

Surveyors' Names	1.
	2.

# INSTRUCTION BOOKLET



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# 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 2013 - ANNUAL STATUS OF EDUCATION REPORT**

### **WHY IS ASER DONE?**

96.5% 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 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 in 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 anganwadi or pre-school.

ASER reaches a representative sample of children from every rural district in India. Close to 7 lac children are surveyed each year in 15,000 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 help to conduct 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. 2013 is the ninth year of ASER.

### **WHAT WERE THE MAIN FINDINGS FROM ASER 2012?**

**96.5% 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 45% of 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). In many states, volunteers have come forward to help at the village level in improving the learning levels of children. Inspired by ASER, several other countries like Pakistan, Kenya, Tanzania, Uganda and Mali are doing ASER like initiatives.

**For more information:** See [www.asercentre.org](http://www.asercentre.org)  
ASER Centre, B4/54, Safdarjung Enclave, New Delhi 110029  
Phone: 011 46023612, 011 26716084 E-mail: [contact@asercentre.org](mailto:contact@asercentre.org)

**ASER Centre is the autonomous research and assesment unit of Pratham ([www.pratham.org](http://www.pratham.org))**

## B. SUMMARY OF THE ASER 2013 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 the 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 roamed around the village, they will make a final map in the survey booklet.
- Fill up the Village Information Sheet, only according to what they see in the village.



The surveyors will *go to a government school with classes 1-4/5*.

- 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.



The surveyors will *divide the map into 4 sections or select 4 hamlets and survey 20 households* in total from the selected sections/ hamlets.



In each household the surveyors will do the following:

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



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

# 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. If the Sarpanch is not present, meet a village representative, for eg. Panchayat Secretary. After informing and asking for cooperation from him/her to do the survey, start walking around the village to collect village information.

- When you are walking around the village, observe whether you can spot any of 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, name of the surveyors, date and day of the survey on the 'Village Information Sheet'.

**Example:**

VILLAGE INFORMATION SHEET				
State Name	Maharashtra	Block name	Chandrapur	
District Name	Wardha	Village Name	Waifad	
Surveyors' names		Shalini		
		Muskan		
Date of Survey	10.08.2013	Day of Survey	Saturday	
Please tick (✓) the relevant box		Did you see the following 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/ Sarkari 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 Hakims, Vaidis 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 will be collected in the entire village.

**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.

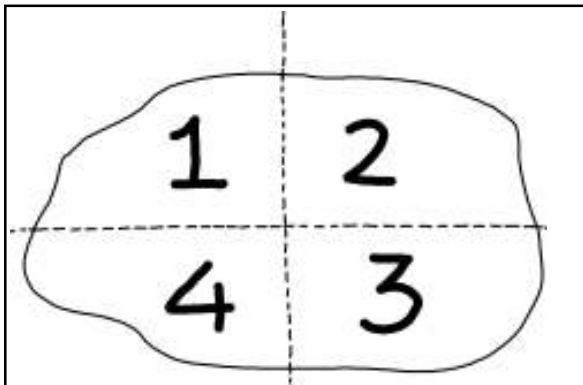
**Map:**

- 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 this map is a good representation of the village, and it matches with your experience of having walked 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)

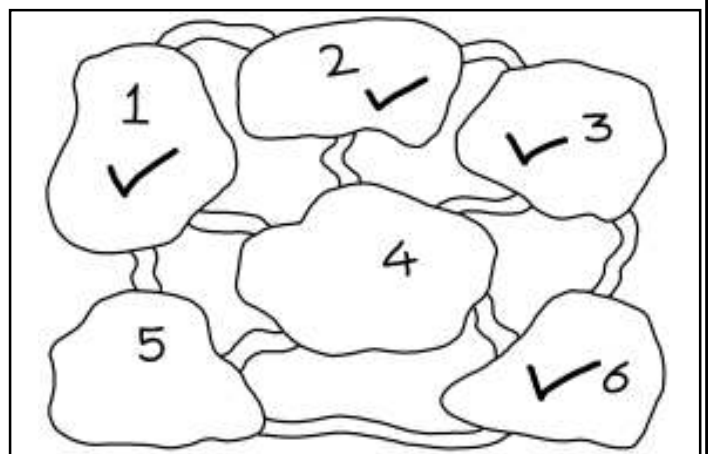
### 2. VILLAGE WITH HAMLETS/SECTIONS

**If it is a village with different hamlets/sections:**

- Assign each hamlets/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)



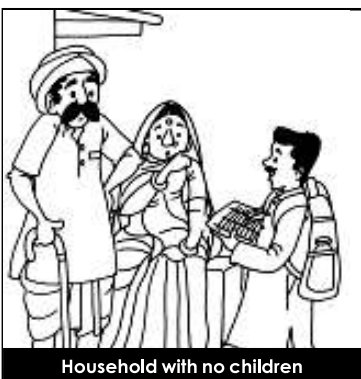
## Section 3: What to do in each hamlet/section

**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 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.
  - You must select every 5th household. Begin from the first household on your left. 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 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<sup>1</sup> 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 5<sup>th</sup> house (counting from the next house on the street, not from the next '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 which the house has been selected from the map. 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.

<sup>1</sup>Respondent= An adult who is present in the household during the survey and is providing you with information.

- Stop after you have completed 5 households in the hamlet/section.  
Now move to the next selected hamlet/section.  
Follow the same process using the 5<sup>th</sup> 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 in to 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.
- √ In each selected hamlet/section select households to survey using the "5<sup>th</sup> household rule".
- √ A total number 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 where 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 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 20<sup>th</sup> 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:**
  - Respondent name: Respondent is an adult who is present in the household during the survey and is providing you with information.
  - Hamlet/Section no. (from the map) and/or name of hamlet/section from where 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 doesn't eat from the same kitchen.**

We will 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, we will write their information even if we cannot test them.
3. **Children who are relatives but live in the sampled household on a regular basis:** We will include these children because they live in the same household on a regular basis. But we will not take information about their parents if parents do not live in this household.
4. **Children not living in the household:** 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, we 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 we will not write her name. If the mother has died or has been divorced and the child's stepmother (father's present wife) is living in the household, we will include her as the child's mother. Note down the mother's age and schooling information in the box provided.

**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 sheet, note down whether they are attending anganwadi (ICDS), balwadi, or nursery/LKG/UKG, etc. If the child is not going to any anganwadi/preschool, 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. will 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 the child 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 2006 write '2006'. Similarly if the child dropped out in the last few months write '2013'.

**For all children (aged 5-16 years):**

- o Ask the respondent if the children aged 5-16 take any tuition, meaning paid classes outside school. If they do take classes then how much do 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 to the children who are not currently enrolled in school.
- o All children in this age group will be tested in basic reading and arithmetic. (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 we will **not** ask for this information. If the father has died or has been divorced and the child's stepfather (mother's present husband) is living in the household, we will include him as the child's father.

**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 given examples below.

Some special cases to keep in mind for young children															
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)			
Serial No.	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	Never enrolled	Drop Out		
				Anganwadi/Balwadi	LKG/UKG/Nursery	Not going							Drop out	Which Std. were you in when you left school?	Which year did you drop out (eg:2006)?
1	Rahul	5	M			√	1	√							
2	Anjali	6	F			√						√			
3	Amit	6	M		√		LKG		√						
4	Saleem	7	M				LKG		√						

- o **Case 1:** A 5 year old child (Rahul) is going to Std. 1 in 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'.
- o **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'.
- o **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'.
- o **Case 4:** A 7 year old child (Saleem) is in LKG in private school. This child will be recorded under 'In School Children (age 5-16)', **NOI** 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 it note down what is reported by household members only and not by others. In case of assets like TV, 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:
  - o **Pucca House:** A pucca house is one which has walls and roof made of the following material:
    - o Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
    - o Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
  - o **Kutcha House:** The walls and roof are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - o **Semi -Kutcha 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 wheelers:** Ask the respondent and mark yes if the household owns a motorized two wheeler like a motorcycle/scooter, otherwise mark no.
- **Electricity in the household:**
  - o Mark yes or no by observing if the household has wires/electric meters and fittings, bulbs or not.
  - o If there is electricity connection, ask whether the household 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 house 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**
  - o **Newspaper:** Mark 'yes' if the household gets a newspaper everyday. If not mark under 'no'.
  - o **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 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 taking 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 and arithmetic using the respective tools.

## 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 and arithmetic that the children can do comfortably.

### Section 1: Testing: 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. We will first test language and then arithmetic.

**Who will be tested:** Administer the 2 testing tools with every child in the age group of 5-16 years in the surveyed households.

**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' children or as evaluators. We want to find out what children can do comfortably in terms of reading and arithmetic. **Our objective is to find out the highest level of the child.**

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's not a test.
- **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 doesn't happen. One of the surveyors can talk to the adults; do some activities with the other children, while the other surveyor assesses with 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 the child.
- **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 the series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improves 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, 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:** After the language test, note down the language in which the child has been tested in the appropriate column in the household survey sheet.
- **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.
- **Recording the sample number used to test the child:** Record the sample number of the testing tool used to test the child in the household survey sheet. **Please ensure that you use the same sample for reading and arithmetic for each child.** Also make sure, you use all 4 samples equally during the survey in the village.

## 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**.

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

The child can read a paragraph, 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 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 she 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.

*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 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.*

### 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 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 read any 5 letters from the letters list.

Let the child choose the letters herself. If she 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 reading the words again and then follow the instructions for word level testing.*

*If she can read 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 4 out of 5 letters chosen), then mark the child at '**Beginner Level**'.*

**IN THE 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 a child skips 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 a word wrong or not reading it at all, then these have to be treated as mistakes and this means the child is having difficulty in reading 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 they cannot be considered a '**Paragraph Level**' child. The same rule should be applied for story.

**READING TEST SAMPLE (3)**

Story

I love my village. We go there during holidays. My uncle and aunt live there. My aunt is very nice. She tells me stories and gives me sweets. My uncle is a farmer. He takes me to his farm. There is a pond near the farm. I love to swim in the pond.

Para

Rita likes the rain.  
Rita runs in the rain.  
Her mother does not like it.  
But Rita does not listen.

Letters

b s y  
k m  
n r h  
t x

Ask the child to read any 5 letters. Atleast 4 must be correct.

Word

ring sun  
ball  
run fox  
clap  
foot pan

Ask the child to read any 5 words. Atleast 4 must be correct.



## Section 3: How to test Arithmetic

### Subtraction: 2 digit with borrowing

#### START FROM SUBTRACTION

Show the child the subtraction problems. Ask the child to choose a problem, if not then you can pick one.

Ask the child what the numbers are and 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 to see if the answer is correct.

Even if the first subtraction problem is answered wrong, still 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 recognise numbers from 10-99.

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

#### 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 identify at least **4 out of 5** numbers then mark her at '**Number Recognition (10-99) level**'.

If the child cannot recognize numbers from 10-99, then ask the child to recognise numbers from 1-9.

#### 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 identify 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 numbers 1-9) mark her at '**Beginner Level**'.

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

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

#### Division 3 digit by 1 digit

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

MATH TEST SAMPLE (3)			
Number recognition 1-9	Number recognition 10-99	Subtraction	Division
1    4	52    83	56    64 - 29    - 39	8 ) 979
7    3	37    27	43    45 - 28    - 17	6 ) 823
6    9	55    28	93    75 - 76    - 57	7 ) 975
5    2	91    65	52    66 - 15    - 49	4 ) 513
	36    43		

Ask the child to recognize any 5 numbers. At least 4 must be correct.   
 Ask the child to recognize any 5 numbers. At least 4 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.

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

# ASER 2013 - 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, 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)	HM			
									1.
									2.

1. CHILDREN'S ENROLLMENT & 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*								

\*Note: Take a headcount of children in the room. 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.

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

3. TEACHERS	Number Appointed (Ask)	Number Present (Observe)
Head Master (Doesn't include acting HM)		
Regular govt. teachers (Doesn't include Head Master)		
Para-teachers		

4. CONTINUOUS AND COMPREHENSIVE EVALUATION			
Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)	Yes	No	
<b>If yes,</b>			
How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)	All	Some	None
<b>If manual or format was received, ask the respondent to show it</b>			
Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)	Yes	No	

5. MID-DAY MEAL		
<b>Tick the relevant box.</b>	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 the evidence like dirty utensils or meal bought from outside)? (Observe)		

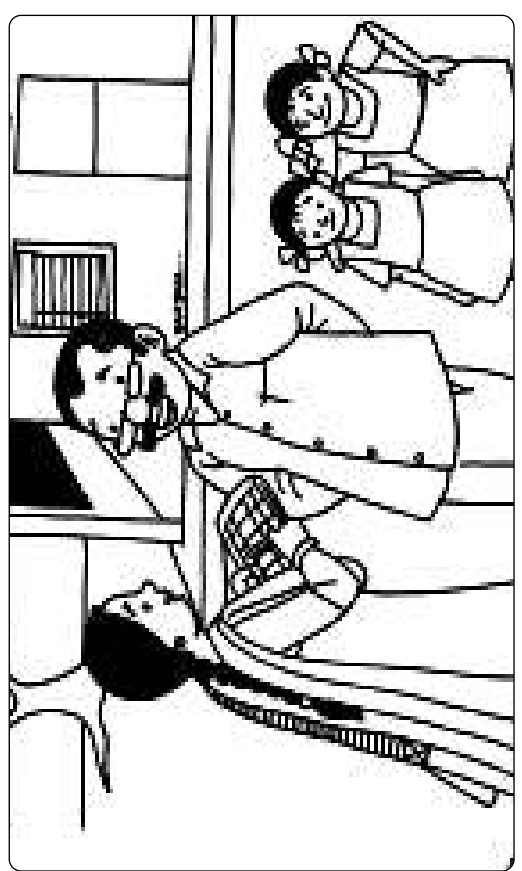
### 6. CLASSROOM OBSERVATIONS

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 text books, did you see any other TLM (e.g. other books, charts on the wall, board games etc.) in the room?	Classroom		
	Verandah		
	Outdoor		
Where is the class seated? (tick one)			

### 7. FACILITIES OBSERVATION

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)	
<b>Tick the relevant box</b>	<b>Yes No</b>
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?	

8. 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						



Departure time from school

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

## F. WHAT TO DO IN A SCHOOL?

### General instructions

- Visit any Government Upper Primary School in the village with classes from Std. 1 to 7/8. If there is no school in the village which has classes from Std. 1 to 7/8, then visit a Government Primary School (Std 1 to 4/5). If there is more than one Government Primary School then visit the Government Primary School with the highest enrollment in Std. 1 to 4/5. In the top left box of the 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 & 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 headcount of the individual sections, add them up and then write down the total attendance

#### Example:

1. Children's enrollment & 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

### 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 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 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 (Doesn't include acting HM)	1	0
Regular Govt. Teachers (Doesn't include Head Master)	4	3
Para-teachers	2	2

## Section 4: Continuous and Comprehensive Evaluation (CCE)

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

**Example:**

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

## 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 bought 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 the evidence like dirty utensils or meal bought from outside)? (Observe)	✓	

## Section 6: Classroom observations - ONLY FOR STD 2 and STD 4

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:**

- Are two/more classes sitting together in the same class or is a single class sitting separately? (The seating arrangement of children).
- 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:**

6. 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 text books, did you see any other TLM material (e.g. other books, charts on the wall, board games etc.) in the room?		✓		✓
Where is the class seated?(tick one)	Classroom			✓
	Verandah	✓		
	Outdoors			

**Section 7: 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: it should be 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 is a library, then observe if library books are being used by children.
- Observe if there is a hand pump/tap. If yes, 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:**

7. FACILITIES OBSERVATION		
Total number of pucca rooms in the school excluding toilets (count yourself and write)		<b>5</b>
Total number of rooms being used for teaching today (count yourself and write)		<b>3</b>
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 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 8: 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, 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 was unlocked, note whether it was 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 2 common toilets or other type of toilets are there in the school then take information about the toilet which is in a better condition.

### Example:

8. 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	✓		✓			

## ASER 2013 PLEDGE

I, as a citizen of India, have decided to volunteer for the Annual Status of Education Report 2013.

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 8 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 Tripura, 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. ....