

## Study of UNICEF, SCERT UP – UTTAR PRADESH D.I.E.T. SITUATIONAL ANALYSIS

### INTERVIEW SCHEDULE – D.I.E.T PRINCIPAL/ FACULTY

Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai

#### OPENING

**[Introduction]** My name is \_\_\_\_\_. I am a research assistant/ field researcher of CETE at the Tata Institute of Social Sciences (TISS), Mumbai. On behalf of SCERT, UP and UNICEF UP we at CETE are conducting a study of the situational analysis of DIETs in UP.

**[Purpose]** This study aims to understand how DIETs can function efficiently and meet the goals and objectives of quality improvement of education in UP and provide recommendations for the state's consideration.

**[Motivation]** We hope that the study will provide an understanding of systemic and design considerations related to strengthening DIETs in UP and in other states in India.

**[Timeline]** The interview should take about one hour. I hope that is okay with you, Sir/Madam.

**[Permission to Record]** Please keep the information about the study (*Hand over the participant information sheet*). I request you sign the consent form (*get the consent form signed*) and allow me to record this interview.

#### START RECORDING

**(Designation & Name)**, Let me begin by asking you some questions about your role

## BODY

### **Role of Interviewee in DIET / Education System**

1. What is your academic role in the institution?
2. Are you also involved in organising or managing some administrative activities, such as organising internal or external events etc.?
3. How do you manage your time between academic and administrative duties?
  - a. What are the challenges?
  - b. What kind of support do you have?

**Institutional Identity and Focus:** *[Understand the DIETs identity through the focus areas of work, goals, objectives and its ability and capacity to function as an independent and autonomous institute leveraging state and national schemes]*

4. In your opinion, what are the main goals and objectives of a DIET?
  - a. related to pre-service education
  - b. related to in-service education
  - c. related to the new National Education Policy
5. How do these goals align with the State curriculum frameworks for
  - a. Students and student learning
  - b. Teachers and teacher education
6. Do your goals and objectives match the work you are doing? What are the gaps, if any?
7. What are the ways you think DIETs can facilitate achieving these goals?
8. Do you feel that DIETs can function independently?
  - a. What is the type of support you would like to receive from the SCERT?

- b. What are your ideas for the *long-term goals and sustainability of DIETs*? [ NEP suggests moving all TEIs into HEIs]

**Systemic location and relation to other institutions:** [*Understand the DIETs positioning vis-à-vis the state education system, including SCERT and BRCs-CRCs.*]

### **SCERT**

9. What is the nature of interaction with SCERT?
  - a. With whom do you interact in SCERT? [Director, Programme Coordinator etc]  
What are the reasons for this interaction? [Administrative, academic ]
10. What type of curricular and pedagogical support do you receive for transacting the prescribed curriculum from SCERT?
11. What are some areas which you think need support from SCERT for
  - a. pre-service education
  - b. in-service education
12. What is the nature of the relationship with SCERT?
  - a. Is it working well? Would you like to change anything regarding the relationship?

### **DISTRICT LEVEL INSTITUTES**

13. What is the nature of interaction with district-level institutes?
  - a. With whom do you interact in SCERT? [District Education Officers etc] What are the reasons for this interaction? [Administrative, Academic]
14. What type of administrative, curricular and pedagogical support do you receive for transacting the prescribed curriculum from district-level institutions and officers?

15. What are some areas which you think need support from district-level officers for
  - a. pre-service education
  - b. in-service education
  
16. What is the nature of the relationship with District Education Officers?
  - a. Is it working well? Would you like to change anything regarding the relationship?

***BRC/CRC***

17. What is the nature of interaction with BRC/CRC?
  - a. With whom do you interact in BRC/CRC? [Block Resource Person (BRP) , CRP, etc.] What are the reasons for this interaction? [administrative, academic]
18. What type of curricular, pedagogical and monitoring support do you provide for transacting in-service programmes or school improvement programmes?
  
19. How do you connect with the schools and community through the BRC/CRC?
  
20. What are some areas which you think need support from BRC/CRC?
  
21. What is the nature of the relationship with BRP/CRP?
  - a. Is it working well? Would you like to change anything regarding the relationship?

***SCHOOLS***

22. What is the nature of interaction with schools?
  - a. With whom do you interact in schools? [Head Teacher, Coordinators, Teachers] What are the reasons for this interaction? [administrative, academic]
  
23. What type of curricular, pedagogical, mentoring and monitoring support do you provide to the schools?
  
24. What are some areas which you think need cooperation from schools?

25. What is the nature of the relationship between you and the school head teachers and teachers? Is it working well? Would you like to change anything regarding the relationship?
- a. Pre-service Internship
  - b. School visits and
  - c. other school-level programmes

***COVID-19 PANDEMIC IMPACT***

26. How did the interaction and relationships with the institutes change due to the COVID-19 lockdown/s
- a. SCERT
  - b. District Institutes
  - c. BRC/CRC
  - d. Schools

***Financial Aspects:*** *[Understanding the financial aspects such as provisioning of infrastructure, resources, staff and faculty positions and other facilities.]*

27. What is the process of provisioning of infrastructure, and resources to DIETs?
- a. How are funds allocated to your DIET?
  - b. In what ways do you participate in the planning of resource and funding needs?
  - c. What are the resource and infrastructure needs of DIETs?
28. How do you communicate your needs to SCERT? What is the process and who participates?
29. What is the kind of support you have in the DIETs for daily activities and maintenance
- a. Housekeeping
  - b. Library/Lab maintenance

- c. Technology infrastructure

30. What were the issues related to financial management during the **COVID-19 pandemic** period? How did you resolve these issues?

***Development of Faculty and Staff:*** [Understand the current roles and responsibilities, staffing needs of DIETs, the recruitment processes, leadership roles, vacancies, capacity building of DIET heads, faculty and staff and nurturing a professional culture/community.]

31. What are potential pathways available for your career growth amongst the faculty?
- a. Is it based on seniority? Or are there other criteria?
  - b. Can you be transferred outside the DIETs and /or outside the district? What is the process followed for transfers?
32. What do you feel are your most important professional development needs?
- a. Have you participated in any professional development programme?
  - b. How do you wish to participate (Workshops, online courses, seminars etc)?
33. . What are the opportunities available to collaborate with your peers and other faculty?  
[teacher educator/faculty circles, WhatsApp groups and other online/local professional communities, seminars, workshops etc..]
- a. within your DIET
  - b. with other DIETs in the state
  - c. with other teacher educations in other states
  - d. Universities and Higher Education Institutes

**DIET functions and Activities:** [Understand the different functions and activities implemented by the DIETs by way of inputs, processes, outputs, and outcomes, including teacher development, both pre-service and in-service, DIETs as resource and teaching-learning centres and institutes for local curriculum and material development.]

***Pre-Service***

34. What are the different innovative activities undertaken during pedagogical transactions? Can you share some examples of such activities for your subject?  
[constructivist approach, presentations, showing video/audio clips before starting the class]
35. What are the different ways in which you develop a student-teachers professional identity and skills [communicative skills, life skills, time management, digital skills, co-curricular activities ]
36. What are the different ways in which student-teachers are equipped to address diversity in the classroom?
- a. Are there any sorts of instructional strategies for inclusive education? [Use of ICT, special needs children, socially marginalised children, girls etc.]
37. What type of resources do you use for transacting the D.El.Ed curriculum? [Prescribed textbooks, local resources, internet resources]
38. What is your role in the pre-service internships? What are the strengths of your internship programme and what are some gaps you feel still need to be addressed?
39. How do you support student-teachers in their careers? [TET exams , Placements , connecting with Alumni]

***In-service***

40. How do you design and implement in-service training/professional development?
- a. Who makes the designs/plans for training?
- b. What is your role in in-service training delivery?
- c. What is the role of BRC/CRC or other NGOs /Institutes
41. How do you assess the success of the in-service training/professional development?

42. How do you monitor teachers' implementation (practise in classrooms) of learnings by teachers from these training programmes?

***Other Activities***

42. How do you design and implement other activities, events & programmes in the DIET?

- a) Who makes the designs/plans for training?
- b) What is your role in these programmes?
- c) What is the role of BRC/CRC or other NGOs /Institutes?

43. How do you assess the success of the programmes?

44. How do you monitor the implementation (practise) of learnings by teachers from these programmes?

***COVID-19 IMPACT***

45. What has been the impact of the lockdown due to COVID-19 and what adjustments or new ways of working have you adopted?

- a. pre-service
- b. in-service
- c. other activities

**Collaborations and Partnerships:** *[To understand DIETs working with partners such as universities, DIETs within and across states, NGOs, and multilateral funding agencies towards gaining access to expertise, capacity building, networking and institution building.]*

46. What are the different forms of collaboration you have with the following institutes?  
In what ways do you feel the DIET benefits from these collaborations?

- a. Schools
- b. Higher Education Institutes (Colleges, IASE, CTEs)
- c. NGOs and CSRs,
- d. International organisations (UNICEF, World bank etc.)
- e. Local community

## CLOSING

[**Summarise**] Sharing your experience will be very valuable for my research. Your role as \_\_\_\_\_, involved in \_\_\_\_\_, will enable us to get a more insightful perspective into the functioning, needs and issues faced in UP DIETs. I am thankful for the time you took for this interview.

1. Is there anything else you think would be helpful for me to know that would be useful in our research?
2. Do any other persons come to your mind that we should interview?
3. Would you recommend we read any specific reports related to this programme?

## END RECORDING

[**Action to be taken**] I should have all the information I need. Would it be all right to call you on your mobile if I have any more questions or clarifications? Thank you very much.