

QUALITY CONTROL FRAMEWORK



Sr. No	Contents	Page No.
1	Section 1: Introduction	1
2	Section 2: Survey details, people involved and processes	2
3	Section 3: Evolution of ASER's quality control processes	5
4	Section 4: Quality control of recruitment	6
5	Section 5: Quality control of trainings	11
6	Section 6: Quality control during the survey	16
7	Section 7: Quality control after the survey	22
8	Section 8: Quality control of data entry	30
9	Appendix	31

Section 1: INTRODUCTION

About Pratham and ASER Centre

Pratham is one of the largest non-governmental organizations working to improve the quality of education in India. It focuses on high-quality, low-cost and replicable interventions to address gaps in the Indian education system. Established in 1995 to provide education to children in the slums of Mumbai, Pratham has grown both in scope and geographical coverage. Today, Pratham reaches out to millions of children living in both rural and urban communities in 21 states through wide range of interventions.

Pratham's objective, 'Every child in school and learning well', is translated into action by the organization in three major ways. First, it measures basic learning levels across the country. Second, it develops and pilots a variety of large-scale and low-cost educational programs. Finally, it partners with governments in scaling up models that have demonstrated an impact on children's learning. The key to Pratham's effectiveness is continuous innovation driven by the unique combination of large-scale measurement and program implementation.

ASER Centre was established as an autonomous unit within the Pratham network in 2008. It works towards providing answers to some key questions: Are social sector programs yielding desired outcomes? Is public expenditure effectively leading towards stated goals? ASER Centre seeks to use simple yet rigorous methods to generate evidence on scale on the outcomes of social sector programs. It aims to strengthen the link between evidence and action by building the capacity of individuals and institutions to design, conduct, and understand assessments that focus on key outcome indicators.

Annual Status of Education Report (ASER)

Started in 2005, the Annual Status of Education Report is a key ASER Centre initiative. The ASER survey is carried out by ASER Centre and facilitated by Pratham. It is the largest non-governmental citizen-led household survey undertaken in rural India. This enormous task engages citizens across the country in understanding and tracking children's ability to read and do basic arithmetic via the participation of local organizations and institutions in every rural district in the country. It measures the enrolment status of children from 3 to 16 years and assesses basic reading and arithmetic abilities of children through simple yet rigorous process in almost every district of India. In each rural district, a local institution carries out the survey. Over 25,000 surveyors are trained on the ASER process and they test approximately 600,000 children across 15,000 villages each year. ASER builds the capacity of partner organizations and surveyors to carry out this simple assessment understand the current status of elementary education and act upon the findings with the objective of improving the quality of elementary education. The ASER model has been replicated in Pakistan, Kenya, Uganda, Tanzania (in East Africa), Mali, Senegal and Nigeria (in West Africa) and Mexico.

2014 is the tenth year of the ASER survey in India. The ASER continues to be the only source of national annual data on children's learning. This year, we surveyed 5,69,229 children in 577 rural districts across 29 states via local organizations, colleges and District Institutions of Education and Training.

Section 2: SURVEY DETAILS, PEOPLE INVOLVED AND PROCESSES

This section outlines the basics of the ASER survey: details of the actual two-day survey, our team structure, and the various processes that we follow during the survey. These provide the context for understanding quality control systems that are in place for the survey.

(i) SURVEY DETAILS: *How is the survey done?*

The ASER survey is conducted over 2 days in a village- the first day on a school day (preferably Saturday) and the second day on a holiday (preferably a Sunday). A team of 2 surveyors survey the village assigned to them.

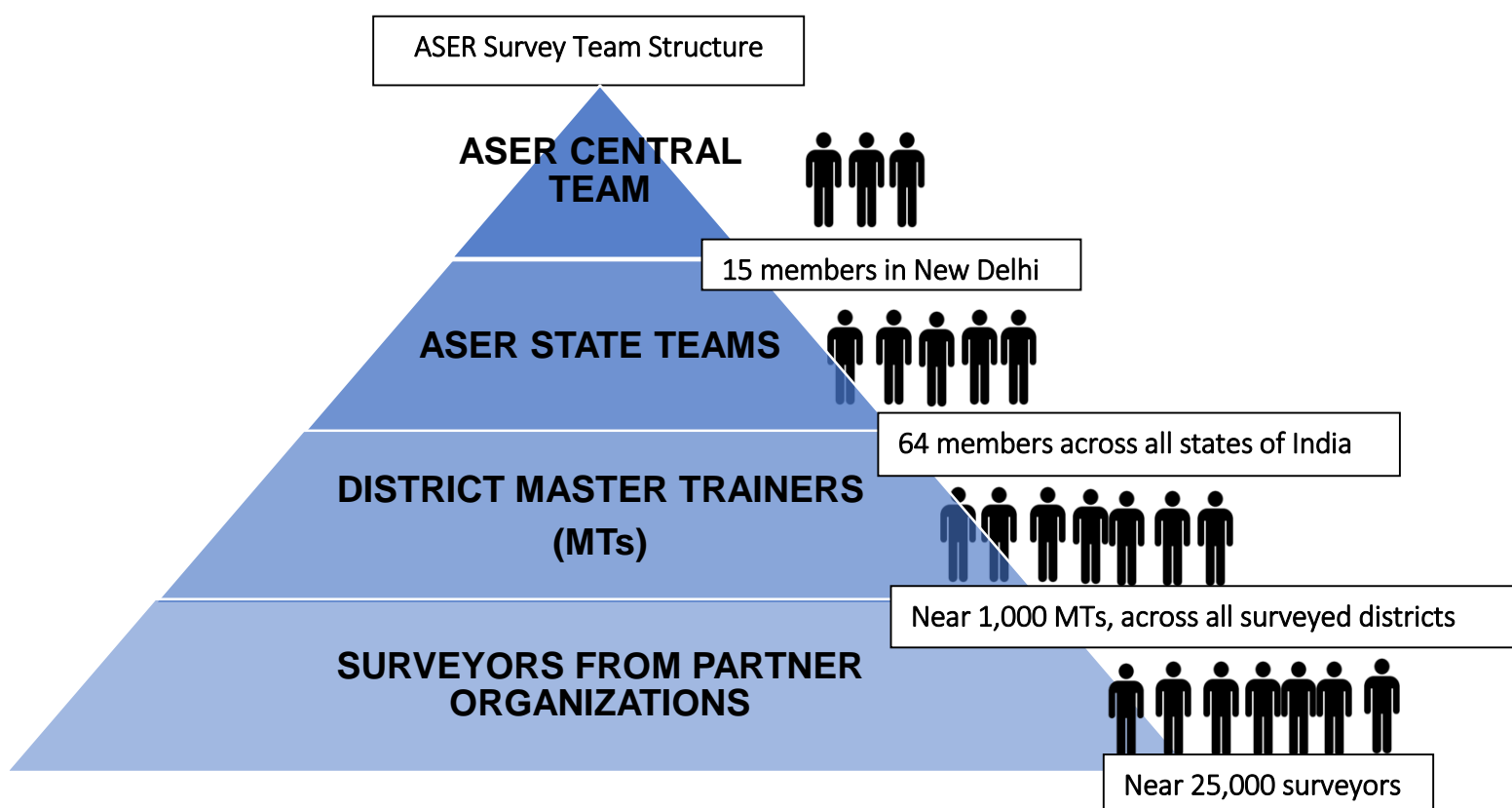
On the first day, the surveyors meet the Sarpanch or village representative and explain the purpose of the ASER survey in order to take permission to survey the village. The surveyors then visit a government school which has classes 1 to 7/8 or 1 to 4/5. If the village has more than one government school, they visit the one which has the largest enrollment. Here, they meet the headmaster/senior most teacher and explain the purpose of the ASER survey in order to take permission to collect school information. Once this information has been recorded on the relevant format, the surveyors walk around the entire village to understand its geographical structure. As they do so they make a map of the village. They also observe and record basic village infrastructure such as roads, banks, health centres etc.

After understanding how the village is laid out, surveyors divide the village into 4 sections (for a continuous village) or randomly select 4 hamlets (in villages where the population is organized in hamlets). A total of 20 households are surveyed in every village, 5 from each section or hamlet. To select these households, the survey team begins the survey from the centre of each hamlet and then selects every 5th household found on the left. This is known as the “5th household rule”.

For the rest of the first day and throughout the second day of the survey, surveyors follow this process to select and visit the 20 households. In each sampled household, they record basic household information as well as information of children between the age group of 3 to 16 years. They use the ASER testing tools to assess basic reading and arithmetic skills of all children from 5 to 16 years who are resident in the household. In some years, additional assessments are also conducted, such as children’s ability in English. The testing is done only in households to ensure that all children (whether enrolled in school or not) are included in the survey. Surveyors also record information about household assets in each of the 20 households that they survey.

(ii) **ASER TEAM STRUCTURE:** *Who does ASER?*

As outlined in the introduction, the ASER survey covers all states and almost all rural districts of India. Due to this scale, effective survey management is crucial. To understand how the survey is managed, the diagram below depicts the structure of the survey team, which will be useful to understand how these teams control the quality of the survey:



(iii) **ASER PROCESSES:** *What goes into carrying out ASER and why do we need quality control?*

Due to the survey's enormous coverage, maintaining its quality at every stage of the process is extremely crucial. Quality control procedures are important at every level, from the central team in Delhi to the field sites where the survey is being conducted. The diagram below represents the broad processes that were followed for the ASER 2014 survey. The following sections of this report elaborate on each of these steps and the quality control processes that go along with them.

ASER Survey Processes											
Process	Section	Description	June	July	August	September	October	November	December	January	
Recruitment	Section 4	ASER state teams travel across their states to recruit partners and Master Trainers.									
National Training		ASER central team train ASER state teams.									
State Training	Section 5	ASER state teams train Master Trainers in every state.									
District Training		Master Trainers train surveyors in every district.									
Monitoring		Select village surveys are supervised by Master Trainers or state team members.									
Call Centre	Section 6	States monitor survey progress via frequent calls to Master Trainers to flag any problems being faced that can then be rectified in a timely manner.									
District Rechecks		Master Trainers conduct desk, phone and field rechecks.									
State Team Rechecks	Section 7	State teams recheck villages in districts where Master Trainers require extra support.									
ASER Centre Recheck		State teams swap states to conduct field rechecks.									
External Recheck		In 2014, external organizations conducted a field recheck in 9 states.									
Data Entry	Section 8	All survey data is entered in data centres across India.									
Report Release		Final ASER report is released.									

Section 3: EVOLUTION OF ASER's QUALITY CONTROL PROCESSES

Over the years, we have aimed to strengthen our quality control processes in order to improve the quality of the data. The following highlights key processes introduced each year¹:



In 2008, 'Recheck' was introduced. From all the villages to be surveyed in a district, 4 villages were randomly pre-selected, to be compulsorily rechecked, after the completion of the survey. This entailed revisiting surveyed villages to verify survey quality. (Recheck process is elaborated in Section 7).



In 2011, surveyor trainings were extended from 2 days to 3 days. In many districts, the survey was rolled out over a longer period so that fewer surveyed villages had to be managed at a time. A call centre system was also introduced, where each state hired a call centre leader to routinely make calls at each stage of the survey period to track survey progress and flag any problems (Call Centre is elaborated on in Section 6). An SMS recheck system was also introduced where compiled district level data was texted to a central server enabling immediate review. Field monitoring, district level desk and phone recheck, field recheck by Master Trainers and ASER state team field recheck was introduced which have been a part of our survey processes every year since 2011.



In 2012, compiled district level data was texted to a central server via SMS in 9 states for immediate review. Cross-state field recheck was introduced, where ASER state teams traveled to each other's states (Cross-state recheck is elaborated on in Section 7). An ASER process audit was also done.



In 2013, SMS monitoring and recheck was implemented across the country. Master Trainers and ASER teams would send an SMS when they were in a village either monitoring or rechecking the survey; this information would automatically get updated on a central server. State teams would then be able to receive a live monitoring and recheck update, in order to rectify any problems being encountered on the field in a timely manner and also to increase accountability of all monitors and recheckers.



In 2014 we maintained a village-wise database of monitored and rechecked villages across the country, as well as who had done this monitoring/recheck. This helped to understand in which districts we were confident about our data quality and which districts required further attention. An external recheck was also conducted for the first time in 9 states. (External recheck is elaborated on in Section 7).

¹ Not all processes introduced, were not continued in subsequent years.

Section 4: QUALITY CONTROL OF RECRUITMENT

As the first stage of the survey process, Master Trainers and partner organizations are selected across the country. In most cases, two Master Trainers are recruited per district for the duration of the survey. In addition, ASER Centre partners with one organization in the district

Partnership model of Punjab

In 2013 and 2014, ASER partnered with Punjab Technical University (PTU). PTU worked with us in 14 out of 19 surveyed districts in Punjab with PTU affiliated colleges in each district. The colleges provided Master Trainers and surveyors to conduct the ASER survey.

This was a successful partnership because the participants, especially Master Trainers were highly involved in all the survey processes and eager to work with attention to detail and efficiency. Master Trainers were students who were undertaking their role as an internship. In most districts, a team of extra people were selected to monitor villages during the survey; this team included surveyors whose performance was good and even college faculty. This contributed substantially to strengthen survey quality.

which provides surveyors who survey the 30 villages in the district. In larger or more difficult to manage districts, we sometimes hire additional Master Trainers and partner organizations.

In order to ensure that the processes to be carried out for the survey are carried out successfully, we nationally adopt certain standard measures for recruitment of partners and Master Trainers:

Partner Selection:

ASER 2014 is the 10th year of the survey; we have been continuously identifying partners to work with in districts over the years. As a result, some partner organizations have worked with us for many years and some were newly recruited this year. Approximately 40% of ASER partners this year have done the survey at least 3 times before. Therefore, to begin the recruitment process for the year, ASER state teams evaluate organizations they have already worked with in previous years. Some examples of criteria that teams use to evaluate partner organizations included:

- Whether the partner had met the survey quality expectations of ASER Centre. These expectations as outlined in a partner roles and responsibilities document include aspects such as if the partner provided the required number of surveyors, if these surveyors performed well enough during their training (scoring 70% or above in a quiz along with qualitative feedback of their performance) to do the survey. (Please refer to pg. 33 in the appendix for the partner roles and responsibilities document).
- Whether the partner had been supportive through each stage of the survey period by sticking to planned timelines and assisting with resurveys in villages where the survey quality was found to be unsatisfactory; also if the partner had submitted

survey-related data and financial formats in a timely manner

- Whether the partner showed enthusiasm in working with ASER Centre and showed initiative during the survey period.

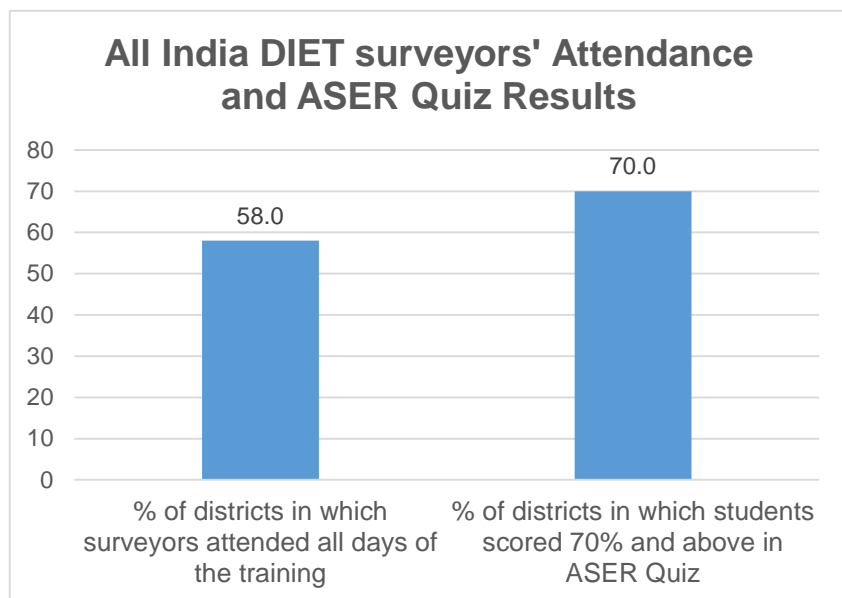
Once state teams finish evaluating the previous year's partner's performance, they decide which partners they want to continue to work with for the current year's survey. They then travel across districts where new partners need to be recruited. For new partnerships, ASER Centre and the organization agree on non-negotiables regarding survey quality as outlined in a roles and responsibilities document, and unless this is not assured by the partner, the partnership is not finalized.

District Institute of Education and Training (DIET) Partnerships:

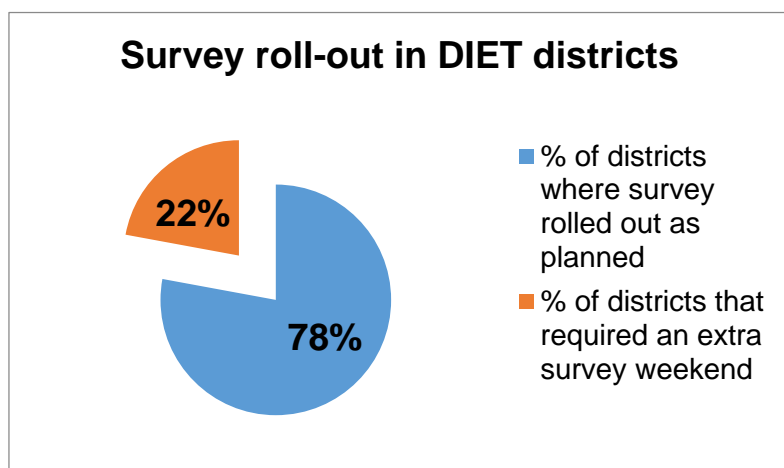
In 2014, ASER Centre partnered with 243 District Institutes of Education and Training. These partnerships were either negotiated at the state level with the State Council of Education Research and Training (SCERT), wherein majority of districts in the state had a DIET partner, or at the district level where partnerships were made with individual DIETs. Partnering with DIETs has been beneficial for both the DIETs and ASER Centre for numerous reasons.

DIET students are the surveyors in districts with DIET partnerships; these students are being trained to become government school teachers. By participating in the survey, they acquire a firsthand understanding of children's learning levels in their own districts. Through the ASER survey, they are taught the simple ASER method of assessing learning levels of children which they could utilize as future school teachers.

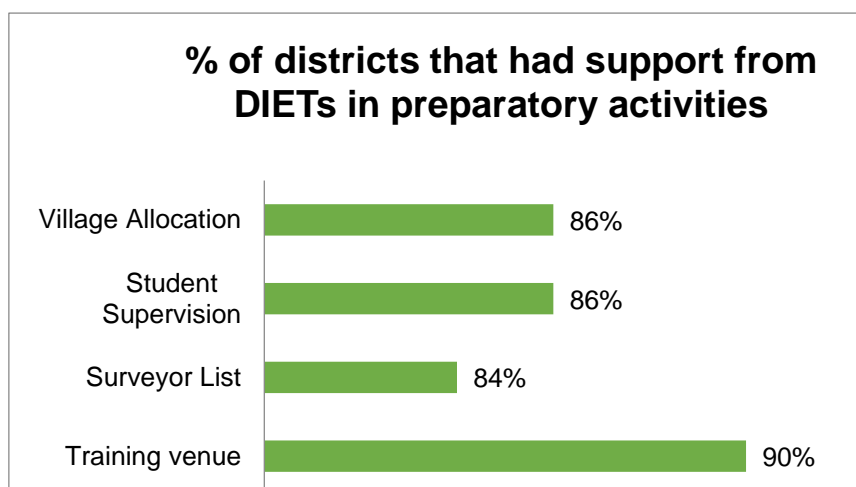
The following charts, depict the benefits of ASER Centre and DIET Partnerships:



Our teams' feedback indicates that DIET students being part of the education system, showed interest in participating in the survey, which reflected in their attendance and performance during the trainings. From this chart, we can see that in 68% of districts with DIET partnerships in ASER 2014, the required number of surveyors for the survey attended all days of the training. In 88% of districts, the required number of surveyors for the survey scored 70% and above in the ASER quiz.



Our team's feedback also indicates that working with DIETs proved to be efficient in terms of survey roll-out. Across India, individual DIETs stuck to planned timelines. As the chart indicates, in near 80% of DIET districts, the survey was executed as planned.



Majority of DIET districts also made basic logistical arrangements for the survey period, which allowed ASER state teams and Master Trainers to focus on delivering content during the trainings. In above 85% of districts, basic preparatory activities were done by DIETs.

Recruiting Master Trainers

Master Trainers are the backbone of ASER survey implementation in the district. They are responsible for:

- (a) conducting district level trainings to the surveyors
- (b) quality control and verification of the survey
- (c) overall survey management in the district. They are the only point of contact in most districts and are responsible for carrying out all the survey processes there.

Hence, hiring good Master Trainers is central to carrying out a good survey.

Recruitment Process: In 2014, ASER took certain additional measures to ensure that the best candidates were hired as Master Trainers in their districts. Depending on different states' circumstances, different models were followed. Prospective Master Trainers were identified from both inside and outside of the partner organizations that provides surveyors. For example, if the partner organization was a college providing students as surveyors, a professor or staff member from the same college was identified as a prospective Master Trainer. In some districts, Master Trainers were recruited externally by the ASER state teams and assigned districts to work in during the survey.

ASER state teams traveled to districts to be surveyed during the recruitment stage and oriented prospective Master Trainers on the ASER process. The orientation took place either in each district or by calling all prospective Master Trainers to a central location in the state. For both models, state teams oriented Master Trainers on what their role would be for the survey. After the orientation, Master Trainers were screened.

The screening procedure consisted of the following:

- Short-listing of candidates based on resumes to understand their basic qualifications and previous experience.
- Language quiz, mathematics quiz and English reading test administered by ASER Centre.
- Mock training - Master Trainers were assigned a section of the ASER Instruction Manual to train on, and were assessed on their training skills.
- Field visit- Master Trainers conducted a mock ASER survey. This served the dual purpose of allowing ASER Centre to assess the candidate's interaction with villagers,

Master Recruitment in Madhya Pradesh

Since 2012, Madhya Pradesh has followed a model where each surveyed district has 2 types of Master Trainers- a local Master Trainer recruited from the partner organization of that district (which also provides surveyors) and an external Master Trainer from a central organization. External Master Trainers were allocated districts to manage the survey in across the state along with the local Master Trainer. This model ensured that transparency was maintained while 2 Master Trainers managed a district together.

In 2014, External Master Trainers were from Indore School of Social Work College (ISSW) Indore, Institute of Advance Studies in Education, Jiwaji University, Gwalior and Future Vision College, Vikram University, Ujjain.

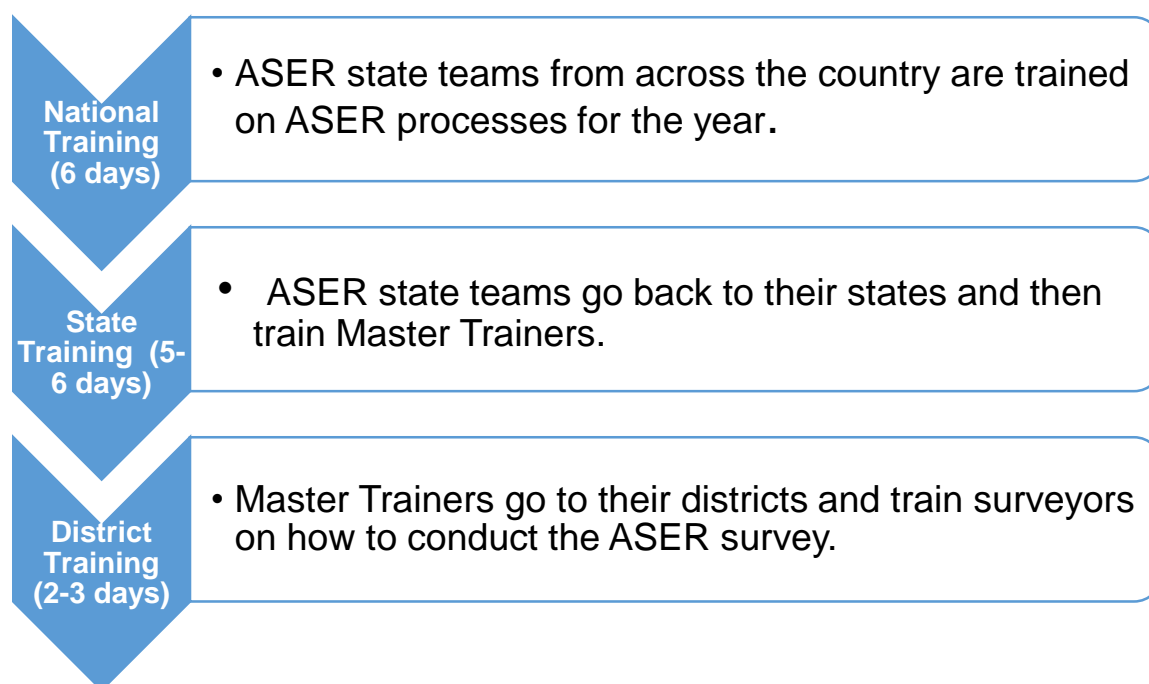
parents and most importantly children. This also helped them to understand how the ASER survey is conducted in practice and what will be expected of them.

- Interview- The interview was the final round of the selection process, during which the candidates' motivation to participate in ASER was understood.

Based on the cumulative score of each candidate in the above mentioned selection rounds as well as qualitative considerations, two Master Trainers were selected for each district. They then signed a contract with ASER Centre that detailed their roles and responsibilities (Please refer to pg. 35 in the appendix for this contract). They then traveled to a central location in their state- state level training- to be trained on their roles for ASER 2014.

Section 5: QUALITY CONTROL OF TRAININGS²

Effective trainings are essential to any large-scale assessment. These trainings ensure that information cascades effectively from one level to the next. In ASER, once recruitment of partners and Master Trainers is complete, all stakeholders involved in the survey are oriented on the various processes to be followed for the survey. ASER central and state teams, approximately 1,000 Master Trainers and 25,000 surveyors are all trained on ASER processes. The following diagram depicts how processes percolate down different levels through trainings.



Due to the scale of the survey and the large number of participants at every level of training, ensuring quality of these trainings is crucial. The two most important aspects for quality control of trainings are:

(a) Ensuring standardization and completeness of information cascading from one level to the other.

(b) Ensuring that the trainees are prepared for their role in the survey. This means ensuring that participants have a holistic understanding of the survey processes and their role in it.

² For detailed information on ASER trainings, please look at the ASER 2014 Training Report available at <http://img.asercentre.org/docs/Aser%20survey/Ensuring%20data%20quality/trainingreport9.1sb-1.pdf>.

Standardization: To ensure standardization and completeness of information at each level of training, the following was created by the central team:

Comprehensive training schedules: Fixed schedules consisted of classroom sessions, field visits, interactive sessions, mock trainings etc. These are sent out to state teams with time allotments for each session for the state and district level trainings. Below is an example of a district level training schedule for one day.

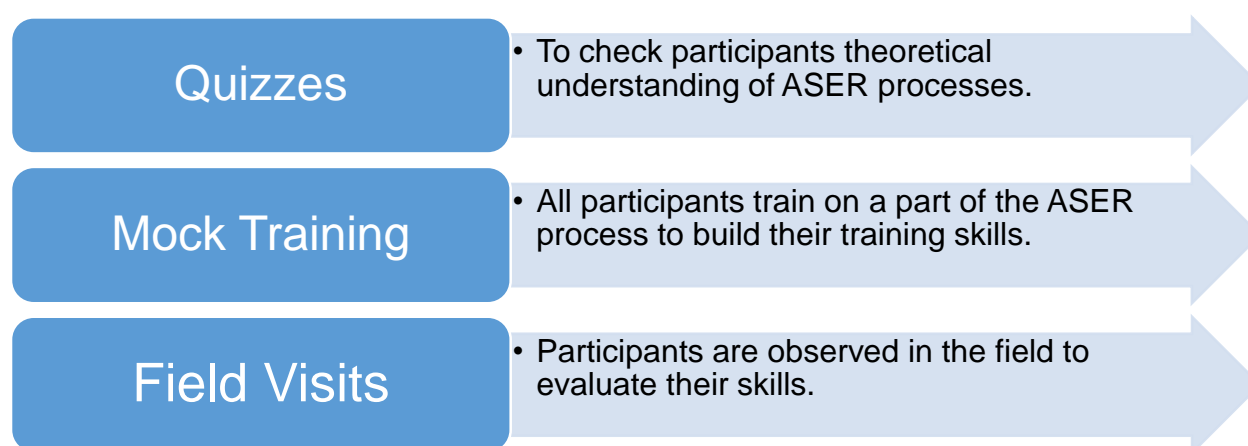
District level training schedule - Day 1		
Suggested time	Duration of session (in minutes)	Session details
9:00 to 9:30	30 mins	Introductions+ASER Pledge
9:30 to 10:15	40 mins	Process summary+What is ASER+Village information sheet
10:15 to 11:00	40 mins	Mapping
11:00 to 11:15	15 mins	Tea break
11:15 to 12:00	40 mins	What to do in each section/hamlet
12:00 to 1:30	90 mins	What to do in each household
1:30 to 2:30	60 mins	Lunch
2:30 to 3:00	20 mins	What to do with children
3:00 to 3:45	45 mins	Language testing
3:45 to 4:30	35 mins	Math testing
4:30 to 5:15	40 mins	English testing
5:15 to 5:30	15 mins	Tea break
5:30 to 6:15	45 mins	School observation sheet
6:15 to 6:45	30 mins	Revision through games/ Discussion on FAQs
6:45 to 7:45	60 mins	Quiz

Manuals: All manuals (explaining survey processes) and formats are translated to regional languages for ease of understanding for the state and district trainings.

Central team presence: A central team member is sent to almost all state level trainings to guide and support the state teams in the state level trainings. Many district level trainings are also attended by central team members.

A Call Centre collects details of all district level trainings on a daily basis. This information helps understand if all the necessary inputs are in place for the training. For example, during the district level training, the call centre leader would ask Master Trainers of each district what the total duration of the training for the day was. This information is reviewed regularly by a member of the central ASER team.

Participants’ understanding: There are 3 broad methods by which we aim to ensure participants’ understanding of survey processes during our trainings:



The following are details of the different evaluation techniques used during the three levels of trainings:

- (i) Quizzes (Multiple-choice/short response items)
 - ASER process quiz: To gauge participants’ understanding of the ASER process.
 - Monitoring and recheck process quiz: To gauge participants’ understanding of the monitoring and recheck processes to be followed.
 - Finance quiz: To gauge participants’ understanding of the survey fund flows for the year.
- (ii) Mock Training: Since ASER state teams and Master Trainers have to train further on ASER processes in their states or districts, each and every participant has the opportunity to mock train on a section from the ASER manual and is evaluated and given feedback on the same.

- (iii) Field Visit: Participants are divided into groups and sent out into villages to practice doing the actual survey (and field recheck during the national and state level training). During field visits, group mentors observe participants' performance and interaction with people from the village.

The table below describes various evaluation techniques used at different levels of trainings:

Evaluation techniques at different levels of trainings			
Evaluation technique	National training	State training	District training
ASER process quiz	✓	✓	✓
Monitoring and recheck quiz	✓	✓	
Finance quiz	✓	✓	
Mock training	✓	✓	
Field visit	✓	✓	✓

The table below describes how these evaluation techniques are then formally documented at each level of training.

Type of Training	Documenting Performance
National Training	In 2014, to document the performance of the participants based on the above indicators, a state team database was maintained. Participants were then given a feedback on their skills.
State Training	Similar to the National training, an 'MT profile' is maintained at each state's training, in order to keep a record and evaluate all Master Trainer's performance during their 5-6 day training. The MT profile keeps a record of their qualifications, attendance during the workshop, quiz results, observation of their performance during field visit and a record of their training skills. After the state training, the state team analyses the MTs' performance. MTs can still be dropped from supervising the survey in their respective districts after the state level training, if their performance is not up to the mark.
District Training	Surveyors' quiz results and attendance is recorded in the 'District attendance and surveyor receipt' sheet or 'Partner organization surveyor attendance' sheet. (Please refer to pg. 37 in the appendix for this sheet).

Movement Plans

Creating movement plans (both for the state teams and the Master Trainers) are an important follow-up activity after trainings are complete. Once Master Trainers have been trained on the ASER processes, they travel to their respective districts to conduct district trainings. For state teams to personally supervise these trainings in every district of the state is difficult. Thus, after analyzing performance of Master Trainer's from the 'MT Profile' created at the state level training, they travel to those districts in which Master Trainers require extra support during the district level trainings.

Similarly, at the district level, once the Master Trainers complete the district training, they evaluate surveyors' performance and personally monitor villages where surveyors require extra support. This process is elaborated in the next section.

SECTION 6: QUALITY CONTROL DURING THE SURVEY

MONITORING

Monitoring refers to the quality checks carried out when the survey is being conducted in the field. Monitoring is done at two levels. One level comprises monitoring *of the surveyors by the* Master Trainers and the other is *of the* Master Trainers *by the* state team.

Monitoring of the surveyors by the Master Trainers is done through field monitoring and phone monitoring.

(a) Field monitoring:

During the actual survey days, Master Trainers (and districts in which ASER team members are present) accompany surveying teams to monitor the survey. The objective of monitoring surveying teams is to correct any mistakes that surveyors are making and rectify them on the spot. It is part of the Master Trainer's role to ensure maximum survey quality of villages in his/her district that meet the ASER Centre standards. In some cases, monitoring is also done by state team members.

Therefore, by monitoring villages:

- ✚ We have an assurance telling us that the survey was carried out correctly in villages that were monitored.
- ✚ In a 2 weekend survey, under-confident surveyors who would be surveying another village can learn from their mistakes in the first survey weekend by taking inputs from those monitoring and not repeat them.

Monitoring model in Manipur

In Manipur, the difficult terrain, large distance between villages and lack of transportation makes it extremely difficult to survey villages only on weekends. Therefore if the survey were to take place only on weekends then survey completion would take months. To work around these circumstances, the Manipur team surveys villages on weekdays as well and ensures that maximum villages are monitored by Master Trainers and state teams in these difficult conditions. Manipur has 41% of its surveyed villages monitored- the highest across the country.

Selecting villages to monitor: Since Master Trainers cannot personally supervise every village, they shortlist villages to monitor based on their evaluation of the strength of the surveying teams, as shown by their quiz results and observations during the pilot visit in the district training.

Each Master Trainer monitors 1 village per day. Therefore in a one-weekend survey,³ 2 Master Trainers will monitor 4 villages; in a 2 weekend survey they will monitor 8 villages and so on.

Master Trainers fill in details of their monitoring visit in a 'Monitoring checklist' (Please refer to pg. 38 in the appendix.)

(b) Phone monitoring:

The Master Trainers call up the surveyors whom they are not monitoring in the field. The two Master Trainers divide the villages to check that surveyors are following the correct survey method and to answer any doubts that they may have in the field. The suggested phone monitoring questions are with respect to sampling method being followed, testing of the right group of children, testing procedures etc.

³ 1 weekend survey: when 30 villages are surveyed by 60 surveyors over a single weekend.

In 2014 approximately 29% of all surveyed villages were monitored by Master Trainers, state teams and others.

In 2014, villages were monitored by Master Trainers as well as others. These others included ASER state teams, senior staff from NGO partners, professors from college partners and other Pratham and ASER staff. The following table gives the percentage of villages monitored by Master Trainers and Others (out of the total monitored villages in the state).

Sr.No	States	Monitored villages			
		Total no. of monitored villages	Master Trainer	Others	Total
1	Jammu and Kashmir	70	88.9%	11.1%	100%
2	Himachal Pradesh	73	88.9%	11.1%	100%
3	Uttarakhand	111	65.8%	34.2%	100%
4	Haryana	124	78.6%	21.4%	100%
5	Punjab	186	48.4%	51.6%	100%
6	Maharashtra	303	74.6%	25.4%	100%
7	Goa	17	82.4%	17.6%	100%
8	Uttar Pradesh	541	93.5%	6.5%	100%
9	Bihar	464	73.2%	26.8%	100%
10	Jharkhand	143	97.2%	2.8%	100%
11	Madhya Pradesh	401	84.9%	15.1%	100%
12	Chhattisgarh	123	60.0%	40.0%	100%
13	Odisha	177	70.3%	29.7%	100%
14	Rajasthan	344	68.8%	31.3%	100%
15	Gujarat	153	82.9%	17.1%	100%
16	Manipur	97	91.8%	8.2%	100%
17	Assam	133	82.1%	17.9%	100%
18	Nagaland	86	100.0%	0.0%	100%
19	Mizoram	73	100.0%	0.0%	100%
20	Tripura	31	100.0%	0.0%	100%
21	Arunachal Pradesh	93	99.0%	1.0%	100%
22	Meghalaya	53	96.3%	3.7%	100%
23	Sikkim	19	61.9%	38.1%	100%
24	West Bengal	106	90.7%	9.3%	100%
25	Karnataka	210	80.0%	20.0%	100%
26	Andhra Pradesh + Telangana	199	32.4%	67.6%	100%
27	Tamil Nadu	342	83.3%	16.7%	100%
28	Puducherry	8	100.0%	0.0%	100%
29	Daman Diu	4	0.0%	100.0%	100%
30	Dadra Nagar Haveli	5	100.0%	0.0%	100%
All India		4,689	79%	21%	100%

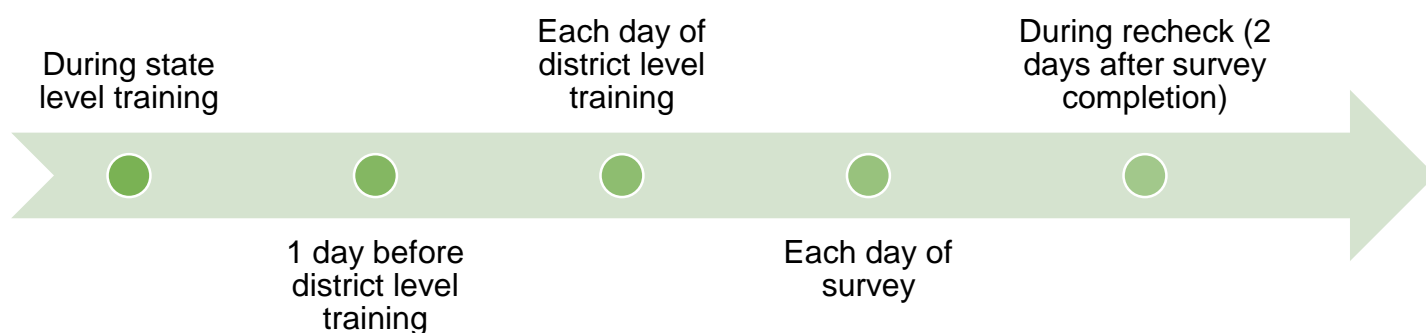
CALL CENTRE

Another method of monitoring survey processes is the ‘call centre’ which is set up in each state.⁴ This is monitoring of MTs by the state team. The call centre system introduced in 2011 has a twofold objective. The first is to collect information regarding the progress of the survey at each stage and be able to take timely and immediate action. This enables the ASER state teams to efficiently monitor districts in which they are not physically present and then travel to them if required. This ‘live monitoring’ is useful to prevent any serious problems during the survey, so that damage control does not have to be done later. The second objective is to increase accountability of Master Trainers. Making regular calls to Master Trainers of each district also makes them feel supported through the entire survey process.

How does it work?

To begin setting up a call centre, each state first recruits a call centre leader (CCL). This CCL attends all days of the state training, participates in all activities in the training and also must score above 80% in the ASER quiz in order to begin his/her role as the CCL.

Once the survey begins, the CCL monitors the Master Trainers in every district being surveyed in the state via regular phone calls. The CCL is provided with a sheet (standard across states) from which he or she asks questions to Master Trainers regarding the progress of the survey at each stage to ensure that processes are being followed correctly. The following are the stages at which calls are made by the CCL:



The CCL fills in details of these calls in the given sheet and then circulates it to the entire team by the end of the day. The sheet automatically flags any problems that CCLs note down during their calls so that ASER state team members are easily notified if any processes are not being followed correctly and can immediately take necessary action. Below is part of a sample call centre sheet:

⁴ In ASER 2014, Manipur, Mizoram, Nagaland, Tripura, Arunachal Pradesh, Meghalaya, Sikkim and West Bengal, did not have a call centre.

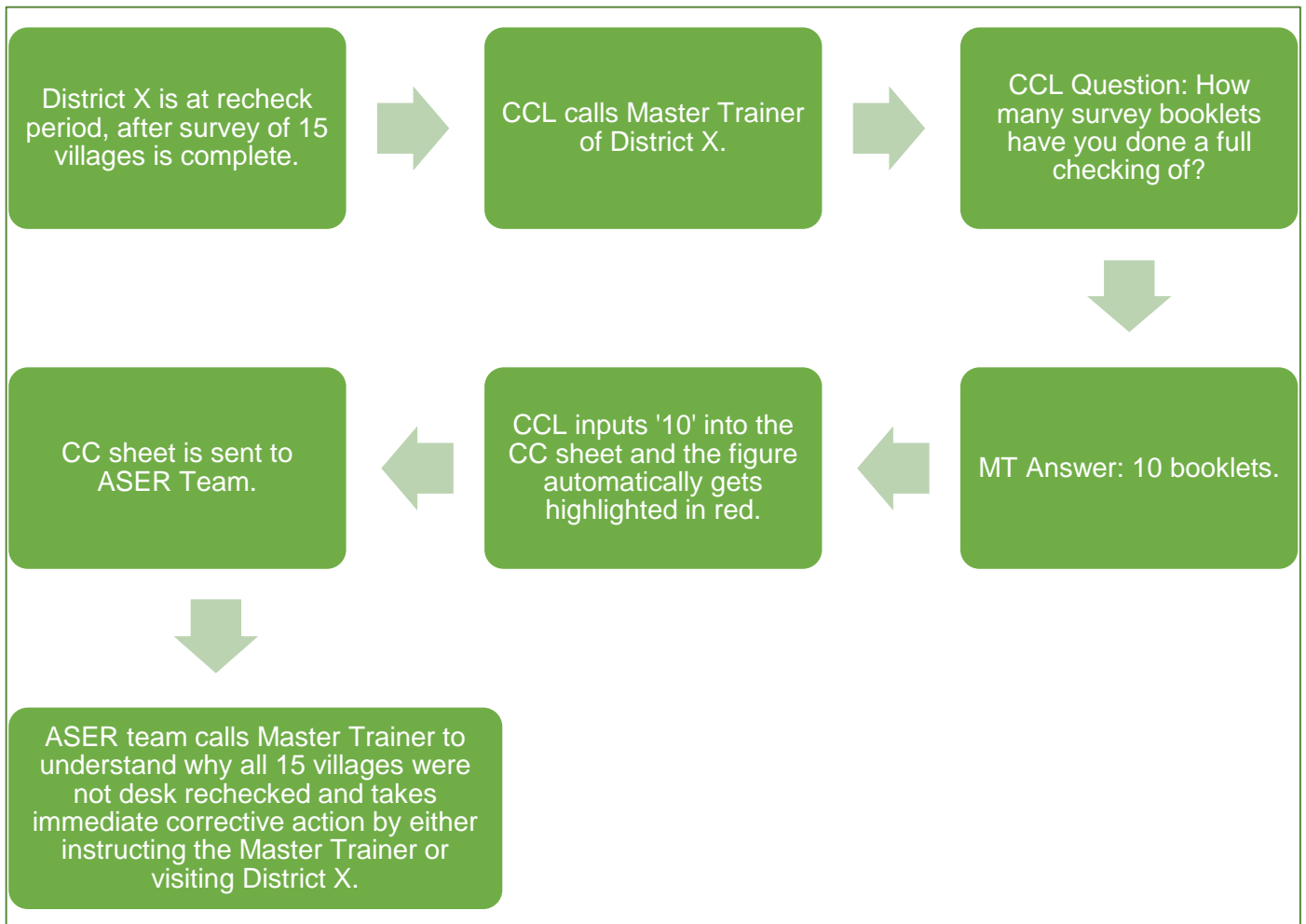
Sample Call Centre Sheet

Maharashtra		State name:	Maharashtra	CCL name:	Rajini	CCL phone no.:	808														
Please select the state first																					
On all days 0																					
End of Day 1																					
S. No	District Code	District name	MT name	MT code	MT phone number	Date of DLT (If the DLT date is not finalized, then call in a few days to find out the exact date)	Pre training information - a day before DLT	Pre survey - On the last day of SLT	Pre training information - a day before DLT	How much time is allocated for the section "What to do in a household?" in your training schedule?	How many village packs have you got for your district?	Date of call	Is it a 3 day training?	Is the training venue fixed?	Is the training resident?	What was the total duration of the training today, including lunch and tea breaks? (in hours)	What was the duration of the session on "testing" today? (in mins)	How many volunteers were present today, as recorded in the attendance sheet?	How many groups have been made for the pilot field visit tomorrow?	How many groups have you identified and group leaders (experienced ASER persons) to fill the pilot?	will you have the feedback and clarification session tomorrow?
1	2717	Parbhani	Harish Chauda	MH20	98726xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	33	9/9/2014	Yes	Yes	No	more than 8 hrs	1 hour 30 mins	38	7	4	Tomorrow w/Day2
2	2729	Osmanabad	Rakesh Mehra	MH21	98972xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	33	9/9/2014	Yes	Yes	No	6-7hrs	1 hour 30 mins	58	10 or more	3	Tomorrow w/Day2
3	2701	Nandurbar	Sudip Sarkate	MH22	98973xxxxx	5/9/2014	Yes	No	Yes	No scheduling done	32	10/9/2014	Yes	Yes	No	6-7hrs	1 hour 30 mins	33	6	3	Tomorrow w/Day2
4	2702	Dhule	Usha Hingde	MH58	97836xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	9/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	38	7	4	Tomorrow w/Day2
5	2733	Sindhudurg	Ramnath Pogale	MH45	78784xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	9/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	38	7	2	Tomorrow w/Day2
6	2734	Kolhapur	Ram Limaye	MH40	99405xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	more than 8 hrs	1 hour 30 mins	35	5	3	Day 3
7	2730	Solapur	Pradip Shah	MH10	90937xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	more than 8 hrs	1 hour 30 mins	36	9	6	Tomorrow w/Day2
8	2725	Pune	Sudhir Shenkar	MH05	8603xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	6-7hrs	More than 2 hours 30 mins	36	6	2	Tomorrow w/Day2
9	2726	Amnadhagar	Rohit Ganvir	MH01	99162xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	36	5	2	Tomorrow w/Day2
10	2727	Bid	Om Bhandekar	MH02	98745xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	30	5	2	Tomorrow w/Day2
			Swati Khande	MH08	98137xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	72	10 or more	3	Tomorrow w/Day2
			Nishu Ukey	MH04	77088xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	30	5	2	Tomorrow w/Day2
			Ramesh Singh	MH03	92847xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	72	10 or more	3	Tomorrow w/Day2
			S. Dhannapal	MH54	98175xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	72	10 or more	3	Tomorrow w/Day2
			Ramesh K.	MH55	88963xxxxx	5/9/2014	Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	72	10 or more	3	Tomorrow w/Day2
			Mhoni Ikon.	MH21			Yes	No	Yes	More than 60 mins	32	10/9/2014	Yes	Yes	No	7-8 hrs	1 hour 30 mins	72	10 or more	3	Tomorrow w/Day2

Any input that is below the set standard requirement for that particular field is automatically highlighted red.

Example of Call Centre Feedback System at work

The following diagram describes a call centre feedback system, using the example of the recheck period of the survey in district 'X'.



Section 7: QUALITY CONTROL AFTER THE SURVEY

After villages have been surveyed, the quality control process that ASER Centre follows is that of 'recheck'. This section will explain the following recheck processes used for the survey:

- a) Recheck processes by Master Trainers: desk, phone and field recheck.
- b) Cross- state field recheck.
- c) External recheck in ASER 2014.

a) RECHECK PROCESSES BY MASTER TRAINERS

Master Trainers are responsible for the overall quality of the survey in their district. As each survey weekend is completed, Master Trainers must carry out the quality control process of 'recheck' which ensures that the ASER survey has been done in a reliable manner. Master Trainers revisit villages to verify collected data. However, since revisiting every surveyed village is not possible, Master Trainers follow certain processes to shortlist which villages they must visit. Therefore, once the survey is complete, the following processes are followed:



HANDING OVER DATA: Surveyors submit survey booklets to the Master Trainers of their district for checking.



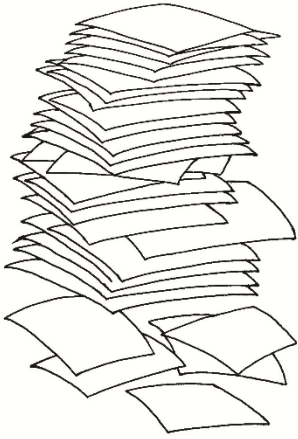
DESK RECHECK: Master Trainers do a detailed checking of survey booklets to identify incomplete or problematic data and then verify this with surveyors. A checklist helps Master Trainers to carry out a systematic desk recheck (Please refer to pg. 39 in the appendix for checklist).



PHONE RECHECK: During the survey, phone numbers of all surveyed households (where available) are collected for the purpose of a phone recheck.

Which Households? Master Trainers make phone calls to all surveyed villages in their district. At least 8 households (2 from each section of the village) are called. If 1 of the 8 households does not respond or denies the survey happened, then 4 more households are called. Priority is given to households from which children have been tested and households whose data appears dubious.

What questions are asked? Phone recheck questions cover the basics of the survey such as if two surveyors went to the village, if sampling, testing, and collecting of basic household information was done correctly.



ANALYZING FORMATS: Master Trainers fill in a compilation sheet for their district that shows children’s learning levels for all surveyed villages. (Please refer to pg. 40 in the appendix for the compilation sheet). Since data for the entire district is easily summarized in a single format, it can be used analyze simple trends and identify inconsistent data in specific villages that point out that the survey might not have been done correctly. For example, if the format shows that total number of children surveyed in a village is much higher or lower than other surveyed villages in the same district, this could be an indicator to further verify the quality of the survey in the village.

This compilation sheet is reviewed by Master Trainers usually after a survey weekend is completed, so that they can identify any problems as soon as possible.



FIELD RECHECK: After the desk and phone recheck, problematic villages are selected for field recheck by the Master Trainer. After discussing these problematic villages with the state team, Master Trainers each recheck 3 villages per week, and together recheck at least 12 of the 30 surveyed villages. (Please refer to pg. 41 in the appendix for ASER 2014 field recheck format).

Field recheck model of Uttar Pradesh

Uttar Pradesh is the largest state in India comprising of 69 surveyed districts. In order to manage survey quality in a large number of districts, the state team follows a stringent recheck model. Each district's compilation sheet is sent by Master Trainers to the state team after every survey weekend for checking and analysis. On the basis of this sheet, and qualitative feedback from the Master Trainers, the state team assigns villages for field recheck. In addition to this, state teams re-recheck a few villages in a district on the basis of the Master Trainer's performance during the state level training. If villages cannot be personally re-checked, then state teams make phone calls to random households in rechecked villages to ensure that Master Trainers visited the village. This "re-recheck" is done to ensure that the quality of recheck done by the Master Trainer is up to the mark. In ASER 2014 a total of 54% surveyed villages were field rechecked in Uttar Pradesh.

How is field recheck conducted?

Household selection and sampling

- 10 households are selected from the survey booklet. Households with children in the age group of 7-16 who have been tested and households where information appears dubious are prioritized. During the field recheck, Master Trainers check if these households were selected via the right sampling method.

Verifying testing

- Tested children are shown the language, arithmetic and English testing tools and confirm that they were tested.

School visit

- Master Trainers also visit the surveyed school to verify basic details of the headmaster/head teacher and to ensure that the children were not tested in the school.

After the field recheck, if the survey quality is found to be poor, then the villages is resurveyed.

Field recheck by ASER state team and others:

Based on the performance of Master Trainers and surveyors, ASER state teams also conduct field rechecks in as many districts as possible. If state teams cannot be present for district trainings then they try to recheck villages in as many districts as possible to ensure that correct survey processes have been followed.

In 2014, senior staff from NGO partners, professors from college partners and other Pratham and ASER staff also conducted field rechecks, in villages where additional rechecks were required.

b) CROSS- STATE FIELD RECHECK

Since 2011 ASER state teams have traveled to states other than their own and conducted a field recheck of select districts and villages. This additional layer of recheck was introduced to maintain transparency in the recheck process and to ensure that the same standard of survey was conducted across the country. Teams of 2 conducted the cross-state recheck in a district. The recheck process for cross-state recheck is the same as field recheck done by Master Trainers. In order to ensure that processes were followed uniformly, some standard measures were adopted, as outlined below.

Sampling:

Typically, if the number of districts in a state is less than 20, then a cross-state recheck is conducted in 2 districts; if the number of districts in a state is more than 20 then a cross state recheck is conducted in 4 districts. A minimum of 4 villages are rechecked in each district. Combinations of districts are selected based on the following criteria:

Purposive district selection: Analyzing district compilation sheets

All district compilation sheets of a state are analyzed to check for anomalies in data. (For example if the number of tested children is unusually high or low). A score is generated for a district that gives a sense of the number of villages that have data anomalies. If a district has a high score, it is selected for cross-state recheck.

Villages in the district are selected both purposively and randomly:

Purposive village selection: from the selected district, 2 villages are selected that show anomalous data.

Random village selection: from the selected district, 2 villages are randomly selected.

Purposive district selection: State team feedback

State teams suggest names of districts where they faced a problem during the survey or where they were not able to travel to during the survey along with detailed reasons for their selection. Such districts are considered for cross-state recheck.

Village selection: 4 villages are randomly selected from among all surveyed villages in the suggested district.

Random district selection

Districts are randomly selected for cross-state recheck in order to maintain transparency in the cross-state recheck process.

Village selection: 4 randomly selected villages from all surveyed villages in a district.

Results of cross-state recheck: Out of the 4 villages rechecked per district, if 1 village is found to have poor survey quality, then another 4 are rechecked. These villages are decided based on the same criteria as the first 4 villages. If out of these next 4 villages, 1 village has poor survey quality, either additional rechecks are conducted or the entire district is resurveyed. If village quality is found to be poor during any stage of the recheck process then the village is resurveyed. If this is not possible, then data for the district is dropped from the final data set.

Cross-state recheck in 2014: In 2014, a cross-state recheck was conducted in 13 states across India. Select states were chosen for cross-state recheck based on factors such as the number of districts in the state, difficulty faced by state team during the survey period and availability of recheckers or random selection. The table below gives the results for 2014:

State	No. of districts cross-rechecked	No. of villages where survey was done correctly	No. of villages where survey was done incorrectly and were then resurveyed	Total cross-rechecked villages
Bihar	3	13	2	15
Chhattisgarh	4	16	0	16
Gujarat	3	12	0	12
Haryana	2	7	5	12
Himachal Pradesh	2	9	3	12
Jharkhand	4	15	10	25
Madhya Pradesh	4	16	0	16
Manipur	2	8	0	8
Nagaland	2	4	0	4
Odisha	4	16	0	16
Punjab	2	8	0	8
Rajasthan	4	16	0	16
Uttarakhand	2	11	1	12

c) EXTERNAL FIELD RECHECK

In 2014, an external recheck was also conducted in 9 states. In each state ASER Centre partnered with one or more organizations to conduct the external recheck. The following are the partners who conducted the external recheck in ASER 2014:

State	Partner Organization (s)
Assam	Uday Diganta Samaj Kalyan Society, Hailakandi
	Socio-Economic Development Organisation, Dhemaji
	North East Society for the Promotion of Youth and Masses, Dibrugarh
	Rural Integrity Development Society, Dhubri
Gujarat	Bharatiya Vidya Bhavan's Usha & Lakshmi Mittal Institute of Management
Haryana	Bharatiya Vidya Bhava's Usha & Lakshmi Mittal Institute of Management
Jharkhand	Jharkhand Mahila Samakhya Society, Ranchi
Karnataka	Department of Studies in Political Science, Department of studies in Economics and Department of studies in Sociology, University of Mysore, Mysore
Madhya Pradesh	Bharatiya Vidya Bhava's Usha & Lakshmi Mittal Institute of Management
Mizoram	Rural Resource Development Organisation, Aizawl
Tamil Nadu	Institute of Human Rights Education (IHRE), Madurai
Uttar Pradesh	Anuragini, Jalaun
	Nehru Yuva Sangathan Fatehpur, Fatehpur

Training and district planning: The participants in each state attended a two-day training, where they were briefed on their roles for the recheck. The training included classroom sessions and a field visit to practice a recheck. (Please refer to pg. 42 in the appendix for external recheck training session plan). Participants were assigned districts (2 participants per district) and logistical arrangements for their travel and stay was made.

The participants then traveled to their districts to conduct the field recheck. Once their recheck was complete, they traveled back to their training location to take part in a half day debriefing session.

Sampling:

District selection: In states with more than 20 districts, 4 districts were externally rechecked and in states with less than 20 districts, 2 districts were externally rechecked. All districts were randomly selected.

Village selection: 4 villages were randomly selected from a district. Out of these 4 villages, if 1 was found to have poor survey quality, then another 4 villages were rechecked.

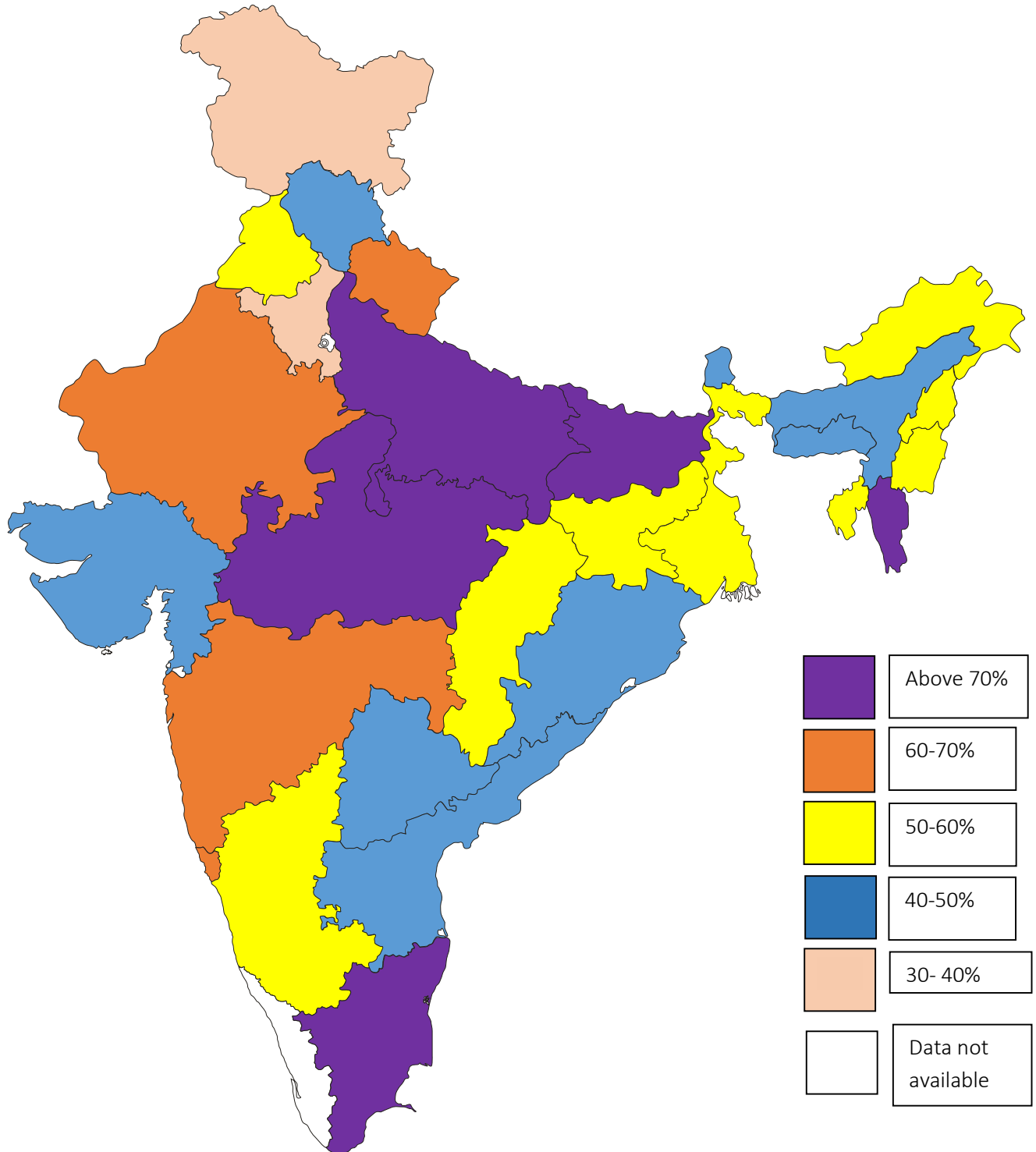
The table below gives the results of the external recheck in 2014:

State	No. of districts externally-rechecked	No. of villages where survey was done correctly	No. of villages where survey was done incorrectly and were then resurveyed	Total number of rechecked villages
Assam	4	16	0	16
Gujarat	4	16	0	16
Haryana	4	14	2	16
Jharkhand	4	10	2	12
Karnataka	4	15	1	16
Madhya Pradesh	2	8	0	8
Mizoram	2	8	0	8
Tamil Nadu	2	8	0	8
Uttar Pradesh	4	16	0	16

In 2014 approximately 33% of all surveyed villages were rechecked by Master Trainers, state teams and others.

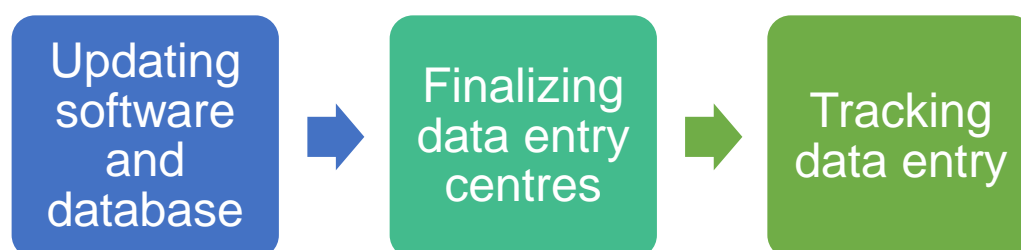
MONITORING and RECHECK- ALL INDIA, 2014

The map below shows the percentage of sampled villages that were monitored or rechecked across the country in ASER 2014.



Section 8: DATA ENTRY

All data recording during the survey is done on survey booklets provided to surveyors. To compile and then further process this data, it needs to be put onto a common server across the country. The following are broad activities followed by data entry teams:



To begin preparation for data entry, first the software is designed. The software is then tested several times using dummy data to make sure that it is entirely functional. As the software is being developed for the survey, states look for a data entry centre that is nearby to them, where they will send the hard copy survey booklets. Each state then finalizes their data entry location keeping factors such as number of data entry operators, number of districts in the state, cost of data entry etc. in mind. Data entry operators are trained either on site or telephonically on how to enter the survey data. The finalized software is then sent to these data entry locations. In 2014, there were 12 data entry centres across India.

During the survey, Master Trainers are instructed to submit the survey booklets directly at data entry centres or to their respective state teams as soon as the survey is completed. Data centres track the number of districts in which the survey is completed to plan for how much data entry needs to be done at a time; sometimes surveys take longer than expected and so by tracking survey progress, data centres can plan for data entry.

Once data entry begins, checking for mandatory information that needs to be filled such as school name, household number, gender and age is done. Data validation is also done, where some data entry fields can only have specific values. Certain manual checks are also put in place; for example, every 5th household (4 households from each village) is cross-checked. If five or more mistakes are found in this checking then all households in the village are rechecked. ASER state teams also visit the data entry centres to do random data entry cross checks. Compiled data is then sent to state teams for further verification, if required.

APPENDIX

DIET partners, 2010-2014

State	No. of DIET partners over the years				
	2014	2013	2012	2011	2010
Andhra Pradesh	22	21	22	22	22
Assam	21	0	0	0	0
Bihar	28	9	0	0	0
Chhattisgarh	13	14	9	5	1
Goa	0	0	1	0	0
Haryana	21	0	0	0	0
Himachal Pradesh	12	9	5	0	2
Jammu and Kashmir	0	0	0	1	0
Kerala	0	0	0	7	0
Maharashtra	0	0	2	0	0
Odisha	22	19	5	0	3
Punjab	0	1	1	1	0
Rajasthan	28	30	0	0	0
Uttar Pradesh	69	69	0	0	0
West Bengal	6	0	0	0	0
Total	242	172	45	36	28

ASER 2014

Roles and responsibilities of partner organisation and ASER Centre

Part I: Responsibilities of partner organisation

A. HUMAN RESOURCE AND DISTRICT SURVEY REQUIREMENTS:

- In each district, identify 65-70 volunteers (for one-weekend survey) or at least 35-40 volunteers (for two-weekend survey) to participate in the district training and survey.
- During training, ASER Centre staff and Master Trainers will decide whether the volunteers provided by the partner will qualify to do the survey.
- Facilitate and arrange a district-level training for a minimum of 15 hours over 2 days or 21 hours over 3 days. The training venue should be in a convenient location for the participants.
- Ensure that all participants attend all days of district-level training.
- Take responsibility that all volunteers following the survey procedures and rules.
- Ensure timely submission of all survey-related data and financial formats to ASER Centre/Master Trainers as per the instructions outlined in the Survey and Financial pack.
- Ensure payment is made to all the volunteers who have completed the survey as per agreed terms, and provide an undertaking of the same to ASER Centre.
- If survey or data from a particular village(s) is found to be of poor quality, then that village will have to be resurveyed by the partner organisation at no additional cost to ASER Centre.
- Complete honesty and integrity is expected from the partner organization.
- If there are any difficulties in getting the tasks completed, the difficulties must be shared with the Master Trainer and ASER Centre state team.
- One contact person should be assigned by the partner organization for each district to co-ordinate the entire district-level training of volunteers and support ASER Centre in completing the survey satisfactorily in the district.
- Partner organisation must ensure that the names of survey village or schools will not be shared with anybody other than the volunteers who will go for the survey. It is a usual practice in research projects to keep names of villages and households confidential to protect the privacy of respondents.
- If the partner will be providing Master Trainers,
 - Allocate 1 or 2 Master Trainers per district to conduct the district-level training of volunteers and monitor the survey (Refer to Roles & Responsibilities document for Master Trainers)
 - Ensure that the selected Master Trainers are present on all five days of a state level training at the pre-decided location
 - Ensure the Master Trainers are not given **any** other responsibilities during the entire period of the survey

B. RESPONSIBILITIES OF A VOLUNTEER:

- Attend all days and all sessions of district-level training.
- Be punctual and participate sincerely in the classroom sessions and field work during the training. If a volunteer's performance in the classroom, during field work or in the arithmetic and English tests is found to be unsatisfactory, the partner will be asked to replace the volunteer.
- Meet the desired level of performance in the quiz during the district-level training.
- Travel to the village assigned to him/her and conduct the survey as per the ASER guidelines.
- During the survey, a volunteer must:
 - a. Visit the assigned village with an assigned partner and collect information as per ASER survey guidelines
 - b. Survey one government school with primary sections in the assigned village as per ASER survey guidelines
 - c. Select 20 households in the village using the 5th household rule
 - d. Survey and test children in each of these households as per ASER survey guidelines
 - e. Fill out all required formats carefully, legibly and accurately
 - f. Conduct the survey over a weekend (either Saturday & Sunday or Sunday & Monday)
 - g. Conduct the survey with complete integrity and honesty
 - h. Be respectful of the villagers, families and homes of the respondents as well as teachers and children in the school.
 - i. Share any difficulties faced during the survey with the Master Trainer.
 - j. Will not share/reveal the names of the surveyed village and school with anyone.
 - k. After the survey, submit the completed formats and survey booklets immediately after the completion of survey to the Master Trainer.

Part II: Responsibilities of ASER Centre

- Conduct five-day state-level training for all Master Trainers in the state and bear costs of the training as per the agreed norms.
- Bear the cost of lodging and food incurred by participants during district-level training and field work as per the rates and procedures as have been agreed upon in advance between partner organization and ASER Centre.
- Bear survey-related material and logistics cost as have been agreed upon in advance between the partner organization and ASER Centre.
- Closely monitor the survey in the district.
- Provide a Certificate of Participation to volunteers, Master Trainers and Partner Organisation for participation in the ASER survey.
- Share copy of the ASER 2014 report.
- Acknowledge the partner organisation in the **Annual Status of Education Report -2014**

ASER 2014

Roles and responsibilities of ASER 2014 Master Trainers

Part I: Responsibilities of Master Trainers

Master Trainers will work full-time for ASER Centre during the ASER phase (as planned in the timeline). Depending on the timeline, this may be 1-2 months at a stretch. At least 2 Master Trainers will manage the survey in a district.

A. STATE-LEVEL TRAINING

- Attend all days and all sessions of ASER 2014 state-level training.
- Be punctual and participate sincerely in the classroom sessions and field work during the state-level training. If a Master Trainer's performance in the classroom, during field work or mock training session is found to be unsatisfactory, he/she will not be part of ASER survey.

B. DISTRICT-LEVEL TRAINING

Each Master Trainer will be allocated a district or more than one district. Usually two Master Trainers will be assigned to a district to conduct training and monitoring in that district. They will have the complete responsibility of ensuring that the survey is carried out honestly and in a timely fashion (as per the state phase-wise plans).

Master trainers are expected to be in contact with the partner organization in these districts to set up and finalize all details related to the district level training and survey.

Soon after ASER 2014 state-level training, a two-three-day district-level training will be conducted by Master Trainers with support from the ASER state team.

In addition to making the necessary logistical arrangements for the district-level training, the trainers will also be responsible for imparting training to volunteers who will actually conduct the survey in that district.

District-level training has three broad components:

- 1) Classroom training sessions
- 2) Field visit to nearby villages to practice all tools and procedures
- 3) Clarifications and feedback

If the Master Trainer(s) faces any difficulty in any aspect of their work in the district, they must contact the ASER state team immediately.

C. SURVEY

Master Trainers will be expected to:

- Lead and coordinate the survey in 30 villages in the district as per ASER survey guidelines.
- Be responsible for the overall survey quality in the district.
- Coordinate the survey with complete integrity and honesty.
- During the days of the actual survey, the Master Trainer is expected to be in the field monitoring the survey work and ensuring that the survey is being done with utmost accuracy and honesty.

- Speak to the Call Centre Coordinator and provide accurate information as requested by him/her
- The names of the villages and of the households/children are confidential. The village list should not be shared with anyone other than the volunteers going to survey that village. **THIS IS VERY IMPORTANT.**
- Share any problems faced during the survey with the ASER state team immediately.
- Strictly follow survey procedures.
- Have complete information about the survey team's movement plan and track it on a daily basis.
- Assist the volunteers in conducting the survey if volunteers face problems.
- Be respectful of the villagers, their families, and homes of the respondents as well as of the teachers and children in the school that will be visited.
- Ensure timely submission of completely filled survey-related data and financial formats to ASER Centre as per the instructions given in the Survey and Financial pack.
- Counter sign all receipts, and ensure no mismatch between the amount paid to the volunteer and receiving provided to ASER Centre.
- Carry out all monitoring and recheck processes (phone, desk and field recheck) as per ASER survey guidelines.
- Conduct field rechecks, and resurvey in case of poor quality of data. Immediately contact the ASER state team in case of a poorly surveyed village and then follow the instructions that the state team gives them.
- The Master Trainer may not engage in any other responsibilities or work during the entire duration of the survey.
- Often districts are visited by ASER Centre state teams and central teams as part of the re-check process. The Master Trainer is expected to provide full cooperation during such re-check visits to the district.
- In case the ASER or state central teams find that the data is of poor quality, Master Trainers will be expected to manage resurvey in specific villages or in the entire district without additional pay.

Part II: Responsibilities of ASER Centre

- Conduct five-day state-level training for all Master Trainers in the state and bear costs of the training as per agreed norms.
- Bear the cost of lodging and food incurred by participants during district-level training and field work as per the rates and procedures as have been agreed upon in advance between Master Trainer and ASER Centre.
- Bear survey-related material and logistics cost as has been agreed in advance.
- Closely monitor and recheck the survey in the district.
- Provide a Certificate of Participation for participation in the ASER survey to the Master Trainer and to volunteers.

Extract from Surveyor Attendance and Receipt Sheet

ASER 2014 Surveyor Attendance and Receipt Sheet															Page 1		
State Name		State Code		MT 1 Name		MT 1 Code		MT 2 Name		MT 2 Code		MT 3 Name		MT 3 Code			
District Name		District Code		MT 2 Name		MT 2 Code		MT 3 Name		MT 3 Code		MT 3 Code		MT 3 Code			
Training Dates		Day 1: ___/___/___		Day 2: ___/___/___		Day 3: ___/___/___		Day 3: ___/___/___		Day 3: ___/___/___		Day 3: ___/___/___		Day 3: ___/___/___			
Volunteer Code	Name of the Volunteer	Contact Number	Email ID	Quiz			Attendance Details						Selected for survey (Yes/No)	Village Surveyed	Amount Paid	Signature	
				ASER	English	Math	Y/N	Signature	Y/N	Signature	Y/N	Signature					Y/N
1																	
2																	
3																	
4																	
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Page 1

Extract from Monitoring checklist

Annual Status of Education Report ASER 2014 FACILITATED BY PRATHAM									
Name of the person monitoring:		State name:			District name:				
Village name (write the names of the villages monitored) →		1)	2)	3)	4)				
Date of monitoring [DD:MM] →									
TICK THE RELEVANT BOX									
I. MATERIALS WITH THE SURVEYORS									
1	Testing Tools (Language, Arithmetic and English)	Yes	No	Yes	No	Yes	No	Yes	No
2	Survey Booklet								
3	Communication Pack (for Sarpanch and Head Master)								
II. SCHOOL OBSERVATION									
1	Are the surveyors talking politely to the respondent?	Yes	No	Yes	No	Yes	No	Yes	No
2	Are the surveyors clearly explaining ASER to the respondent?								
3	Are the surveyors recording the enrollment and attendance information correctly?								
III. SURVEY PROCESS									
1	Have the surveyors drawn the map properly?	Yes	No	Yes	No	Yes	No	Yes	No
2	Have the surveyors divided the village into 4 sections/hamlets?								
3	Have the surveyors started the survey of the households from the centre of each section/hamlet?								
4	Have the surveyors followed the 'Left hand rule' properly?								
5	Have the surveyors followed the 'Fifth HH rule' properly?								

Desk recheck checklist

Did you remember the following during the survey?

1	Have you filled in all the information on the cover page, including the Sarpanch's name and phone number ?
2	Have you written the name and phone number of the respondent in the school ?
3	Have you numbered the hamlets/sections on the map , and do they correspond to the section numbers filled in the household survey sheets? Have you also written the HH No. on each household survey sheet?
4	Have you written the name of the respondent, name of family head and phone number for every surveyed household in the household survey sheet?
5	Have you recorded the gender and age of each surveyed child?
6	Have you ticked the schooling status of each surveyed child?
7	If the child is enrolled in school, have you written what class the child is in?
8	Surveyed children in the age group 5-16 years must be tested. Have you tested all of them? if not, have you written the reason behind the household survey sheet?
9	During testing, did you make children solve arithmetic problems (subtraction/division) on the back of the household survey sheet ?
10	Have you marked the highest learning level for each child in all the testing columns (Reading/Math/English) ?

Extract from Field recheck format

ASER 2014 Field Recheck Format (Page 2) - Household Information																						
Note: 1=Yes; 0=No																						
HH No. (as noted on the survey sheet)	Name of the head of the household	Name of the respondent	Could you find the HH?	Was there an adult in the HH?	Did someone come to survey on day? (Ask by mentioning the survey date)	Were you present on the day of the survey?	Were ALL 3-16 yrs children of the HH surveyed that day?	Were the children TESTED by the surveyor?	Names of tested children in the HH (7-16 years old) (as in the survey sheet)	Age (as noted in the survey sheet)	SID (as noted in the survey sheet) (Leave blank in case of dropout or never enrolled)	Sample of the testing tool	If the child is present, ask the child									
													Reading Test	Math Test	English Test	English Test						
1													Was the child present in the HH on day of recheck? (1/0)	Level of the child as noted in the survey sheet (1/0)	Was the child asked the question of Subtraction? (1/0)	Level of the child as noted in the survey sheet (1/0)	Was the child asked the question of Capitals? (1/0)	Level of the child as noted in the survey sheet (1/0)	Was the child asked the question of that level? (1/0)	Level of the child as noted in the survey sheet (1/0)		
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
												Total										

External Recheck Session Plan				
Sr. No	Topic	Details	Materials	Duration
DAY 1: Classroom Session				
1	Understanding the ASER Process	<p><u>Introduction to ASER:</u> Participants will be briefed on what ASER is.</p> <p><u>ASER Instruction Manual:</u> Participants will be trained in detail on how volunteers have conducted the ASER survey.</p>	ASER 2014 Instruction manual will be provided to participants	6 hours
2	Monitoring and Recheck	Participants will be trained in detail on the quality control processes that are in place and will also be briefed on what their role will be during the project.	ASER 2014 Quality control manual will be provided to participants	4 hours
DAY 2: Field Visit				
1	Field Visit	Participants will be visiting a surveyed village, to practice doing a village recheck, and fill in the ASER field recheck format. They will be accompanied by ASER team members.	Survey booklet, Field Recheck Format, ASER 2014 testing tool	3 hours
2	Feedback of Field Visit and Q&A	Participants will discuss their field experience. They will be given feedback on how to fill in the field recheck format. Participants will clear their doubts on the process.		2 hours
3	Travel Planning	Participants will plan their visit to districts with the trainer.		1.5 hours