think the children you teach will be able to use their education? What would you like them to achieve in life?

What do you think is a teacher’s ‘Kartavya’ towards the children? Are you able to fulfil it? Reasons? (Focus on accountability/ responsibility)

What comes between your Kartavya and practicality of fulfilling it?

What 3 things could help you make your teaching experience better?

What might hold you back from giving your best?