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| Surveyors' names | 1. |
| | 2. |

INSTRUCTION BOOKLET



TABLE OF CONTENTS

| | | |
|-----------|--|--------------|
| A. | What is ASER ? | 1 |
| B. | Summary of the ASER 2014 Process | 2 |
| C. | What to do in a village? | 3-6 |
| | 1. How to collect village information | |
| | 2. How to make a map and make sections | |
| | 3. What to do in each hamlet/section | |
| D. | What to do in each household? | 8-11 |
| | 1. General information | |
| | 2. Information about children and adults living in the household | |
| | 3. Household indicators | |
| E. | What to do with children? | 12-17 |
| | 1. General Instructions | |
| | 2. How to test Reading | |
| | 3. How to test Arithmetic | |
| | 4. How to test English | |
| F. | What to do in a school? | 20-26 |
| | General instructions | |
| | 1. Children's enrollment and attendance | |
| | 2. Official medium of instruction in the school | |
| | 3. Teachers | |
| | 4. Classroom observations | |
| | 5. Mid-Day Meal (MDM) | |
| | 6. Facilities observations | |
| | 7. Toilets | |
| | 8. Continuous and Comprehensive Evaluation (CCE) | |
| | 9. School Management Committee (SMC) | |
| | 10. School Development Plan (SDP) | |
| | 11. School grant information | |
| | 12A. SSA annual school grant | |
| | 12B. Activities carried out in school | |
| G. | ASER 2014 Pledge | |

A. WHAT IS ASER?

**ARE CHILDREN IN SCHOOL?
ARE CHILDREN ABLE TO READ?
ARE CHILDREN ABLE TO SOLVE BASIC ARITHMETIC PROBLEMS?
EVERY YEAR ASER ANSWERS THESE QUESTIONS.**

ASER 2014 - ANNUAL STATUS OF EDUCATION REPORT

WHY IS ASER DONE?

96.7% of India's children in the age group of 6-14 years are enrolled in school. As a country, we have ensured that almost all children are enrolled in school. Now, we need to focus on whether children are learning well.

Every year, every citizen of India pays a 2% education cess for elementary education. As citizens we need to understand whether efforts and expenditures on education are leading to desired outcomes. Children are in school, but are they learning? It is only when the current situation is known and understood that effective action can be planned.

WHAT IS ASER?

ASER (Annual Status of Education Report) is the largest annual household survey carried out by citizens of India to understand whether children are enrolled in school and whether they are learning. Children aged 5-16 are asked to read and do basic arithmetic. For children aged 3-4 we only ask if they are enrolled in an *anganwadi* or pre-school.

ASER reaches a representative sample of children from every rural district in India. More than 6 lac children are surveyed each year in about 16,000 villages across the country.

A unique feature of ASER is that in each district, a local institution/organization conducts the survey. Every year, around 25,000 to 30,000 volunteers from over 500 organizations participate in conducting ASER. It is one of the largest participatory exercises in the country. By joining ASER in their district, people contribute to a massive and important national effort. ASER was launched in 2005 and has been done every year since then. 2014 is the tenth year of ASER.

WHAT WERE THE MAIN FINDINGS FROM ASER 2013?

96.7% of children are enrolled in school BUT national figures for rural India indicate that:

- More than half of all children in Std. 5 cannot read a Std. 2 level text fluently.
- Nearly half of all children in Std. 5 cannot solve a simple Std. 2 level subtraction problem.

Such figures are available for each state and for each standard in the ASER report.

WHAT HAS BEEN THE IMPACT OF ASER?

ASER is discussed widely at the national, state and district levels in the government and outside. ASER results are used by many state governments while preparing plans for elementary education. ASER has been cited in the Government of India's 12th Five Year Plan (2012-2017) and Economic Survey of India (2013-2014). In many states, volunteers have come forward to help in improving the learning levels of children at the village level. Inspired by ASER, several other countries like Pakistan, Kenya, Tanzania, Uganda, Mali, Senegal and Mexico are doing ASER-like initiatives.

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ASER Centre is the autonomous research and assesment unit of Pratham (www.pratham.org)

B. SUMMARY OF THE ASER 2014 PROCESS

The ASER survey will be done over 2 days in one village. The first day of the survey should be on a school day (preferably Saturday) and the second day should be on a holiday (preferably Sunday).

A step-wise overview of the entire process of the ASER survey in one village has been given below:

A team of two surveyors will go to the village assigned to them by the ASER Master Trainer. They will take the entire Village Pack given to them in the training to the village.

Once in the village, the surveyors will meet the Sarpanch/village representative and do the following:

- Clearly explain what ASER is and why it is important.
- Give him/her the 'Letter for Sarpanch' and ask him/her for permission to survey the village.

The surveyors will then walk around the entire village and do the following:

- Make a rough map of the village, marking the important landmarks in the village. Once the surveyors have walked around the entire village, they will make a final map in the survey booklet.
- Fill up the Village Information Sheet, based on what they observe in the village.

The surveyors will go to a government school with classes 1-7/8 and do the following:

- Meet the Head Master/senior most teacher and explain what ASER is and why it is important.
- Give him/her the 'Letter for the Head Master' and ask him/her permission to collect information from the school.
- Collect information about the school and record it in the School Observation Sheet.

Next, the surveyors will begin the household survey. They will:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households from each hamlet/section using the 'every 5th household rule'.
- Survey 20 households in total from the selected sections/hamlets.

In each sampled household the surveyors will do the following:

- Record information about children in the age group of 3-16 years.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years with the testing tools. **This will be done only in households.**
- Record information about household assets.

After all 20 households are surveyed, the surveyors should immediately submit the completed survey booklet to the ASER Master Trainers.

C. WHAT TO DO IN A VILLAGE?

Section 1: How to collect village information

Purpose: To understand the basic characteristics of the village you are going to survey.

You will be given the name of a village. Two surveyors will go to each village. You must go to the assigned village only.

Meet the Sarpanch, give him/her the 'Letter for Sarpanch' and explain what ASER is and its importance. If the Sarpanch is not present, meet a village representative, for eg. Panchayat Secretary. After informing him/her and asking for his/her cooperation in doing the survey, start walking around the village to collect village information.

- When you are walking around the village, look out for the things listed below. If you see them, tick the appropriate box. If initially you are unable to observe, then ask the people in the village but verify it yourself.
- Write the name of the state, district, block/*taluk*, village, surveyors and date and day of the survey on the Village Information Sheet.

Example:

| VILLAGE INFORMATION SHEET | | | | |
|----------------------------------|--|--|----------|---|
| Name of state: | Maharashtra | Name of block: | Deoli | |
| Name of district: | Wardha | Name of village: | Waifad | |
| Surveyors' names: | 1. | | Shalini | |
| | 2. | | Muskan | |
| Date of survey: | 09.08.2014 | Day of survey: | Saturday | |
| Please tick (✓) the relevant box | | Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation) | | Instructions |
| BASIC SERVICES | Pucca road leading to the village? | YES ✓ | NO | |
| | Electricity connection in the village? | YES ✓ | NO | Look for electricity poles and wires etc. |
| | Post office in the village? | YES | NO ✓ | Look for a post office building and sign board. |
| | Bank (any type) in the village? | YES | NO ✓ | The bank can be of any kind (Government/Private/Cooperative or other). |
| | Govt. Ration/PDS shop in the village? | YES ✓ | NO | Only Government/ <i>Sarkari</i> ration/PDS shop should be considered. |
| | Govt. Primary/Sub Health Centre in the village? | YES ✓ | NO | |
| | Private health clinic in the village? | YES ✓ | NO | Look for any clinics/doctors indicating that there is a private health facility/medical practice of any kind. (This does NOT include alternative medicine like practiced by <i>Hakims</i> , <i>Vaids</i> etc.). |
| | Computer centre/internet café in the village? | YES | NO ✓ | Look for a computer centre other than in school or at home. |
| | Equipment/facility using solar energy (private/public) in the village? | YES | NO ✓ | Look for any equipment using solar energy in the village even if it is not for public use. |
| SCHOOLS | Govt. Primary School (Std. 1 to 4/5) in the village? | YES ✓ | NO | |
| | Govt. Upper-primary School (Std. 1 to 7/8) in the village? | YES | NO ✓ | |
| | Govt. Secondary School (Std. 1 to 10) in the village? | YES ✓ | NO | |
| | Govt. School (Std. 6 to 8/10/12) in the village? | YES ✓ | NO | |
| | Private school in the village? | YES ✓ | NO | |
| | Pre-school (Anganwadi/Balwadi/LKG/UKG/Nursery) in the village? | YES | NO ✓ | |

Section 2: How to make a map and make sections

Purpose: To enable you to divide the village into different sections and randomly select households. The map is also used later for the recheck process.

Information from 20 randomly selected households in the entire village will be collected.

How to start making a map: Talk to the villagers while walking around the village.

- To get to know the village, walk around the whole village first before you start mapping. **Talk to people:** Ask how many different hamlets/sections are there in the village? Where are they located? Ask the children to take you around the village. Tell people about ASER. This initial process of walking and talking may take more than an hour.

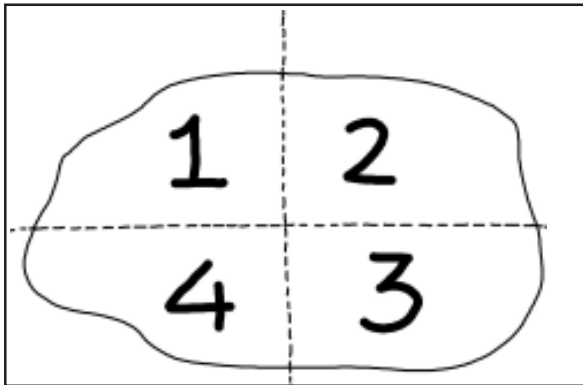
Map

- **Rough map:** The purpose of a rough map is to understand the pattern of habitations in the village. Use the help of local people to show the main landmarks – temples, mosques, river, school, bus stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map.
- **Final map:** Once everyone agrees that the rough map is a good representation of the village, and it matches with your experience of walking around the whole village, copy it on to the map sheet that has been given to you in the survey booklet.

ONCE THE MAP IS MADE, MAKE SECTIONS ON THE MAP AS FOLLOWS:

How to mark and number hamlets/sections on the map you have made?

1. Continuous village



If it is a village with continuous habitations:

- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map.
- Select 5 households from each section.
(see the given example)

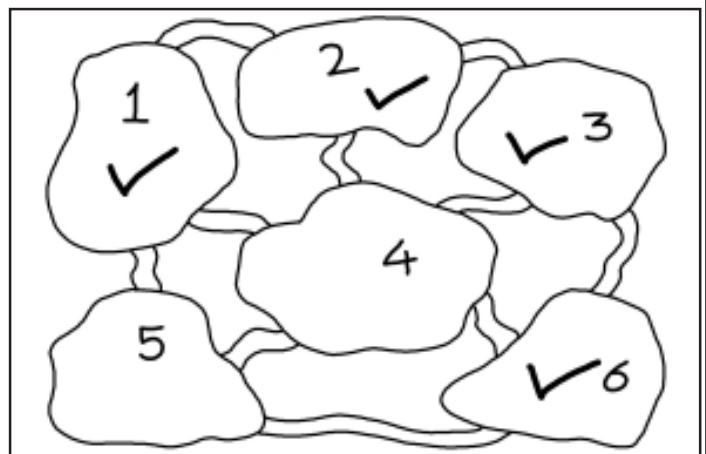
2. Village with hamlets/sections

If it is a village with different hamlets/sections:

- Assign each hamlet/section a number. Write the number on the map.

If the village has:

- **2 Hamlets/Sections:** Divide each hamlet/section in 2 parts and take 5 households from each section.
- **3 Hamlets/Sections:** Take 7, 7 and 6 households from the 3 hamlets respectively.
- **4 Hamlets/Sections:** Select 5 households from each hamlet/section.
- **More than 4 Hamlets/Sections:** Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey.
(see the given example)



Section 3: What to do in each hamlet/section

Purpose: To randomly select 20 households from the hamlets/sections.

You need to pick 5 households from each of the 4 hamlets/sections that you have selected, by using the following procedure:

- Go to each selected hamlet/section. Try to find the central point in that hamlet/section and start household selection from the left.
 - Begin from the first household on your left. You must select every 5th household. After you have surveyed this household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. 'Household' refers to every 'door or entrance to a house from the street'.
 - If you have reached the end of the hamlet/section before 5 households are sampled, go around again using the same 'every 5th household rule'. If a surveyed household gets selected again then go to the next/adjacent household. Continue till you have 5 households from the hamlet/section.
- If the hamlet/section has less than 5 households, then survey all the households in the hamlet/section and survey the remaining households from other hamlets/sections.
 - If the village has less than 20 households, then survey all the households in the village.

1. **Household with multiple kitchens:** In each house ask how many kitchens or *chulhas* there are. **If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats.** You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th house (counting from the next house on the street, not from the next kitchen/*chulha*).



2. **Household with no children:** If there are no children in the age group 3–16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Also, write the number of the hamlet/section from the map from which the house has been selected. In addition, ask if anyone in the household has passed Std. 12 and if anyone knows how to use a computer. (For these questions please refer to page 11). **Such a household will be counted as one of the 5 surveyed households in each hamlet/section but no information about mothers or fathers will be collected.**

3. **House closed:** If the selected house is closed or if there is nobody at home, note that down on your Village Compilation Sheet (at the end of the survey booklet) as 'house closed'. **This household does not count as a surveyed household. Do not include this household in the survey sheet.** Move to the next/adjacent house.



4. **No response:** If a household refuses to participate, record the house on your Village Compilation Sheet in the 'no response' box. **This household also does not count as a surveyed household. Do not include this household in the survey sheet.** Move to the next/adjacent house.

¹Respondent = An adult who is present in the household during the survey and is providing the information.

- Stop after you have completed 5 households in the hamlet/section.
Now move to the next selected hamlet/section.
Follow the same process of selecting the households for the survey using the 'every 5th household rule'.
- Ensure that you go to households only when children are likely to be at home.
This means that you will go to households after school hours and/or on a holiday/Sunday.

Summary: What to do in a village?

- √ Meet the Sarpanch and give him/her the 'Letter for Sarpanch' and explain ASER.
- √ Walk around the village to observe and understand it, and accordingly fill the Village Information Sheet.
- √ While walking around the village, start making a map.
Make a rough map first and then finalize the map.
- √ If the village has no hamlets/sections, divide the village into 4 sections as specified.
- √ If the village has different hamlets/sections, assign each hamlet/section a number on the map.
Randomly select 4 hamlets/sections for the survey and mark those on the map.
- √ In each selected hamlet/section select households to survey using the 'every 5th household rule'.
A total of 5 households from each selected hamlet/section of the village will be surveyed. If there is a house with multiple kitchens, then select the kitchen that the respondent's family eats from.
- √ If there are no children in the house, include it as a valid sampled household and record information about household characteristics.
- √ If the house is closed or there is no response from the household, do not include it as a valid sampled household and move on to the next/adjacent household.
- √ Record closed households and no response households in the Village Compilation Sheet.
- √ Continue until you have surveyed a total of 20 households from 4 separate hamlets/sections of the village.

D. WHAT TO DO IN EACH HOUSEHOLD?

Purpose: To collect information about the selected households.

Section 1: General information

Refer to part 1 of Household Survey Sheet.

Fill in the general information about the household in the top block of the household survey sheet:

- **HH No.:** Write down the household number in every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.
- **Total number of members in the HH who eat from the same kitchen:** Ask this question to the adults present in the household and write down the total number. If there are multiple kitchens/*chulhas* in the household, remember to include only those members who eat regularly from the same kitchen.
- **Note down the following:**
 - o Respondent name: Respondent is an adult who is present in the household during the survey and is providing you with information.
 - o Hamlet/Section no. (from the map) and/or name of hamlet/section from which the household is selected.

Section 2: Information about children and adults living in the household

Refer to part 2 of Household Survey Sheet.

No information will be written in the household survey sheet about any individual who does not regularly live in household and does not eat from the same kitchen.

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

RULES FOR SELECTING CHILDREN

1. **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be thought of as children. Avoid saying 'children'. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.
2. **Children who are not at home during the time of the survey:** Often children are busy in the household or in the fields. If the child is somewhere nearby, but not at home, take down information about the child, like name, age, and schooling status. Ask family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households. But if there are children out of the village on the day of the survey who do regularly live in the household, for e.g. a child has gone to visit her relatives, write their information even if you cannot test them.
3. **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if parents do not live in this household.
4. **Children not living in the household on a regular basis:** DO NOT INCLUDE children of this family who do not regularly live in the household, for e.g. children who are studying in another village or children who got married and are living elsewhere.
5. **Visiting children:** DO NOT INCLUDE children who have come to visit their relatives or friends in the sampled household as they do not regularly live in the sampled household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be noted down ONLY for children living in the 20 households that have been randomly selected.

Mother's background information: At the beginning of the entry for each child, ask for the name of the child's mother. Note down her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, **do not** write her name. If the mother has died or is divorced and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note down the mother's age and schooling information in the box 'Mother's Background Information'.

Children:

Now that we have identified which children to survey, let us review what information is to be collected about each child. Remember, one row of the household survey sheet will be used for each child.

- **Child's name, age, sex:** The child's name, age and sex should be filled for all children selected for the survey. For female children write 'F' and for male children write 'M' (F=Female, M= Male).
- **Children aged 3-6 years:** The first block, 'Pre-school children (Age 3-6)', is to be asked only for children aged 3 to 6 years. On the household survey sheet, note down whether they are attending *Anganwadi* (ICDS), *Balwadi*, or nursery/LKG/UKG, etc. If the child is not going to any *Anganwadi*/pre-school, etc., put a tick under 'Not going' under section of 'Pre-school children (Age 3-6)'.
- **Children aged 5-16 years:** The remaining blocks of information are ONLY to be filled for children aged 5-16 years.

For in school children (currently enrolled in school): The child's current schooling status and Std. should be noted. The following terms should be written under 'Std.', if the child is in pre-school: 'NUR' for nursery; 'LKG' for LKG; 'UKG' for UKG; 'AW' for *Anganwadi*; 'BW' for *Balwadi*.

For out of school children (who are currently not enrolled in school):

- o If the child has never been enrolled in school, then put a tick under 'Never enrolled'.
- o If the child has dropped out of school, then put a tick under 'Drop out'.

Note the Std. in which the child was studying when she dropped out, irrespective of whether she passed or failed in that Std. Probe carefully to find out these details.

Also note the actual year when the child left school. E.g. if the child dropped out in 2007 write '2007'. Similarly if the child dropped out in the last few months, write '2014'.

For all children (aged 5-16 years):

- o Ask the respondent if the child aged 5-16 takes any tuition, meaning paid classes outside school. If they do take classes, then ask how much the parents pay for the child's tuition per month. If the respondent cannot tell you the payment made per month then leave the box blank. If the child takes more than one paid tuition class, then add the payment for all the classes (per month) and write the total amount paid for the child's tuition classes per month.
- o Also ask children if they attend the specific government school which you have/will be surveying. Do not ask this question to children who are not currently enrolled in school.
- o All children in this age group will be tested in basic reading, arithmetic and English. (We know that younger children will not be able to read much or solve arithmetic problems but still follow the same process for all children so as to keep the process uniform).

Father's background information: At the end of the entry for each child, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, **do not** ask for this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, we will include the stepfather as the child's father.

Case 1: A 5 year old child (Rahul) is going to Std. 1 in a government school. In the 'Pre- school children

PAY SPECIAL ATTENTION:

- For children aged 5 and 6 information shall be recorded under both sections 'Pre-school children (Age 3-6)' and 'In school children/Out of school children (age 5-16)'.
- Understand overlapping issues for children aged 5 and 6 by looking at the examples given below.

| Some special cases to keep in mind for young children | | | | | | | | | | | | | | |
|---|---|-----|-----|-------------------------------|-----------------|-----------|--|------------|---------|---------|----------------|--|----------|--|
| Serial no. | Child information (for age 3-16) | | | For age 3-6 | | | In school children (Currently enrolled in school) (Age 5-16) | | | | | Out of school children (Currently not enrolled in school) (Age 5-16) | | |
| | Name of child (Children age 3-16 regularly living in the household) | Age | Sex | Pre-school children (Age 3-6) | | | Std. | Government | Private | Madarsa | EGS/AIE, other | Drop out | | |
| | | | | Anganwadi/Balwadi | LKG/UKG/Nursery | Not going | | | | | | Never enrolled | Drop out | Which Std. were you in when you left school? |
| 1 | Rahul | 5 | M | | | ✓ | 1 | ✓ | | | | | | |
| 2 | Anjali | 6 | F | | | ✓ | | | | | | ✓ | | |
| 3 | Amit | 6 | M | | ✓ | | LKG | | ✓ | | | | | |
| 4 | Saleem | 7 | M | | | | LKG | | ✓ | | | | | |

Case 1: A 5 year old child (Rahul) is going to Std 1. in a government school. In the 'Pre-school children (age 3-6)' section tick under 'Not going' and under the 'In school children (age 5-16)' section write '1' under Std. and tick under 'Government'.

Case 2: A 6 year old child (Anjali) never went to school/pre-school. In the 'Pre-school children (age 3-6)' section tick under 'Not going' and under the 'Out of school children (age 5-16)' section mark under 'Never enrolled'.

Case 3: A 6 year old child (Amit) is in LKG in a private school. This child's information will be recorded under both 'Pre-school children (age 3-6)' and 'In school children (age 5-16)'. In the 'Pre-school children (age 3-6)' mark under LKG and in 'In school children (age 5-16)' write 'LKG' under 'Std.' and mark under 'Private'.

Case 4: A 7 year old child (Saleem) is in LKG in a private school. This child will be recorded under 'In school Children (age 5-16)', not under 'Pre-school children (age 3-6)'. Write 'LKG' under 'Std.' and mark under 'Private'.

Section 3: Household indicators

Refer to part 3 of Household Survey Sheet.

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note down what is reported by household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household or not. This information is being collected in order to link education status of the child with the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorized as follows:
 - **Pucca House:** A pucca house is one which has walls and roof made of the following material:
 - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
 - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
 - **Kutchra House:** The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
 - **Semi-Kutchra house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca houses.
- **Motorized 2-wheeler:** Ask the respondent and mark 'yes' if the household owns a motorized 2-wheeler like a motorcycle/scooter, otherwise mark 'no'.

- **Electricity in the household:**
 - Mark 'yes' or 'no' by observing if the household has wires/electric meters and fittings, bulbs or not.
 - If there is an electricity connection, ask whether the household has had electricity any time on the day of your visit, not necessarily when you are doing the survey.
- **Toilets:** Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet or not.
- **Television:** Mark 'yes' or 'no' by observing if the household has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition or not.
- **Cable TV:** If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct To Home (DTH) facility). Mark 'yes' if there is cable. If not, mark under 'no'.
- **Reading material**
 - **Newspaper:** Mark 'yes' if the household gets a newspaper everyday. If not mark under 'no'.
 - **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars and textbooks. If the above reading material is available, mark 'yes', otherwise mark 'no'.

Other questions for the household:

- Mark 'yes' if anyone (apart from the mother(s) and father(s) whose background information has already been recorded earlier) in the household has completed Std.12.
- Mark 'yes' if anyone in the household knows how to use a computer.
- If the household has a mobile phone, mark 'yes' and please note the mobile number in the next column. The mobile number will solely be used for the recheck process and not for any other purpose. Please tell household members that this is the reason for recording the mobile number.

If you do not get an answer for a question in the household survey sheet, leave the appropriate column blank.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.

Summary: What to do in each household?

- √ Write down the household number in every sheet. Find out the total number of members in the household who regularly live in the household and eat regularly from the same kitchen.
- √ Collect relevant information about all children aged 3-16 who regularly live in the household and eat from the same kitchen.
- √ Collect additional information about mothers and fathers of those children whose names have been recorded in the household survey sheet and who regularly live in the household and eat from the same kitchen. In addition, collect information on household indicators.
- √ Test children in the age group of 5-16 on basic reading, arithmetic and English using the respective tools.

(See section E for details of how to test children.)

E. WHAT TO DO WITH CHILDREN?

Purpose: We will test children aged 5-16 years to find out what is the highest level of basic reading, arithmetic and English that they can do comfortably.

Section 1: General instructions

What will be tested: Children's ability to read simple texts in their first language and ability to do basic arithmetic will be assessed. Their ability to read and understand basic English will also be assessed. Therefore, 3 tests will be administered in this order: basic reading in first language, arithmetic and English.

Who will be tested: Every child in the age group of 5-16 years in the sampled households will be administered the 3 testing tools- Reading, arithmetic and English.

How will we test: It is very important to be in the right frame of mind when assessing children. We are not going to the village to test the children or as evaluators. We want to find out what children can do comfortably in terms of reading, arithmetic and English. **Our objective is to find out the highest level that the child can do comfortably.**

Therefore, it is important that you follow the guidelines given below while testing children:

- **Relaxed environment for the child:** Establish a relaxed environment by having a friendly conversation with the child before you start assessing the child. You should tell the child that the assessments are just activities you would like them to participate in and that it is not an exam.
- **No pressure on the child from others:** Often family members and neighbours gather together to watch how the child is performing. This can make the child nervous. The surveyors should make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children, while the other surveyor assesses the child.
- **Encouragement and patience with the child:** Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve. Do not hurry her.
- **Child's familiarity with the tool:** To establish the highest level at which the child can comfortably do different tasks, you may need to take the child through a series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improve the child's performance. For example, the child may not be able to read a simple paragraph fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now she is more comfortable with the tool and tasks.
- **Recording the language in which the child was tested:** Note down the language in which the child has been tested in the appropriate column in the household survey sheet.
- **Recording the sample number used to test the child:** Record the sample number of the testing tool used to test the child on the household survey sheet. **Please ensure that you use the same sample for basic reading, arithmetic and English for a child.** Also make sure you use all 4 samples equally during the survey in the village.
- **Different samples for different children:** Each tool has 4 samples. In order to ensure that the children are not copying from each other, please use different samples of the tools for children in the same household.
- **English testing:** If the child's first language is English, give the child the reading/language tool in English. Then give her arithmetic and then the English tool. Regardless of the language in which the child's first language test is done in, the English tool should be administered to her.

Section 2: How to test Reading

Paragraph

START FROM PARAGRAPH:

Ask the child to read either of the 2 paragraphs.
 Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read.
 Ask her to read it. Listen carefully to how she reads.

The child is not at '**Paragraph Level**' if the child:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops very often.
- Reads the text fluently but with **more than 3 mistakes**.

The child is at '**Paragraph level**' if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **3 or less than 3 mistakes**.

*If the child is not at '**Paragraph Level**' then ask the child to read words.*

If the child can read a paragraph, then ask the child to read the story.

Words

Ask the child to read any 5 words from the word list.

Let the child choose the words herself. If the child does not choose, then point out any 5 words to her.

The child is at '**Word Level**' if the child reads at least **4 out of the 5** words with ease.

Story

Ask the child to read the story.

The child is at '**Story Level**' if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **3 or less than 3 mistakes**.

*If the child is at '**Word Level**', then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.*

*If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the child at '**Word Level**'.*

*If the child is not at '**Word Level**' (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.*

*If the child can read the story then mark the child at '**Story Level**'.*

*If the child is not at '**Story Level**', then mark the child at '**Paragraph Level**'.*

Letters

Ask the child to recognize any 5 letters from the letter list.

Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is at '**Letter Level**' if the child correctly recognizes at least **4 out of 5** letters with ease.

*If the child is at '**Letter Level**', then ask her to try to read the words again and then follow the instructions for word level testing.*

*If she can recognize at least 4 out of 5 letters but cannot comfortably read words, then mark the child at '**Letter Level**'.*

*If the child is not at '**Letter Level**' (cannot recognize at least 4 out of 5 letters chosen), then mark the child at '**Beginner Level**'.*

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

What is a mistake and what is not: As you listen to children read, you may hear the following. Here are examples from Hindi:

What is not a mistake

- 'ata' is read as 'atey' or 'chahta' is read as 'chahtey' or 'hai' is read as 'tha' etc. There may be variations in children's reading due to local pronunciation or usage. **Do not consider this a mistake.**
- A word is replaced with another word of the same meaning while reading. For example: the text says 'barsaat ka mausam' but the child reads it as 'barsaat ka samay'. **Do not consider this a mistake.**
- Usually if a child is told to read again carefully, she will read again and in most situations will not repeat these mistakes.
- At times children may read the word wrong – such as 'neend' is read as 'nadi' or 'maja' is read as 'jama'. It is also the case that sometimes children skip a word. Here too, if a child is told to read again carefully, in most situations she will not repeat the same mistake.

What is a mistake

- If in spite of reading the same text several times, the child is repeatedly reading some words incorrectly or not reading them at all, then these have to be treated as mistakes. This means the child is having difficulty in reading at that level.
- If the child reads the same word incorrectly more than once, it will be considered as only one mistake.
- In a paragraph, if a child makes **more than 3 mistakes** of this type then she cannot be considered a '**Paragraph Level**' child. The same rule should be applied for the story.

READING TEST SAMPLE (1)

| | |
|--|--|
| <p style="text-align: center; font-weight: bold; font-size: small;">Story</p> <p>Salma is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.</p> | <p style="text-align: center; font-weight: bold; font-size: small;">Para</p> <p style="text-align: center;">Ravi is a boy. He has many friends. He loves to draw. He does not like to sing.</p> |
| <p style="text-align: center; font-weight: bold; font-size: small;">Letters</p> <p style="text-align: center;">b s o k m y r h t x</p> <p style="font-size: x-small; text-align: center;">Ask the child to read any 5 letters. At least 4 must be correct.</p> | <p style="text-align: center; font-weight: bold; font-size: small;">Words</p> <p style="text-align: center;">ring sun ball cold king clap foot fan</p> <p style="font-size: x-small; text-align: center;">Ask the child to read any 5 words. At least 4 must be correct.</p> |

Section 3: How to test Arithmetic

NOTE: ASK THE CHILD TO SOLVE THE ARITHMETIC PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

Subtraction: 2 digit with borrowing

START FROM SUBTRACTION

The child is required to solve 2 subtraction problems. Show the child the subtraction problems. First ask the child to choose a problem, if not then you can pick one.

Ask the child what the numbers are, then ask the child to identify the subtraction sign.

If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe if the answer is correct.

Even if the first subtraction problem is answered incorrectly, ask the child to solve the second question with the same method. If the second problem is correct, ask the child to try and do the first problem again.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child **cannot do both** subtraction problems correctly, then ask the child to recognize numbers from 10-99.

Even if the child does just one subtraction problem wrong, give her the number recognition (10-99) task.

If the child **does both** the subtraction problems correctly, ask her to do a division problem.

Number Recognition (10-99)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least **4 out of 5** numbers, then mark her at '**Number Recognition (10-99) Level**'.

Division: 3 digits by 1 digit

The child is required to solve 1 division problem. Show the child the division problems. She can choose any one problem. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark the child at '**Division Level**'.

Note: The quotient and the remainder both have to be correct.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child is not at '**Number Recognition (10-99) Level**' (cannot correctly recognize at least 4 out of 5 numbers chosen), then ask her to recognize numbers from 1-9.

If the child is unable to solve a division problem correctly, mark the child at '**Subtraction Level**'.

Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly recognize at least **4 out of 5** numbers, then mark her at '**Number Recognition (1-9) Level**'.

If the child is not at '**Number Recognition (1-9) Level**' (Cannot recognize at least 4 out of 5 numbers chosen), then mark her at '**Beginner Level**'.

MATH TEST SAMPLE (1)

| Number recognition 1-9 | | Number recognition 10-99 | | Subtraction | | Division |
|------------------------|---|--------------------------|----|-------------|------------|----------|
| 1 | 4 | 51 | 83 | 46 - 29 | 63 - 39 | 7)879 |
| 7 | 3 | 37 | 65 | 47 - 28 | 45 - 17 | 6)824 |
| 6 | 9 | 55 | 26 | 92 - 76 | 84 - 57 | 8)985 |
| 5 | 2 | 91 | 43 | 52 - 14 | 66 - 48 | 4)517 |
| | | 36 | 27 | | | |

Ask the child to recognize any 5 numbers. All listed 5 must be correct. Ask the child to recognize any 5 numbers. All listed 5 must be correct. Ask the child to do any 2 subtraction problems. Both must be correct. Ask the child to do any 1 division problem. It must be correct.

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

Section 4: How to test English

There are 2 parts in the English tool: Reading and Meaning.

- First administer the reading section and mark the highest reading level of the child.
- Then administer the meaning section. **This is only for children who are marked at word or sentence level in the English reading section.**

PART 1: READING

Capital letters

START HERE:

Ask the child to recognize any 5 capital letters from the capital letter list. Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is not at '**Capital Letter Level**' if the child cannot recognize at least **4 out of the 5** letters.

*If the child is not at '**Capital Letter Level**' (cannot recognize at least 4 out of the 5 letters chosen), then mark the child at '**Beginner Level**'.*

The child is at '**Capital Letter Level**' if the child correctly recognizes at least **4 out of the 5** letters with ease.

*If the child is at '**Capital Letter Level**', then ask the child to recognize small letters.*

Small letters

Ask the child to recognize any 5 small letters from the small letter list. Let the child choose the letters herself. If the child does not choose, then point out any 5 letters to her.

The child is not at '**Small Letter Level**' if the child cannot recognize at least **4 out of the 5** letters.

*If the child is not at '**Small Letter Level**' (cannot recognize at least 4 out of 5 letters chosen), then mark the child at '**Capital Letter Level**'.*

The child is at '**Small Letter Level**' if the child correctly recognizes at least **4 out of the 5** letters with ease.

*If the child is at '**Small Letter Level**', then ask the child to read the words.*

Simple words

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If the child does not choose, then point out any 5 words to her.

The child is not at '**Word Level**' if the child cannot read at least **4 out of the 5** words.

*If the child is not at '**Word Level**' (cannot read at least 4 out of the 5 words chosen), then mark the child at '**Small Letter Level**'.*

The child is at '**Word Level**' if the child correctly reads at least **4 out of the 5** words with ease.

*If the child is at '**Word Level**', then ask the child to read the sentences.*

Easy Sentences

Ask the child to read all four of the given sentences.

The child is not at '**Sentence Level**' if the child:

- Cannot read at least **2 out of the 4** sentences fluently.
- Reads the sentences like a string of words, rather than a sentence.
- Reads the sentences haltingly or stops very often.

*If the child is not at '**Sentence Level**', then mark the child at '**Word Level**' AND Ask the child to tell you the meaning of the words she has read correctly.*

The child is at '**Sentence Level**' if the child:

- Reads at least **2 out of the 4** sentences fluently
- Reads the sentence like a sentence and not a string of words
- Reads the sentence fluently and with ease, even if she is reading slowly

*If the child is at '**Sentence Level**', then mark the child at '**Sentence Level**' AND Ask the child to tell you the meaning of the sentences she has read correctly.*

ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

Part 2 continued on the next page

PART 2: MEANING

NOTE: IF THE CHILD IS MARKED AT WORD LEVEL, THEN ASK ONLY WORD MEANING. IF THE CHILD IS MARKED AT SENTENCE LEVEL, THEN ASK ONLY SENTENCE MEANING.

For 'Word Level' child

Word Meanings

Ask the child to tell the meaning of the words she has read correctly, **in her local language**.

The child knows the meaning of the words, if the child can correctly tell the meaning of at least 4 of the read words. She can tell the meaning of the words by:

- Saying the correct meaning in her local language

OR

- Pointing to an object, which explains the meaning of the word. For eg. pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red'.

If the child can correctly tell the meaning of **at least 4** of the words, then mark the child as '**Can say**' in the word meaning column.

If the child cannot correctly tell the meaning of **at least 4** of the words, then mark the child as '**Cannot say**' in the word meaning column.

For 'Sentence Level' child

Sentence Meaning

Ask the child to tell you the meaning of the sentences she has read, **in her local language**.

The child knows the meaning of the sentences, if the child can correctly tell the meaning of at least 2 of the read sentences. She can tell the meaning of the sentences by:

- Saying the correct meaning in her local language

OR

- Explaining the meaning of at least the main underlined words in the sentence. For eg. For a sentence like 'What is the time?' the child should at least be able to say 'kya/ kitna' and 'samay/waqt'.

Note: Do not ask the meaning of the main underlined words by pointing at them

If the child can correctly tell the meaning of **at least 2** of the sentences, then mark the child as '**Can say**' under the sentence meaning column.

If the child cannot tell the meaning of **at least 2** of the sentences, then mark the child as '**Cannot say**' under the sentence meaning column.

ENGLISH TEST SAMPLE (1)

Give this test to ALL children.
Record the highest reading level.
Note the ability of the child to tell the meaning of words OR sentences depending on the child's highest reading level.

| | |
|--|---|
| <p style="text-align: center; border: 1px solid black; border-radius: 10px; display: inline-block;">Capital letter</p> | <p style="text-align: center; border: 1px solid black; border-radius: 10px; display: inline-block;">Small letter</p> |
| <p style="font-size: 2em; margin: 0;">A J Q</p> <p style="font-size: 2em; margin: 0;">N E</p> <p style="font-size: 2em; margin: 0;">Y R O</p> | <p style="font-size: 2em; margin: 0;">h p x</p> <p style="font-size: 2em; margin: 0;">u m</p> <p style="font-size: 2em; margin: 0;">d g t</p> |
| <p style="font-size: 0.8em;">Ask the child to recognize any 5 letters. At least 4 must be correct.</p> | <p style="font-size: 0.8em;">Ask the child to recognize any 5 letters. At least 4 must be correct.</p> |
| <p style="text-align: center; border: 1px solid black; border-radius: 10px; display: inline-block;">Word</p> | <p style="text-align: center; border: 1px solid black; border-radius: 10px; display: inline-block;">Sentence</p> |
| <p style="font-size: 1.2em; margin: 0;">cat red</p> <p style="font-size: 1.2em; margin: 0;"> sun</p> <p style="font-size: 1.2em; margin: 0;">new fan</p> <p style="font-size: 1.2em; margin: 0;"> bus</p> | <p style="font-size: 1.2em; margin: 0;"><u>What is the time?</u></p> <p style="font-size: 1.2em; margin: 0;"><u>This is a large house.</u></p> <p style="font-size: 1.2em; margin: 0;"><u>I like to read.</u></p> <p style="font-size: 1.2em; margin: 0;"><u>She has many books.</u></p> |
| <p style="font-size: 0.8em;">Ask the child to read any 5 words. At least 4 must be correct. If the highest level that the child has reached in reading English is the 'Word Level', then ask the child to say the meaning of <u>those words</u> she has just read. She can say the word meaning in the local language. The meaning of at least 4 out of 5 words must be correct.</p> | <p style="font-size: 0.8em;">Ask the child to read all sentences. At least 2 must be correct. If the highest level that the child has reached in reading English is the 'Sentence Level', then ask the child to say the meaning of <u>those sentences</u> she has just read. She can say the meaning in the local language. The meaning of at least 2 out of 4 sentences must be correct.</p> |

ASER 2014 - SCHOOL OBSERVATION SHEET

Name of school: _____ Name of village: _____

Block: _____ District: _____ State: _____

INSTRUCTIONS: Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. Do not visit a government school if it has no classes from Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5 then do not visit any school. Meet the Head Master (in the absence of the HM, meet the senior most teacher) of the school.

Documents required: Register with enrollment details of children.

| Arrival time in school | From which Std. to which Std.? (tick any one) | | | Respondent information | | | Date of survey | Day of survey | Surveyors' names |
|------------------------|--|-----------------|--------|------------------------|-------------------|--------------|----------------|---------------|------------------|
| | Std. 1 to 4/5 | Std. 1 to 6/7/8 | Others | Name | Designation(Tick) | Phone number | | | |
| | | | | | HM | Teacher | | | 1. |
| | | | | | | | | | 2. |

| 1. CHILDREN'S ENROLLMENT AND ATTENDANCE | Std.1 | Std.2 | Std.3 | Std.4 | Std.5 | Std.6 | Std.7 | Std.8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| Children's enrollment (Take from register yourself). If more than 1 section, write the total. | | | | | | | | |
| Children's attendance today* | | | | | | | | |

| 2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL |
|---|
| 1. |
| 2. |
| 3. |

| 3. TEACHERS | Number appointed (Ask) | Number present (Observe) |
|---|------------------------|--------------------------|
| Head Master (Do not include acting HM) | | |
| Regular Govt. Teachers (Do not include Head Master) | | |
| Para-teachers | | |

*Note: Take a headcount of children present. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

| 4. CLASSROOM OBSERVATIONS | | | | | |
|---|-----------|----|--------|----|--|
| Tick the relevant box | | | | | |
| Observe (If more than 1 section, choose any 1) | Std. 2 | | Std. 4 | | |
| | Yes | No | Yes | No | |
| Are the children of this Std. sitting with children from any other Std.? | | | | | |
| Is there a blackboard for this class? | | | | | |
| If yes, could you easily write on the blackboard? | | | | | |
| Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, board games etc.) in the room? | | | | | |
| Where is the class seated?(tick one) | Classroom | | | | |
| | Verandah | | | | |
| | Outdoor | | | | |

| 5. MID-DAY MEAL | | |
|---|-----|----|
| Tick the relevant box | Yes | No |
| Was mid-day meal served in the school today? (Ask) | | |
| Is there a kitchen/shed for cooking mid-day meal?(Observe) | | |
| Did you see food being cooked in the school? (Observe) | | |
| Did you see any evidence of the meal being served to the children today (Look for evidence like dirty utensils or meal brought from outside)? (Observe) | | |

| 6. FACILITIES OBSERVATION | | |
|--|-----|----|
| Tick the relevant box | Yes | No |
| Total number of pucca rooms in the school excluding toilets (count yourself and write) | | |
| Total number of rooms being used for teaching today (count yourself and write) | | |
| Did you see an office/store/office-cum store? | | |
| Did you see a playground? | | |
| Did you see library books in the school? | | |
| If yes, did you see library books being used/read by children? | | |
| Did you see a handpump/tap? | | |
| If there is a handpump/tap, could you use it to drink water? | | |
| If there is no handpump/tap or it is not usable, did you see drinking water available? | | |
| Did you see a complete boundary wall or fencing? | | |
| Did you see computers to be used by children in the school? | | |
| If yes, did you see children using computers? | | |

| 7. TOILETS (by observation) | | | | | | |
|-----------------------------|--------------------|----|--------------------------------------|----------|--|----|
| Toilets | Is there a toilet? | | If there is a toilet, was it locked? | | If unlocked, was it in a usable condition? | |
| | Yes | No | Locked | Unlocked | Yes | No |
| Girl | | | | | | |
| Boy | | | | | | |
| Common | | | | | | |
| Teacher | | | | | | |

Note: If there is more than 1 toilet of a particular type, then take information of the toilet in a better condition.

| 8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) | | | | | | | |
|--|--|--|--|-----|------|------|------------|
| Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask) | | | | | Yes | No | |
| If yes, | | | | | | | |
| How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask) | | | | All | Some | None | Don't know |
| If manual or format was received, ask the respondent to show it | | | | | | | |
| Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe) | | | | | Yes | No | |

| 9. SCHOOL MANAGEMENT COMMITTEE (SMC) | | | |
|---|--|--------------------------------|----|
| Currently is there a School Management Committee (SMC) for this school? (Ask) | | Yes | No |
| If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask) | | ____/____/____ (dd/mm/yyyy) | |
| How many members attended the last meeting? (Ask and write the number) | | | |

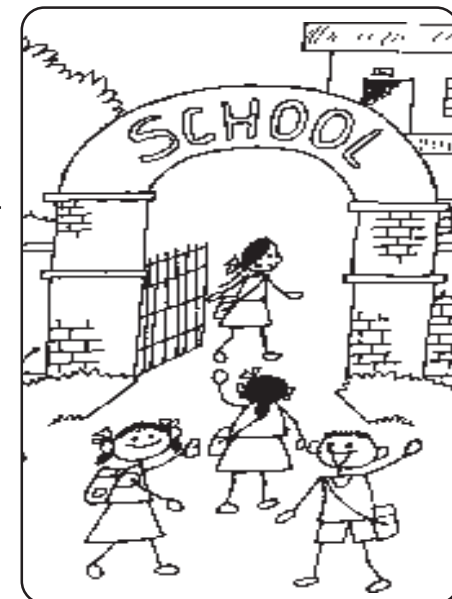
| 10. SCHOOL DEVELOPMENT PLAN (SDP) | | | |
|---|--|-----|----|
| Was a School Development Plan (SDP) made for your school in 2013-14? (Ask) (Do not include DISE format as SDP) | | Yes | No |
| If yes, then could you see the School Development Plan yourself? (Ask and observe) | | Yes | No |

| 11. SCHOOL GRANT INFORMATION (SSA) (Ask the HM. If the HM is absent, then ask the senior most teacher) | | | | |
|--|----|-----------------|--------------|---|
| Who gave the information about grants? (tick any one) | HM | Regular Teacher | Para-teacher | Does the school have 2 or more SSA passbooks? |
| | | | | Yes No Don't know |

| 12A. SSA ANNUAL SCHOOL GRANT Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std.1 to 4/5 | April 2013 to March 2014 | | | | | | Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std.1 to 4/5 | April 2014 to Date of Survey | | | | | |
|---|--------------------------|----|------------|--|----|------------|---|------------------------------|----|------------|--|----|------------|
| | Did you get the grant? | | | If yes, did you spend the full amount? | | | | Did you get the grant? | | | If yes, did you spend the full amount? | | |
| | Yes | No | Don't know | Yes | No | Don't know | | Yes | No | Don't know | Yes | No | Don't know |
| School Maintenance Grant (SMG) | | | | | | | School Maintenance Grant (SMG) | | | | | | |
| School Development Grant (SDG) | | | | | | | School Development Grant (SDG) | | | | | | |
| Teacher Grant (TLM) (for all teachers) | | | | | | | Teacher Grant (TLM) (for all teachers) | | | | | | |
| New Classroom Grant | | | | | | | New Classroom Grant | | | | | | |

| 12B. ACTIVITIES CARRIED OUT IN SCHOOL Which of the following activities were undertaken since April 2013? (Tick the relevant box) | | | | Yes | No | Don't know |
|---|---|-----------------------|--|-----|----|------------|
| Construction | Construction of new classroom(s) | | | | | |
| | Repair | White wash/plastering | | | | |
| Repair of drinking water facility | | | | | | |
| Repair of toilet | | | | | | |
| Purchase | Purchase of sitting mats/Tat Patti | | | | | |
| | Purchase of charts, globes or other teaching material | | | | | |

| | |
|----------------------------|--|
| Departure time from school | |
|----------------------------|--|



F. WHAT TO DO IN A SCHOOL?

General instructions

- Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std.1 to 4/5. Do not visit a government school if it has no classes from Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5 then do not visit any school. In the top left box of the School Observation Sheet, tick according to the school type.
- Meet the Head Master (HM). If the HM is not present, meet the senior most teacher. He/ she will be the respondent. Explain the purpose and importance of ASER and give him/her the letter. Be very polite. Assure the respondent and teachers that the name of the school will not be shared with anybody.
- Ask the respondent for his/her phone number for the purpose of recheck.
- Note the time of entry, date and day of visit to the school.
- Ask the HM for the enrollment register or any official document for the enrollment figures in that school.

Section 1: Children's enrollment and attendance

- Ask for the registers of all the standards and fill in the enrollment from them. If a standard/class has many sections, then take total enrollment.
- Then move around to the classes/areas where children are seated and take down their attendance class-wise by counting them yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such a case, ask children from each Std. to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. **Please note that only children who are physically present in the class while you are counting should be included.**
- Attendance of class with many sections: Take a headcount of the individual sections, add them up and write down the total attendance.

Example:

| 1. CHILDREN'S ENROLLMENT AND ATTENDANCE | Std.1 | Std.2 | Std.3 | Std.4 | Std.5 | Std.6 | Std.7 | Std.8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| Children's enrollment (Take from register yourself). If more than 1 section, write the total. | 30 | 35 | 40 | 39 | 55 | 60 | 25 | 20 |
| Children's attendance today* | 16 | 23 | 37 | 28 | 35 | 40 | 20 | 20 |

*Note: Take a headcount of children present. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

Section 2: Official medium of instruction in the school

- Note the official language used as the medium of instruction.
- If the school has more than 1 official medium of instruction, note all of them in the box provided.

Section 3: Teachers

- Ask the respondent and note down the number of teachers appointed. Acting HM will be counted as a regular teacher. HM on deputation in the surveyed school will be counted under the regular HM category. The number of regular government teachers does not include the HM.
- Observe how many HMs/teachers are present and note down the information.
- If the school has para-teachers, mark them separately. (Definition of a para-teacher: Para-teacher is a contract teacher with a different pay scale than that of a regular teacher). In many states para-teachers are called by different names such as Shiksha Mitra, Panchayat Shikshak, Vidya Volunteer etc.
- Do not include NGO volunteers in the list of teachers.

Example:

| 3. TEACHERS | Number Appointed (Ask) | Number Present (Observe) |
|---|------------------------|--------------------------|
| Head Master (Do not include acting HM) | 1 | 0 |
| Regular Govt. Teachers (Do not include Head Master) | 4 | 3 |
| Para-teachers | 2 | 2 |

Section 4: Classroom observations

This section is for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one classes may be seated together.

Observe the following and fill accordingly:

- Seating arrangement of children: Are two/more classes sitting together in the same class or is a single class sitting separately?
- Is there a blackboard where the children are sitting? If yes, could you write on it easily?
- Was there any teaching material other than textbooks available like charts on the wall, board games etc.? Material painted on the walls of the classroom is not counted as teaching material.
- Where are children sitting (in the classroom, in the verandah or outside)?

Example:

| 4. CLASSROOM OBSERVATIONS | | | | |
|---|-----------|----|--------|----|
| Tick the relevant box | | | | |
| Observe (If more than 1 section, choose any 1) | Std. 2 | | Std. 4 | |
| | Yes | No | Yes | No |
| Are the children of this Std. sitting with children from any other Std.? | ✓ | | | ✓ |
| Is there a blackboard for this class? | ✓ | | ✓ | |
| If yes, could you easily write on the blackboard? | ✓ | | | ✓ |
| Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, board games etc.) in the room? | | ✓ | ✓ | |
| Where is the class seated?(tick one) | Classroom | | | ✓ |
| | Verandah | ✓ | | |
| | Outdoor | | | |

Section 5: Mid-Day Meal (MDM)

- Ask the respondent whether the mid-day meal was served in the school today.
- Observe if there is a kitchen/shed for cooking the mid-day meal.
- Observe if any food is being cooked in the school today.
- Observe whether the mid-day meal was served in the school today (Look for the evidence of the mid-day meal in the school like dirty utensils or meal brought from outside). Mark accordingly.

Example:

| 5. MID-DAY MEAL | | |
|---|-----|----|
| Tick the relevant box | Yes | No |
| Was mid-day meal served in the school today? (Ask) | ✓ | |
| Is there a kitchen/shed for cooking mid-day meal?(Observe) | ✓ | |
| Did you see food being cooked in the school? (Observe) | | ✓ |
| Did you see any evidence of the meal being served to the children today (Look for evidence like dirty utensils or meal brought from outside)? (Observe) | ✓ | |

Section 6: Facilities observation

Observe the following and fill accordingly:

- Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.
- Observe if there is an office/store/office-cum-store. Tick under 'Yes' if even one is present.
- Observe if there is a playground (Definition of playground: An area within the school premises with a level playing field and/or school playing equipment eg: slide, swings etc).
- Observe if there are library books in the school (even if kept in a cupboard).
- If there are library books, then observe if library books are being used by children.
- Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other way.
- Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.
- Observe if there are computers in the school to be used by children. If yes, then did you see children using computers?

Example:

| 6. FACILITIES OBSERVATION | | |
|--|------------|-----------|
| Total number of pucca rooms in the school excluding toilets (count yourself and write) | 5 | |
| Total number of rooms being used for teaching today (count yourself and write) | 3 | |
| Tick the relevant box | Yes | No |
| Did you see an office/store/office-cum store? | ✓ | |
| Did you see a playground? | | ✓ |
| Did you see library books in the school? | ✓ | |
| If yes, did you see library books being used/read by children? | | ✓ |
| Did you see a handpump/tap? | ✓ | |
| If there is a handpump/tap, could you use it to drink water? | ✓ | |
| If there is no handpump/tap or it is not usable, did you see drinking water available? | | |
| Did you see a complete boundary wall or fencing? | ✓ | |
| Did you see computers to be used by children in the school? | ✓ | |
| If yes, did you see children using computers? | | ✓ |

Section 7: Toilets

- Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.
- Ask the HM, any teacher or any child if you cannot tell who the toilets are for.
- For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is usable or not. **A usable toilet is a toilet with water available for use (running water/stored water) and a basic level of cleanliness.**
- If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in a better condition.

Example:

| 7. TOILETS (by observation) | | | | | | |
|-----------------------------|--------------------|----|--------------------------------------|----------|--|----|
| Toilets | Is there a toilet? | | If there is a toilet, was it locked? | | If unlocked, was it in a usable condition? | |
| | Yes | No | Locked | Unlocked | Yes | No |
| Girl | | ✓ | | | | |
| Boy | | ✓ | | | | |
| Common | ✓ | | | ✓ | ✓ | |
| Teacher | ✓ | | ✓ | | | |

Section 8: Continuous and Comprehensive Evaluation (CCE)

- Ask the respondent if he/she has heard about CCE.
- If he/she has not heard about CCE, then do not ask the next question.
- If he/she has heard about CCE, then ask how many teachers have received a CCE manual/format.
- If yes, ask the respondent to show you the CCE manual/format and tick accordingly.

Example:

| 8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) | | | | |
|--|----------|-----------|------|------------|
| Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask) | Yes ✓ | No | | |
| If yes, | | | | |
| How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask) | All | Some ✓ | None | Don't know |
| If manual or format was received, ask the respondent to show it | | | | |
| Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe) | Yes | No ✓ | | |

Section 9: School Management Committee (SMC)

- Ask the respondent if currently there is an SMC for this school.
- If there is an SMC for the school, then ask when the last meeting of SMC was held.
- Ask how many members attended the last meeting of SMC.

Example:

| 9. SCHOOL MANAGEMENT COMMITTEE (SMC) | | |
|---|---|----|
| Currently is there a School Management Committee (SMC) for this school? (Ask) | Yes ✓ | No |
| If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask) | <u>10</u> / <u>06</u> / <u>2014</u> (dd/mm/yyyy) | |
| How many members attended the last meeting? (Ask and write the number) | 11 | |

Section 10: School Development Plan (SDP)

- Irrespective of the answers to the SMC question, ask whether a School Development Plan (SDP) was made for the school in 2013-14.
- If yes, ask the respondent to show you the SDP and tick accordingly. Do not include the DISE format as SDP.

Example:

| 10. SCHOOL DEVELOPMENT PLAN (SDP) | | |
|---|----------|---------|
| Was a School Development Plan (SDP) made for your school in 2013-14? (Ask) (Do not include DISE format as SDP) | Yes ✓ | No |
| If yes, then could you see the School Development Plan yourself? (Ask and observe) | Yes | No ✓ |

Section 11: School Grant Information (SSA)

Please use the grant information mentioned on page 26 for the definition of these grants.

Assure the HM and others that the name of the school will not be shared with anybody.

- The information for this section should be taken from the HM. In the absence of the HM, ask the senior most teacher present. Tick the designation of the person being asked for grants information (HM/Regular teacher/Para-teacher).
- In case of schools with classes 1 to 7/8, there may be separate Head Masters and separate SSA passbooks for the primary and upper-primary sections. Ask whether the school has two or more SSA passbooks and tick the appropriate response (Yes/No/Don't know).

Section 12A: SSA Annual School Grant

Ask the respondent this section about the grants very politely. If the person refuses to answer or is hesitant to answer this section, do not force the person and move on to Section 12B.

If the school has two or more SSA passbooks, information in this section should be taken only for the primary section (Std. 1 to 4/5).

We will ask for information about four SSA grants – School Maintenance Grant (SMG), School Grant or School Development Grant (SDG), Teacher Grant or Teacher Learning Material (TLM) and New Classroom Grant. For each grant, we want information for two separate time periods: Financial Year 2013-14 (1st April 2013 to 31st March 2014) and Financial Year 2014-15 (1st April 2014 till date of survey).

- For each grant, first ask if the school received the grant for 2013-14 (April 2013 to March 2014). Mark the appropriate column (Yes/No/Don't know).
- If yes (the school received the grant), then ask if the full amount was spent, and answer as follows:
 - Mark 'Yes' only if the full amount was spent.
 - Mark 'No' if nothing was spent or if less than the full amount was spent.
 - Mark 'Don't know' if the person answering the question is not aware whether the full amount was spent or not.
- Now ask the same questions for the remaining three grants.

Once you have asked about all four grants for Financial Year 2013-14, repeat this entire process for the period 1st April 2014 till the date of the survey.

Example:

| 12A. SSA Annual School Grant Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std. 1 to 4/5 | April 2013 to March 2014 | | | | | | Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std.1 to 4/5 | April 2014 to Date of Survey | | | | | |
|--|--------------------------|----|------------|--|----|------------|---|------------------------------|----|------------|--|----|------------|
| | Did you get the grant? | | | If yes, did you spend the full amount? | | | | Did you get the grant? | | | If yes, did you spend the full amount? | | |
| | Yes | No | Don't know | Yes | No | Don't know | | Yes | No | Don't know | Yes | No | Don't know |
| School Maintenance Grant (SMG) | ✓ | | | ✓ | | | School Maintenance Grant (SMG) | ✓ | | | | ✓ | |
| School Development Grant (SDG) | ✓ | | | | ✓ | | School Development Grant (SDG) | ✓ | | | | ✓ | |
| Teacher Grant (TLM) (for all teachers) | ✓ | | | ✓ | | | Teacher Grant (TLM) (for all teachers) | ✓ | | | ✓ | | |
| New Classroom Grant | | ✓ | | | | | New Classroom Grant | | ✓ | | | | |

Section 12B: Activities carried out in school (since April 2013)

In this section, we want to know whether the following activities have taken place in the school. The activities are categorised into: construction, repair and purchase.

Ask if each of the activities listed has been done since April 2013 (construction of new classroom(s), white wash/plastering, repair of drinking water facility, repair of toilet, etc) and tick the appropriate box (Yes/No/Don't know).

Example:

| 12B. ACTIVITIES CARRIED OUT IN SCHOOL Which of the following activities were undertaken since April 2013? (Tick the relevant box) | | Yes | No | Don't know |
|---|---|-----|----|------------|
| Construction | Construction of new classroom(s) | | ✓ | |
| | White wash/plastering | ✓ | | |
| Repair | Repair of drinking water facility | | ✓ | |
| | Repair of toilet | | ✓ | |
| Purchase | Purchase of sitting mats/Tat Patti | ✓ | | |
| | Purchase of charts, globes or other teaching material | | ✓ | |

Summary: What to do in a school?

- √ Visit any government school in the village with classes from Std. 1-7/8.
- √ Meet the HM. If the HM is absent, meet the senior most teacher in the school. Explain the history and purpose of ASER and give the letter.
- √ Ask to see the register of all standards and fill in the enrollment.
Then take down attendance based on head count.
- √ Note the official language(s) used as the medium of instruction.
- √ Note down the number of teachers appointed and present.
- √ Fill in the classroom observation section for Std. 2 and 4.
- √ Fill in details regarding mid-day meal. Observe facilities in the school and fill appropriately.
- √ Take information on grants and fill appropriately.

EVERY RURAL GOVT PRIMARY AND UPPER PRIMARY SCHOOL IS ENTITLED TO THESE SCHOOL LEVEL SSA GRANTS EACH YEAR

| TYPE OF GRANT | HOW MUCH GOES TO EACH SCHOOL? | FOR WHAT PURPOSES? | WHAT DOES IT DEPEND ON? | WHO CAN SPEND IT? |
|--|--|---|---|--|
| SCHOOL MAINTENANCE GRANT | Rs.5000 - Rs.7500 per school per year if the school has upto 3 classrooms. | Maintenance of school building, including white-washing, beautification, repairing of bathroom, hand pump repairs, building, boundary wall, playground etc. | Number of classrooms: Whether the school has 3 classrooms or more. If the school has Head-Master room or office room, these are not counted. | Only the SMC is authorized to spend the money. The SSA norms say that the community must also contribute for this purpose. |
| | Rs.7500 - Rs.10000 per year if the school has more than three classrooms. | | | |
| Note: Primary and Upper primary Schools are treated as separate schools even if they are in the same building or rented buildings. | | | | |
| SCHOOL DEVELOPMENT GRANT | Rs.5000 per year per primary school | School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment. | Type of school: Primary School (Std. 1-4/5), Upper primary School (Std. 1-7/8) and Government School (Std. 5/6-7/8) | Only the SMC is authorized to spend the money. |
| | Rs.7000 per year per upper primary school | | | |
| | Rs.5000 + Rs.7000 = Rs 12000 if the school is Std. 1-7/8. | | | |
| Note: Primary and Upper primary Schools are treated as separate schools even if they are in the same premises. | | | | |
| TEACHER OR TLM GRANT | Rs.500 per teacher per year for all teachers in Primary and Upper primary Schools. | To buy teaching aids, such as charts, posters, models etc. | Teachers: Number of appointed teacher in the school. | The teachers are authorised to spend this grant. |

ASER 2014 PLEDGE

I, as a citizen of India, have decided to volunteer for the Annual Status of Education Report 2014.

This effort aims to engage citizens and the government in the process of ensuring quality education for the children of this country.

For the past 9 years, volunteers like me have travelled to the farthest districts and reached the remotest villages.

We have gone from Kashmir to Kerala and from Gujarat to Arunachal, to conduct this survey and collect information with utmost sincerity.

Today, along with 30,000 volunteers across India, I am going to be a part of the largest citizen-led survey of India.

I pledge to carry forward the honest work and vision of those who have come before me and become an example for those who will follow me in the years to come.

I understand the importance of recording only correct information in the survey sheets and pledge to do so with complete honesty.

Under no circumstances, will I avoid my responsibilities during the course of the survey.

I pledge to uphold the integrity of the important role this movement has entrusted in me and play my part in building a better India.

Volunteers' signature

1.

2.