

Overview of the ASER survey process

The ASER survey in a village is completed in two days by a team of two volunteers. The first day of the survey is a school day (mostly Saturday) and the second a holiday (mostly Sunday).

The following is a step-wise overview of the survey process.

A team of two surveyors goes to the assigned village. Once in the village, the surveyors *meet the village head (sarpanch)* and do the following:

- Explain what ASER is.
- Give the village head the 'Letter for the Sarpanch' and ask him/her for permission to survey the village. The letter briefly describes the what, how and why of ASER.

The surveyors *walk around the village* and do the following:

- Make a map of the village in consultation with local residents, and clearly indicate important landmarks and the pattern of habitations on the map. (refer to page 37 for a sample).
- Fill up the Village Information Sheet based on their observations. The Village Information Sheet captures the availability of basic facilities such as schools, banks etc. in the village (refer to pages 38 and 39 for a sample).

The surveyors *go to the government school* (the Std. 1-7/8 school having highest enrollment, if available, else the government primary school (Std. 1-4/5) having the highest enrollment) in the village and do the following:

- Meet the Head Master or the senior-most teacher, and explain to him/her what ASER is.
- Give him/her the 'Letter for the Head Master' and ask him/her for permission to make observations in the school. The letter briefly explains what ASER is and the objective of the school observation part of the survey.
- Collect information about the school and record it in the School Observation Sheet, which contains questions to capture the implementation of RTE norms and other indicators in the school (refer to pages 42-45 for a sample).

The surveyors *randomly select 20 households* to survey. They do the following:

- Divide the map into 4 sections in case of a continuous village, or randomly select 4 hamlets in case of a discontinuous village having discontinuous hamlets.
- Select 5 households from each hamlet/section using the 'every 5th household rule'. Therefore a total of 20 households in the village are surveyed.

In each sampled household, the surveyors do the following:

- Record information about the enrollment of children in the age group of 3-16 years, including the type of schools the children attend.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years using the ASER testing tools.
- Record information about household assets. (Refer to pages 40 and 41 for a sample household survey sheet.)

After all 20 households are surveyed, the surveyors fill up the Village Compilation Sheet and submit the completed survey booklet to the ASER Master Trainer.

Village map

Annual Status of Education Report
ASER 2014
INSIGHTS BY REGION

गाँव का नक्शा:

नक्शा बनाने के निर्देश

- सर्वेक्षण किए जा रहे गाँव के विभिन्न हिस्से/मुहल्लों को दर्शाएँ।
- प्रत्येक हिस्से/मुहल्ले को नक्शे पर दी गई नंबर दे दें।
- मुख्य स्थान जैसे कि - विद्यालय, स्वास्थ्य केंद्र, आंगनवाड़ी, मंदिर, मस्जिद, नदी, सड़क, बस स्टैंड, पंचायत भवन, दुकान आदि को दर्शाएँ।
- गाँव का भ्रमण करने के दौरान नक्शे पर दी गई सभी जानकारी की गाँव के लोगों से पुष्टि करें।

गाँव के नक्शे पर मुख्य सड़कों/गलियों/रास्तों को स्पष्ट रूप से चिह्नित करें

Sample village information sheet - English

VILLAGE INFORMATION SHEET



Name of state:	MADHYA PRADESH	Name of block:	DAMOH
Name of district:	DAMOH	Name of village:	MACONDO
Surveyors' names:		1. RAHUL KUMAR	
		2. PUSHPA SINGH	
Date of survey:	13/09/2014	Day of survey:	SATURDAY
Please tick (✓) the relevant box		Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	✓ YES	NO
	Electricity connection in the village?	✓ YES	NO
	Post office in the village?	YES	✓ NO
	Bank (any type) in the village?	YES	✓ NO
	Govt. Ration/PDS shop in the village?	✓ YES	NO
	Govt. Primary/Sub Health Centre in the village?	✓ YES	NO
	Private health clinic in the village?	YES	✓ NO
	Computer centre/internet café in the village?	YES	✓ NO
	Equipment/facility using solar energy (private/public) in the village?	✓ YES	NO
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

Sample village information sheet - Hindi

गाँव की जानकारी प्रपत्र			
राज्य का नाम:	मध्य प्रदेश	ब्लॉक का नाम:	दमोई
जिले का नाम:	दमोई	गाँव का नाम:	मकोडी
सर्वेक्षकों के नाम:	1. राहुल कुमार 2. पुष्पा सिंह		
सर्वेक्षण का दिनांक:	13/09/2014	सर्वेक्षण का दिन:	शनिवार
उचित स्थान पर सही का (✓) निशान लगाएँ		क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा? (अपने अवलोकन के आधार पर हाँ/नहीं पर निशान लगाएँ)	
बुनियादी सेवाएँ	क्या गाँव में जाने के लिए पक्की सड़क है?	✓ हाँ	नहीं
	क्या गाँव में बिजली का कनेक्शन है?	✓ हाँ	नहीं
	क्या गाँव में डाकघर है?	हाँ	✓ नहीं
	क्या गाँव में बैंक (किसी भी प्रकार का) है?	हाँ	✓ नहीं
	क्या गाँव में सरकारी राशन/PDS की दुकान है?	✓ हाँ	नहीं
	क्या गाँव में सरकारी स्वास्थ्य/उप स्वास्थ्य केंद्र (PHC/Sub Centre) है?	✓ हाँ	नहीं
	क्या गाँव में निजी स्वास्थ्य केंद्र है?	हाँ	✓ नहीं
	क्या गाँव में कम्प्यूटर सेंटर/इंटरनेट कॅफे है?	हाँ	✓ नहीं
	क्या गाँव में सौर ऊर्जा (solar energy) का प्रयोग करने वाला उपकरण/सुविधा (निजी/सार्वजनिक) है?	✓ हाँ	नहीं
विद्यालय	क्या गाँव में सरकारी प्राथमिक विद्यालय (कक्षा 1 से 4/5 तक) है?	✓ हाँ	नहीं
	क्या गाँव में सरकारी उच्च प्राथमिक विद्यालय (कक्षा 1 से 7/8 तक) है?	हाँ	✓ नहीं
	क्या गाँव में सरकारी माध्यमिक विद्यालय (कक्षा 1 से 10 तक) है?	हाँ	✓ नहीं
	क्या गाँव में सरकारी विद्यालय (कक्षा 6 से 8/10/12 तक) है?	हाँ	✓ नहीं
	क्या गाँव में निजी (private) विद्यालय है?	हाँ	✓ नहीं
	क्या गाँव में पूर्व प्राथमिक विद्यालय (आंगनवाड़ी/बालवाड़ी/LKG/UKG/Nursery) है?	✓ हाँ	नहीं

Sample household survey sheet - English

ASER 2014 - HOUSEHOLD SURVEY SHEET State: MADHYA PRADESH District: DAMOH Block: DAMOH Village: MACONDISO

HH No. 12 Full name of family head LAKSHMAN SINGH Respondent name MEGHA SINGH Date of survey 14/01/2014
 Total number of members in the HH who eat from the same kitchen 8 or name of name/section 3 Day of survey SUNDAY
 Surveyors' names: 1. RAHUL KUMAR 2. PUSHPA SINGH Start time of survey 2:18 PM



Serial no.	Child information (for age 3-16)		For age 3-6		For age 5-16		Basic Learning Level (Test all children between the ages of 5-16 only)										Father's background information	
	Mother's name (Children age 3-16 regularly living in the household)	Name of child	Pre-school children (Age 3-6)	Out of school children (Currently not enrolled in school) (Age 5-16)	Tuitions	Drop out	Reading	Math	English	Reading	Math	English	Reading	Math	English	Age	Has the father ever attended school?	If attended school, in which Std. completed?
1	MEGHA	AMIT	✓	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	✓	8	
2	POONAM	SONIA	✓	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	40	✓		
3	POONAM	SEEMA	✓	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	40	✓		
4																		
5																		
6																		
7																		
8																		

MOTHER'S BACKGROUND INFORMATION		HOUSEHOLD INDICATORS (Tick the appropriate column)		HOUSEHOLD INDICATORS (Tick the appropriate column)		HOUSEHOLD INDICATORS (Tick the appropriate column)	
Sl. no.	Mother's name	Has the mother ever attended school?	Has anyone in the HH completed 12th Std?*	Does anyone in the HH know how to use a computer?	Does anyone in the household have a mobile phone?	Does anyone in the household have a mobile phone?	End time of survey
1	MEGHA	✓	✓	✓	✓	✓	2:48 PM
2	POONAM	✓	✓	✓	✓	✓	
3							
4							

If yes, what is the mobile number? 955583XXXX

Sample school observation sheet - English

ASER 2014 - SCHOOL OBSERVATION SHEET

Name of school: GOVERNMENT PRIMARY SCHOOL MALCONDO Name of village: MALCONDO State: MADHYA PRADESH
 Block: DAMOH District: DAMOH



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

Arrival time in school 11:05 AM	From which Std. to which Std.? (tick any one)		Respondent information		Day of survey SATURDAY	Surveyors' names 1. RAHUL KUMAR 2. PUSHPA SINGH
	<input checked="" type="checkbox"/> Std. 1 to 4/5	<input type="checkbox"/> Std. 1 to 6/7/8	<input checked="" type="checkbox"/> HM	<input type="checkbox"/> Teacher		
		Name	AKSHAY KUMAR			
		Designation (Tick)	Teacher			
		Phone number	98939xxxxx			

1. CHILDREN'S ENROLLMENT AND ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8	2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL	3. TEACHERS	Number appointed (Ask)	Number present (Observe)
Children's enrollment (Take from register yourself). If more than 1 section, write the total.	20	30	15	26	31				1. HINDI	Head Master (Do not include acting HM)	1	1
Children's attendance today*	18	24	12	22	21				2.	Regular Govt. Teachers (Do not include Head Master)	4	3
									3.	Para-teachers	0	

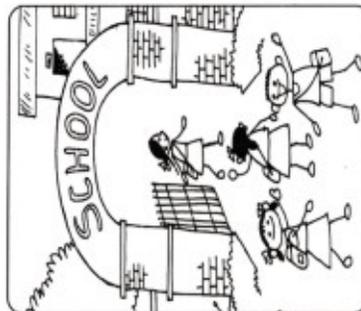
*Note: Take a headcount of children present. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

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

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

6. FACILITIES OBSERVATION	
Total number of pucca rooms in the school excluding toilets (count yourself and write)	4
Total number of rooms being used for teaching today (count yourself and write)	3
Tick the relevant box	Yes No
Did you see an office/store/office-cum store?	<input checked="" type="checkbox"/> <input type="checkbox"/>
Did you see a playground?	<input checked="" type="checkbox"/> <input type="checkbox"/>
Did you see library books in the school?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If yes, did you see library books being used/read by children?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see a handpump/tap?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If there is a handpump/tap, could you use it to drink water?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If there is no handpump/tap or it is not usable, did you see drinking water available?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see a complete boundary wall or fencing?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see computers to be used by children in the school?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If yes, did you see children using computers?	<input type="checkbox"/> <input checked="" type="checkbox"/>

7. TOILETS (by observation)		11. SCHOOL GRANT INFORMATION (SSA) (Ask the HM. If the HM is absent, then ask the senior most teacher)	
	Is there a toilet?	If there is a toilet, was it locked?	If unlocked, was it in a usable condition?
Toilets	Yes No	Locked Unlocked	Yes No
Girl	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Boy	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Common	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Teacher	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Note: If there is more than 1 toilet of a particular type, then take information of the toilet in a better condition.			
8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)			
Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)		Yes	No
If yes,			
How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)		All	Some
If manual or format was received, ask the respondent to show it		None	Don't know
Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)		Yes	No
9. SCHOOL MANAGEMENT COMMITTEE (SMC)			
Currently is there a School Management Committee (SMC) for this school? (Ask)		Yes	No
If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask)		23/08/2014 (dd/mm/yyyy)	
How many members attended the last meeting? (Ask and write the number)		8	
10. SCHOOL DEVELOPMENT PLAN (SDP)			
Was a School Development Plan (SDP) made for your school in 2013-14? (Ask) (Do not include DISE format as SDP)		Yes	No
If yes, then could you see the School Development Plan yourself? (Ask and observe)		Yes	No
12A. SSA ANNUAL SCHOOL GRANT		12B. ACTIVITIES CARRIED OUT IN SCHOOL	
Who gave the information about grants? (Tick any one)		Which of the following activities were undertaken since April 2013? (Tick the relevant box)	
<input checked="" type="checkbox"/> Regular Teacher	<input type="checkbox"/> Para-teacher		
Does the school have 2 or more SSA passbooks?			
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
		April 2013 to March 2014	
		April 2014 to Date of Survey	
Note: If there are 2 separate HM's with separate SSA bank accounts, please take the information for Std.1 to 4/5		Did you get the grant?	
		Yes	No
Note: If there are 2 separate HM's with separate SSA bank accounts, please take the information for Std.1 to 4/5		Did you get the grant?	
		Yes	No
School Maintenance Grant (SMG)		Did you spend the full amount?	
		Yes	No
School Development Grant (SDG)		Did you spend the full amount?	
		Yes	No
Teacher Grant (TLM) (for all teachers)		Did you spend the full amount?	
		Yes	No
New Classroom Grant		Did you spend the full amount?	
		Yes	No
		School Maintenance Grant (SMG)	
		School Development Grant (SDG)	
		Teacher Grant (TLM) (for all teachers)	
		New Classroom Grant	
		Purchase of new classroom(s)	
		White wash/plastering	
		Repair of drinking water facility	
		Repair of toilet	
		Purchase of sitting mats/Tat Patti	
		Purchase of charts, globes or other teaching material	
		Departure time from school	
		12:15 PM	



Sample school observation sheet - Hindi

असर 2014 - विद्यालय अवलोकन प्रपत्र

विद्यालय का नाम: प्राथमिक विद्यालय, मकौड़ी
 ब्लॉक: दूमौह जिला: दूमौह

गाँव का नाम: मकौड़ी
 राज्य: मध्य प्रदेश



निर्देश: गाँव के किसी एक सरकारी विद्यालय (कक्षा 1 से 7/8) में जाएँ। यदि गाँव में कक्षा 1 से 7/8 का कोई विद्यालय न हो, तो उस सरकारी विद्यालय में जाएँ जहाँ कक्षा 1 से 4/5 के बच्चों का नामांकन सबसे अधिक हो। ऐसे सरकारी विद्यालय में न जाएँ जहाँ कक्षा 1 से 4/5 तक की कोई कक्षा न हो। यदि गाँव में कक्षा 1 से 4/5 का कोई सरकारी विद्यालय न हो, तो किसी भी विद्यालय में न जाएँ। मुख्य अध्यापक से मिलें (मुख्य अध्यापक के न होने पर विद्यालय के सबसे अधिक शिक्षक से मिलें)। आवश्यक प्रलेख: रजिस्टर जिसमें बच्चों के नामांकन की जानकारी हो।

विद्यालय में आने का समय 11:05 AM	किस कक्षा से किस कक्षा तक? (किसी एक पर सही का निशान लगाएँ) <input checked="" type="checkbox"/> कक्षा 1 से 4/5 <input type="checkbox"/> कक्षा 1 से 6/7/8 <input type="checkbox"/> अन्य	उत्तरदाता की जानकारी नाम: उदय कुमार पद: <input checked="" type="checkbox"/> मुख्य अध्यापक <input type="checkbox"/> शिक्षक फोन नम्बर: 98939XXXX	सर्वेक्षण दिनांक 13/09/14	सर्वेक्षकों के नाम 1. रमेश कुमार 2. युवा सिंह
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1. बच्चों का नामांकन एवं उपस्थिति	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (खुद रजिस्टर से लें)। यदि एक से ज्यादा सेवकान हों, तो कुल नामांकन लिखें।	20	30	15	26	31			
सर्वेक्षण के दिन उपस्थित बच्चे*	18	24	12	22	21			

*नोट: कक्षा में उपस्थित बच्चों की संख्या गिनकर लिखें। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठें हों, तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें और इसके आधार पर प्रत्येक कक्षा में उपस्थित बच्चों की संख्या लिखें। यदि एक से ज्यादा सेवकान हों, तो सभी सेवकान की उपस्थिति गिनें और फिर कुल उपस्थिति लिखें।

उचित स्थान पर निशान लगाएँ	कक्षा 2		कक्षा 4	
	हाँ	नहीं	हाँ	नहीं
अवलोकन करें (यदि एक से ज्यादा सेवकान हों, तो कोई एक चुनें)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
क्या इस कक्षा के लिए ब्लैक बोर्ड है?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
यदि हाँ, तो क्या आप ब्लैक बोर्ड पर आसानी से लिख सकते?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
पाठ्य पुस्तकों के अलावा क्या कक्षा में आपने कोई अन्य शिक्षण सामग्री देखी (जैसे कि अन्य किताबें, दिवारों पर लगे चार्ट, बोर्ड खेल आदि)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
इस कक्षा के बच्चे कहीं बैठे हुए हैं?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
कमरे में क्यामरे में	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(किसी एक पर निशान लगाएँ) खुली जगह पर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6. सुविधाओं का अवलोकन	
श्रीधालय के अलावा विद्यालय में पक्के कमरों की कुल संख्या? (खुद गिनकर लिखें)	4
संक्षेप के दिन पढ़ाई के लिए इस्तेमाल किए जा रहे कमरों की कुल संख्या (खुद गिनकर लिखें)	3
उचित स्थान पर निशान लगाएँ	हाँ <input checked="" type="checkbox"/> नहीं <input type="checkbox"/>
क्या विद्यालय में ऑफिस/स्टोर/office-cum-store है?	<input checked="" type="checkbox"/>
क्या विद्यालय में खेल का मैदान है?	<input checked="" type="checkbox"/>
क्या विद्यालय में पुस्तकालय की किताबें हैं?	<input type="checkbox"/>
यदि हाँ, तो क्या आपने बच्चों को पुस्तकालय की किताबों का प्रयोग करते हुए/पढ़ते हुए देखा?	<input type="checkbox"/>
क्या आपने विद्यालय में हैंडपंप/नल देखा?	<input checked="" type="checkbox"/>
यदि हैंडपंप/नल है, तो क्या आप उस हैंडपंप/नल से पानी पी सकते?	<input checked="" type="checkbox"/>
यदि हैंडपंप/नल नहीं है या इस्तेमाल करने योग्य नहीं है, तो क्या पीने के पानी की उपलब्धता है?	<input type="checkbox"/>
क्या विद्यालय की पूरी चारदीवारी या बाड़ (fencing) है?	<input type="checkbox"/>
क्या विद्यालय में बच्चों के प्रयोग के लिए कम्प्यूटर है?	<input type="checkbox"/>
यदि हाँ, तो क्या आपने बच्चों को कम्प्यूटर का इस्तेमाल करते हुए देखा?	<input type="checkbox"/>

श्रीचालय	क्या श्रीचालय है?		यदि हाँ, तो क्या यह सतल से बंद है?		यदि खुला है, तो क्या यह प्रयोग करने योग्य है?	
	हाँ	नहीं	बंद है	बंद नहीं है	हाँ	नहीं
लड़की	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
लड़का	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
सामाजिक शिक्षक	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

नोट: यदि विद्यालय में किसी एक प्रकार का 1 से अधिक शौचालय हो, तो उस शौचालय की जानकारी लें जो बेहतर स्थिति में हो।

8. सतल व्यापक मूल्यांकन (CCE)		क्या आपने सतल व्यापक मूल्यांकन/CCE के बारे में सुना है? (पूछें)	
यदि हाँ,	क्या आपने सतल व्यापक मूल्यांकन/CCE के बारे में सुना है? (पूछें)	हाँ	नहीं
इस विद्यालय में कितने शिक्षकों को सतल व्यापक मूल्यांकन (CCE) मनुअल या प्रपत्र मिला है? (पूछें)	सभी को	कुछ को	किसी को नहीं
यदि मनुअल या प्रपत्र मिला है, तो उसका नाम क्या है, तो उस दिखाने को कर्हें	क्या आप सतल व्यापक मूल्यांकन (CCE) मनुअल या प्रपत्र देख सकते हैं? (पूछें और अवलोकन करें)	हाँ	नहीं

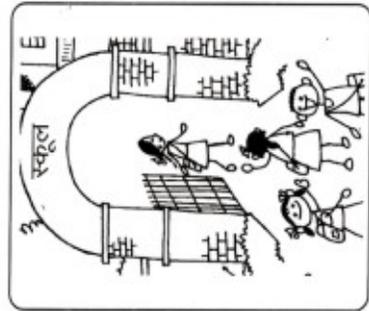
9. विद्यालय प्रबंधन समिति (SMC)	
क्या वर्तमान में इस विद्यालय के लिए विद्यालय प्रबंधन समिति (SMC) गठित है? (पूछें)	हाँ <input checked="" type="checkbox"/> नहीं <input type="checkbox"/>
यदि हाँ, तो विद्यालय प्रबंधन समिति की पिछली बैठक कब हुई? (पूछें)	23/08/2014 (dd/mm/yyyy)
पिछली बैठक में कितने सदस्य उपस्थित थे? (पूछें और संख्या लिखें)	8

10. विद्यालय विकास योजना (SDP)	
क्या 2013-14 में आपके विद्यालय के लिए विद्यालय विकास योजना (SDP) बनाई गई? (पूछें)	हाँ <input checked="" type="checkbox"/> नहीं <input type="checkbox"/>
यदि हाँ, तो क्या आप विद्यालय विकास योजना (SDP) स्वयं देख सकते हैं? (पूछें और अवलोकन करें)	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>

11. विद्यालय अनुदान की जानकारी (SSA)		अनुदान की जानकारी किरसेले प्राप्त हुई? (किसी एक पर सही का विधान लगाएँ)	
मुख्य अध्यापक से पूछें। यदि मुख्य अध्यापक उपस्थित न हों, तो सबसे करिष्ठ शिक्षक से पूछें।	शिक्षक	अध्यापक	शिक्षक
क्या आपको यह अनुदान प्राप्त हुआ?	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>

12A. SSA का वार्षिक अनुदान	अप्रैल 2013 से मार्च 2014 तक		अप्रैल 2014 से सर्वेक्षण के दिन तक	
	क्या आपको यह अनुदान प्राप्त हुआ?	यदि हाँ, तो क्या आपने पूरी राशि खर्च की?	क्या आपको यह अनुदान प्राप्त हुआ?	यदि हाँ, तो क्या आपने पूरी राशि खर्च की?
नोट: यदि स्कूल में 2 अलग मुख्य अध्यापक और उनके अलग SSA बैंक खाते हों, तो कृपया कक्षा 1 से 4/5 की जानकारी लें	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>			
स्कूल रखरखाव अनुदान (SMG)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
स्कूल अनुदान/स्कूल विकास अनुदान (SDG)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
शिक्षक अनुदान (TLM) (सभी शिक्षकों के लिए)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
नई कक्षा अनुदान	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

12B. विद्यालय में की गई गतिविधियाँ		निम्नलिखित गतिविधियों में से कौन सी गतिविधियाँ अप्रैल 2013 से की गई? (उचित स्थान पर विधान लगाएँ)	
निर्माण	नई कक्षा का निर्माण	हाँ <input type="checkbox"/> नहीं <input type="checkbox"/>	पूरा नहीं
मरम्मत	पुतार्ई/लेप बदलाना	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	पीने के पानी की सुविधा की मरम्मत	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	शौचालय की मरम्मत	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
खरीद	बटार्ई, टाट-पट्टी की खरीद	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	बार्ट, ग्लोब या अन्य शैक्षिक सामग्री की खरीद	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



विद्यालय से जाने का समय 12:15 PM

What to do in a village?

The following pages contain standardised step-wise instructions for doing the ASER survey. ASER surveyors are given a manual containing these instructions and are trained on the procedures outlined below.

Objective: To map the village to facilitate random selection of households, and to collect basic information about the village.

Refer to page 37 for a sample village map and pages 38-39 for sample Village Information Sheets. Refer to page 313 for information on sampling.

Information about 20 households, randomly selected from the entire village, is to be collected. A map of the village is made to facilitate this process. To begin mapping the village, walk around the village and talk to the villagers.

- Understand the location of different hamlets/sections and important landmarks in the village.
- As you walk around the village, fill out the Village Information Sheet. Mark 'yes' or 'no' for each facility listed, based on your observations.

How to draw the map?

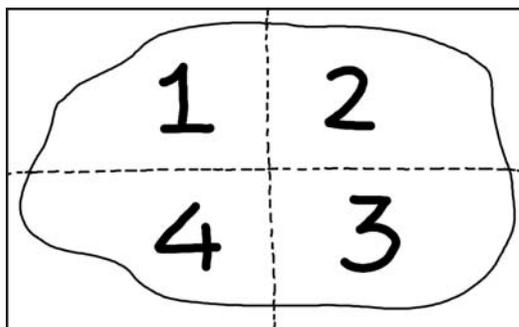
- **Rough map:** Make a rough map to show the pattern of habitations in the village. Use the help of local people to identify landmarks – temples, mosques, rivers, schools, bus stops, *panchayat bhavans*, shops etc. – and indicate them on the map. Mark the main roads/streets/paths in the village prominently on the map.
- **Final map:** Once everyone agrees that the rough map is a good representation of the village, and it matches your experience of walking around the village, copy it on to the map sheet given to you in the survey booklet.

How to mark and number hamlets/sections on your map?

1. Continuous village

If the village has continuous habitations:

- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map. (See the example to the left.)
- Select 5 households from each section. (The procedure for household selection is explained in the next section.)



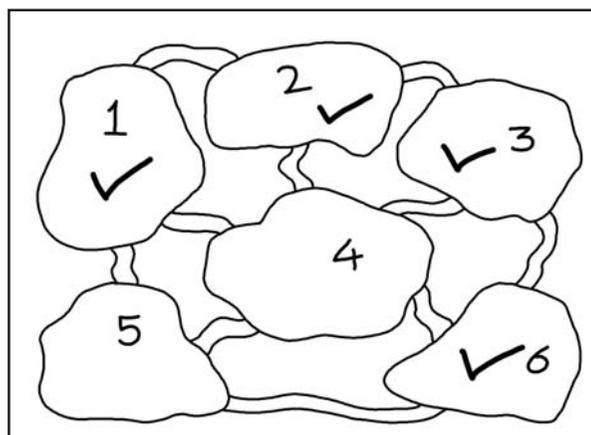
2. Village with hamlets/sections

If the village has discontinuous hamlets/sections:

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

If the village has:

- **2 Hamlets/Sections:** Divide each hamlet/section into 2 parts and select 5 households from each part.
- **3 Hamlets/Sections:** Select 7, 7 and 6 households from each of the 3 hamlets/sections 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 example to the right.)



What to do in each hamlet/section?

Objective: To randomly sample households from each hamlet/section by applying household selection rules.

Use the following procedure to select 5 households from each of the 4 hamlets/sections in the village.

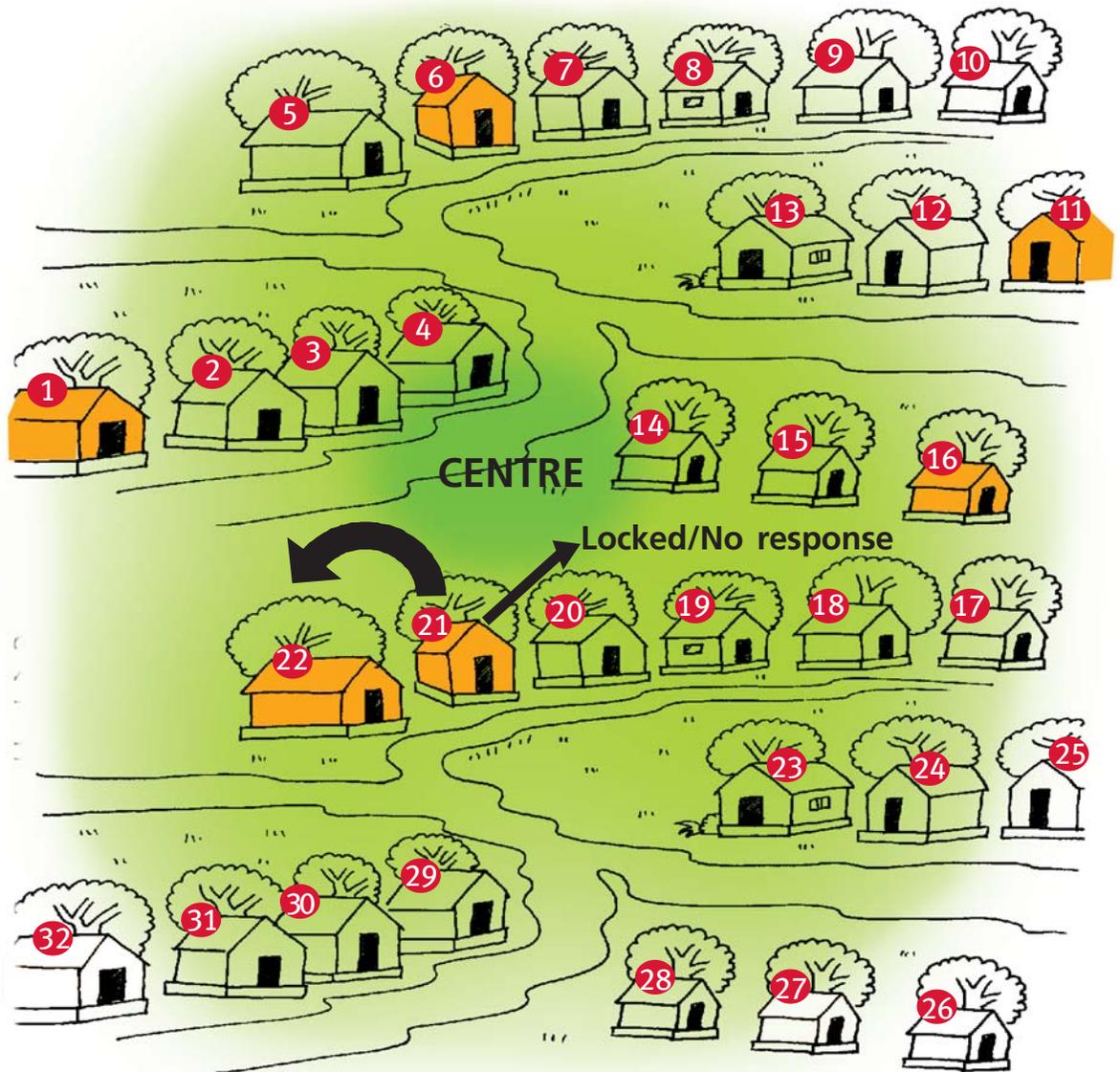
- Go to the central point of the first hamlet/section.
- Survey the first household to your left. After surveying this household, skip the next 4 households and survey the 5th one. While selecting households, count only those dwellings that are residential. Count every door or entrance to a house from the street as a household.
- If you reach the end of the hamlet/section before 5 households are sampled, go around again using the same 'every 5th household rule'. If a surveyed household gets selected again, then go to the next/adjacent household. Continue until you have 5 households from the hamlet/section. (Refer to page 48 for a visual representation of the 'every 5th household rule'.)
- 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.

What to do in case of

- 1. Households with multiple kitchens:** In each house, ask how many kitchens or *chulhas* there are. **If there is more than one kitchen in a household, select the kitchen from which the respondent's¹ family eats.** Survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house, proceed to the next house using the 'every 5th household rule' (counting from the next house on the street, not from the next kitchen/*chulha*).
 - 2. Households with no children:** If there are no children in the age group of 3-16 years in the selected household but there are inhabitants, include that household in the survey. Note down information about the name of the head of the household, total number of members in the household, household assets, name of the respondent and mobile number of the household. Write the number/name of the hamlet/section (as indicated on the map) from which the house has been selected. Also record whether anyone in the household has passed Std. 12 and whether anyone knows how to use a computer. **Such a household is counted as one of the five surveyed households in each hamlet/section but no information about mothers or fathers need be collected.**
 - 3. Closed houses:** If the selected house is locked or if no adult respondent is available, note that down on your Village Compilation Sheet (at the end of the survey booklet). **This household does not count as a surveyed household. Do not record this household's information in the survey sheet.** Move to the next/adjacent house.
 - 4. No response:** If a household refuses to participate in the survey, record that household on your Village Compilation Sheet in the 'no response' box. **This household also does not count as a surveyed household. Do not record this household's information in the survey sheet.** Move to the next/adjacent house.
- Stop after you survey 5 households in the hamlet/section. Now move to the next selected hamlet/section. Follow the 'every 5th household rule' again to select 5 households in this hamlet/section. In this manner, survey 5 households from each of the 4 hamlets/sections and therefore survey a total of 20 households in the village.
 - If the village has less than 20 households, then survey all the households in the village.
 - Ensure that you go to households only when children are likely to be at home: after school hours and/or on a holiday/Sunday.

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

How to sample households in a hamlet?



What to do in a house with multiple kitchens?



What to do in each household?

Objective: To record basic information about the children and adults living in a household in the household survey sheet.

Refer to pages 40-41 for sample household survey sheets.

While surveying households, 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. Note down information in the household survey sheet as described below for each of the 20 sampled households. Use one household survey sheet per household.

1. General information

- **Household (HH) Number:** Write down the household number in every household survey sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on until '20'.
- **Total number of members in the HH who eat from the respondent's kitchen:** Ask the respondent 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 respondent's kitchen.
- **Note down the following:**
 - Respondent's name: Respondent is an adult who is present in the household during the survey and provides you with information.
 - Hamlet/Section no. (from the map) and/or name of hamlet/section from which the household is selected.

2. Information about children and adults living in the household

In the household survey sheet, note down information only about individuals who regularly live in the sampled household and eat from that household's kitchen.

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

What to do in case of

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 the age group of 3-16 years gets left out of the survey. Often older children are shy and hesitant to be tested. Be sensitive about this issue.
2. **Children who are not at home during the time of the survey:** If there are children who regularly live in the household but are not at home during the time of the survey, include them in the survey and note down their information in the household survey sheet. If possible, ask family members to send for such children so that you can test them. If the children do not come immediately, make a note of that household and revisit it after surveying the other households. If there are children who regularly live in the household but are out of the village on the day of the survey, for e.g. children visiting relatives, write down their information even if you cannot test them.
3. **Children who are relatives but live in the sampled household on a regular basis:** INCLUDE these children because they live in the household on a regular basis. But do not note down information about their parents if they do not live in this household.
4. **Children who do not live in the household on a regular basis:** DO NOT INCLUDE children who do not regularly live in the household, even if they belong to the respondent's family, 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.

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

Children:

After identifying which children to survey, collect the following information for each sampled child. Remember, one row of the household survey sheet is to be used for each child.

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

For in-school children (currently enrolled in school): Note down the child's current schooling status and Std. If the child goes to pre-school, use the following terms to fill up the 'Std.' column:

'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):

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

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

Also note the actual year when the child left school. For example, if the child dropped out in 2007, write '2007'.

For all children (aged 5-16 years):

- Ask the respondent if each of the sampled children aged 5-16 years attends tuition (meaning paid classes outside school). If yes, ask how much the parents pay for each child's tuition per month.
If the respondent cannot tell you the payment made per month, leave the box blank.
If a 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.
- Also ask whether each child attends the specific government school which you have surveyed or will survey. Do not ask this question for children who are not currently enrolled in school.
- All children in this age group are to be tested in basic reading, arithmetic and English. Irrespective of the children's age, follow the same testing procedure for all children so as to keep the process uniform.

Father's background information: Ask for the age and schooling information of the child's father. Note down this information only if the father is alive and regularly living in the household. If the father is dead or not living in the household, **do not** ask for this information. If the father has died or is divorced, and the child's stepfather (mother's present husband) is living in the household, include the stepfather as the child's father.

3. Household indicators

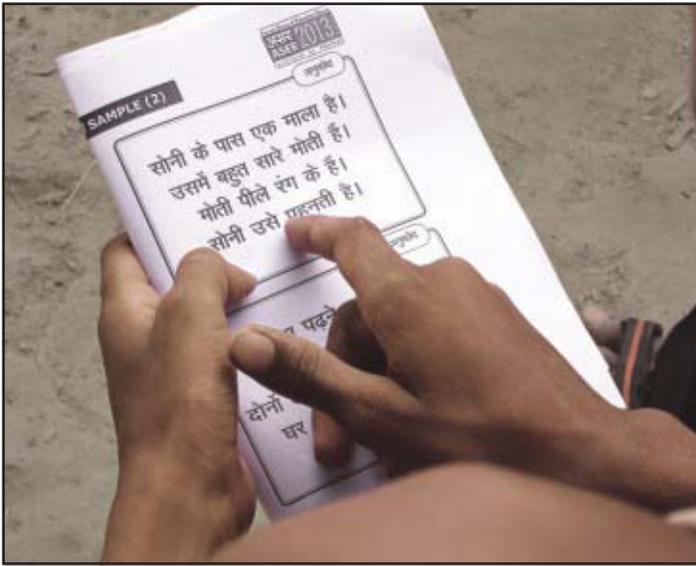
All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot make observations, note down what is reported by household members only and not by others. In case of assets such as TV and mobile phone, ask whether it is there in the household and whether it is owned by the household. This information is collected in order to link children's learning levels to the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorised as follows:
 - **Pucca House:** A pucca house is one which has walls and roof made of the following material:
 - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
 - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
 - **Kutchra House:** The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
 - **Semi-Kutchra house:** A house that has fixed walls made up of pucca material and roof made up of material other than those used for pucca houses.
- **Motorised 2-wheeler:** Ask the respondent and mark 'yes' if the household owns a motorised 2-wheeler such as a motorcycle or scooter, otherwise mark 'no'.
- **Electricity in the household:**
 - Mark 'yes' or 'no' by observing if the household has wires, electric meters and fittings, bulbs etc.
 - If there is an electricity connection, ask whether the household has had electricity any time on the day of your visit (not necessarily while you are there). Mark 'yes' or 'no' accordingly.
- **Toilet:** Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask.
- **Television:** Mark 'yes' or 'no' by observing if the household has a television. If you are not able to observe, then ask. It does not matter whether the television is in working condition.
- **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 'no'.
- **Reading material**
 - **Newspaper:** Mark 'yes' if the household subscribes to a daily newspaper, otherwise mark 'no'.
 - **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars and school textbooks. If the aforementioned reading material is available, mark 'yes', otherwise mark 'no'.
- **Other questions for the household:**
 - Mark 'yes' under the corresponding question if anyone (apart from the mother(s) and father(s) whose background information has already been recorded earlier) in the household has completed Std.12, otherwise mark 'no'.
 - Mark 'yes' under the corresponding question if anyone in the household knows how to use a computer, otherwise mark 'no'.
 - If the household has a mobile phone, mark 'yes' under the corresponding question and note the mobile number in the next column, otherwise mark 'no'. Please tell the household members that the mobile number of the household is collected only for the purpose of recheck and shall not be used for any other purpose.

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

Remember to thank households for their participation.

ASER 2014 – Reading tasks



All children were assessed using a simple reading tool. The reading test has 4 sections:

- Letters: Set of commonly used letters.
- Words: Common, familiar words with 2 letters and 1 or 2 *matras*.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalent) are in the Std 1 textbooks of the states.
- Level 2 (Std 2) text: Short story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbooks of the states.

पढ़ने की जाँच

कहानी

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता था। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

अनुच्छेद

हर रविवार नानी घर आती है। हमारे लिए मिठाई लाती है। मैं नानी के साथ सोता हूँ। वह मुझे कहानी सुनाती है।

वर्ण

ह च ट
ल न
फ म र
स त

शब्द

कुल बड़ा
रोज़
पानी चूना
चलो नहीं
पैर
देर कौन

Sample: Hindi basic reading test*

Similar tests developed in all regional languages

Child may choose the language in which she wants to read.

While developing these tools in each regional language, care is taken to ensure

- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the states.
- Familiarity of words and context, established through extensive field piloting.

* Shortened to a more concise layout for purposes of this report. However, the four components or 'levels' of the tool remain the same in the full version.

How to test reading?

PARAGRAPH

START
HERE

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

The child is not at the **'Paragraph'** level if she:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops often.
- Makes **more than 3 mistakes** in reading the text.

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

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

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

If the child is able to read the paragraph, then ask her to read the story.

WORDS

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

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

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

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

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

*If the child is not at the **'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 the **'Story'** level if she:

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

*If the child can read the story, then mark her at the **'Story'** level.*

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

LETTERS

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

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

The child is at the **'Letter'** level if she correctly recognises at least **4 out of 5** letters with ease.

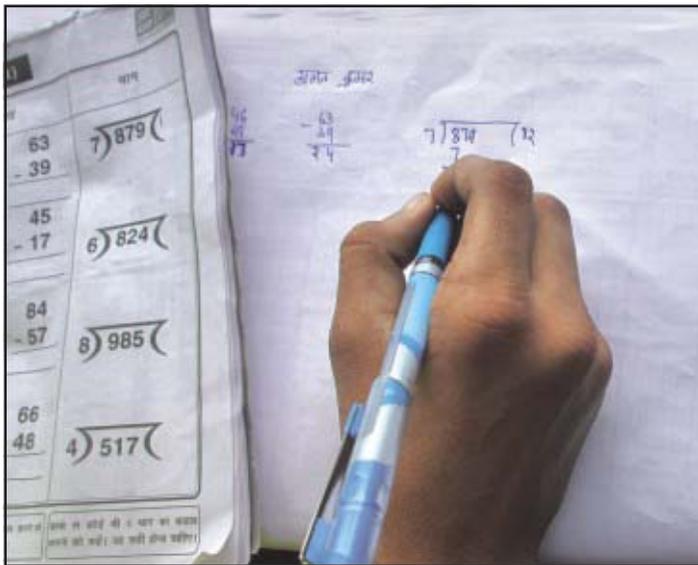
*If the child is at the **'Letter'** level, then ask her to read the words again and then follow the instructions for word level testing.*

*If the child can recognise at least 4 out of 5 letters but cannot comfortably read the words, then mark her at the **'Letter'** level.*

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

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

ASER 2014 – Arithmetic tasks



All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: Randomly chosen numbers from 1 to 9.
- Number recognition 10 to 99: Randomly chosen numbers from 10 to 99.
- Subtraction: 2 digit numerical subtraction problems with borrowing.
- Division: 3 digit by 1 digit numerical division problems.

गणित की जाँच

अंक पहचान 1-9	संख्या पहचान 10-99	घटाव	भाग	
2 7	76 58	$\begin{array}{r} 74 \\ - 57 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array}$	$8 \overline{) 993}$
5 3	48 99	$\begin{array}{r} 47 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ - 35 \\ \hline \end{array}$	$6 \overline{) 758}$
9 8	34 61	$\begin{array}{r} 41 \\ - 15 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ - 17 \\ \hline \end{array}$	$7 \overline{) 865}$
4 1	46 25	$\begin{array}{r} 31 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 49 \\ \hline \end{array}$	$4 \overline{) 658}$
86 62				

बच्चे से कोई भी 5 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।

बच्चे से कोई भी 5 संख्या पहचानने को कहें। कम से कम 4 सही होनी चाहिए।

बच्चे से कोई भी 2 घटाव को सवाल करने को कहें। दोनों ही सही होने चाहिए।

बच्चे से कोई भी 1 भाग का सवाल करने को कहें। यह सही होना चाहिए।

Sample:
Arithmetic
test

How to test arithmetic?

SUBTRACTION 2 digit with borrowing

START
HERE

The child is required to solve 2 subtraction problems. Show her the subtraction problems. Ask her to choose a problem. If she does not choose, point out any one problem to her.

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

If she is able to identify the numbers and the sign correctly, ask her to write and solve the problem. If the solution is incorrect, give her another chance to solve the problem.

Irrespective of whether the first subtraction problem is answered correctly, ask her to choose and attempt the second problem following the same testing procedure.

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

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

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

NUMBER RECOGNITION (10-99)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers to her. If she correctly identifies at least **4 out of 5** numbers, then mark her at the '**Number Recognition (10-99)**' level.

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

NUMBER RECOGNITION (1-9)

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

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

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

DIVISION 3 digit by 1 digit

The child is required to solve 1 division problem. Show her the division problems and ask her to choose one. If she does not choose, point out any one problem to her.

Ask her to write and solve the problem.

If she solves the problem and calculates **both the quotient and remainder** correctly, then mark her at the '**Division**' level.

If she makes a mistake, give her another chance to attempt the same problem.

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

THE CHILD MUST SOLVE THE ARITHMETIC PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

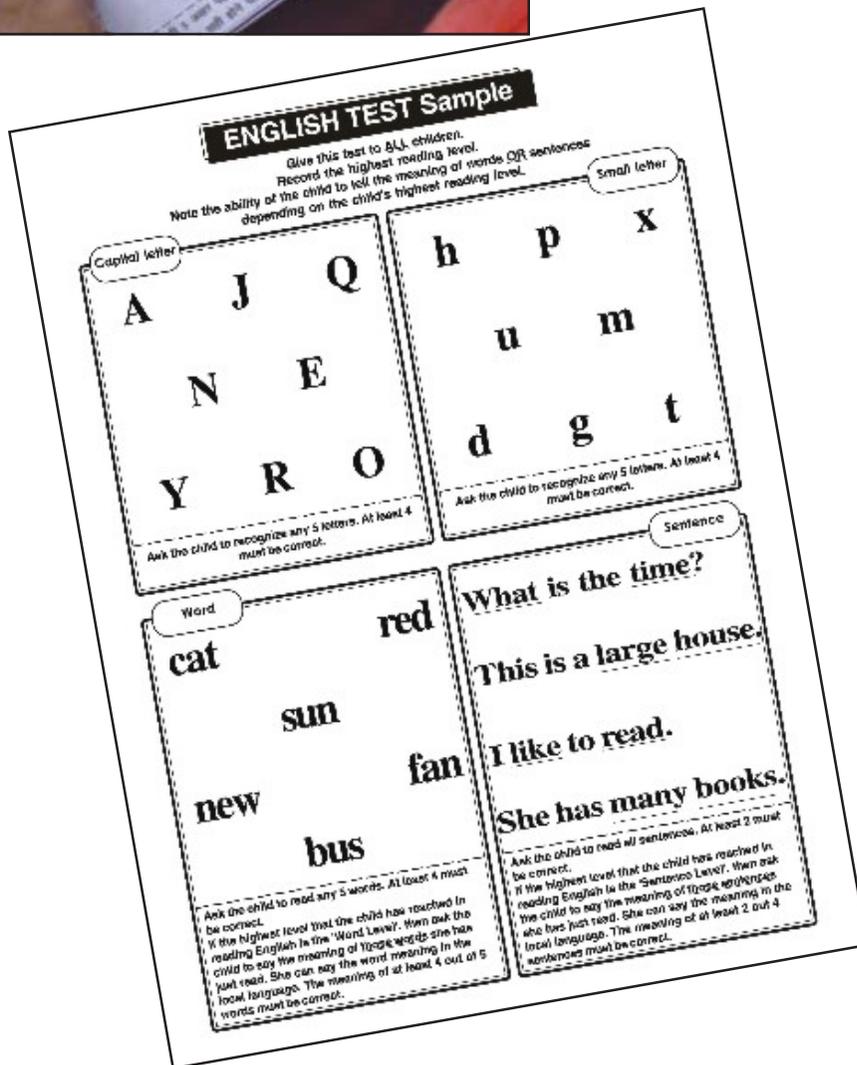
ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

ASER 2014 – English tasks



All children were assessed in English reading and comprehension using a simple tool. The test has 4 categories:

- Capital letters: Set of commonly used capital letters.
- Small letters: Set of commonly used small letters.
- Words: Common, familiar 3 letter words. After reading, the child is asked for meaning of the read words in her local language.
- Simple sentences: Set of 4 simple sentences, each having no more than 4-5 words. These words (or their equivalent) are in the introductory English textbooks of the states. After reading, the child is asked to say the meaning of the read sentences in her local language.



Sample: English test

While developing these tools in English, care is taken to ensure

- Comparability with the previous years' tools with respect to word count, sentence count and type of words.
- Compatibility with the vocabulary and sentence construction used in the introductory English textbooks of the states.
- Familiarity of words and context, established through extensive field piloting.
- Ease of communicating meanings of words in all regional languages.

How to test English?

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

- First administer the reading test and mark the highest reading level of the child.
- Then administer the meaning test. **This is only for children who are marked at the 'Word' or 'Sentence' levels in the English reading test.**

PART 1: READING

CAPITAL LETTERS

**START
HERE**

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

The child is not at the '**Capital Letter**' level if she cannot recognise at least **4 out of the 5** letters.

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

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

If the child is at the '**Capital Letter**' level, then ask her to recognise the small letters.

SMALL LETTERS

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

The child is not at the '**Small Letter**' level if she cannot recognise at least **4 out of 5** letters.

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

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

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

SIMPLE WORDS

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

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

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

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

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

Continued on the next page...

EASY SENTENCES

Ask the child to read all 4 of the given sentences.

The child is not at the '**Sentence**' level if she:

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

The child is at the '**Sentence**' level if she:

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

If the child is not at the '**Sentence**' level, then mark her at the '**Word**' level

AND

Ask her to tell you the meaning of the words she has read correctly, as described below.

If the child is at the '**Sentence**' level, then mark her at the '**Sentence**' level

AND

Ask her to tell you the meaning of the sentences she has read correctly, as described below.

PART 2 : MEANING

For **WORD LEVEL CHILDREN**

WORD MEANINGS

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

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

- Saying the correct meaning in her local language
- OR
- Pointing to an object to explain the meaning of the word, for eg., pointing to her father to explain the meaning of 'man' or pointing to something red to explain the meaning of 'red'.

If the child can correctly tell you the meaning of **at least 4** of the words, then mark under '**Can say**' in the 'Word Meaning' column.

If the child cannot correctly tell you the meaning of **at least 4** of the words, then mark under '**Cannot say**' in the 'Word Meaning' column.

For **SENTENCE LEVEL CHILDREN**

SENTENCE MEANINGS

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

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

- Saying the correct meaning in her local language
- OR
- Explaining the meaning of at least the main underlined words in the sentence. For eg., for the sentence 'What is the time?', she is at least able to say '*kya/kitna*' and '*samay/waqt*'.

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

If the child can correctly tell you the meaning of **at least 2** of the sentences, then mark under '**Can say**' in the 'Sentence Meaning' column.

If the child cannot tell you the meaning of **at least 2** of the sentences, then mark under '**Cannot say**' in the 'Sentence Meaning' column.

Note: If the child is marked at the '**Word**' level, then ask her for only word meanings.
If the child is marked at the '**Sentence**' level, then ask her for only sentence meanings.

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

What to do in a school?

Objective: To record information about children's enrollment and attendance, teachers' appointment and attendance, school facilities, grants etc.

Refer to pages 42-45 for a sample School Observation Sheet.

General instructions

- Visit a Std. 1 to 7/8 government school in the village. If there is no such school in the village, then visit a Std. 1 to 4/5 government school. If there is more than one Std. 1 to 4/5 government school, choose the school with the highest total enrollment of children. If there is no school for at least Stds.1 to 4/5 in the village, do not visit any school. In the top left box of the School Observation Sheet, tick according to the school type.
- Meet the Head Master (HM). If the HM is not present, meet the senior-most teacher. Explain the purpose and importance of ASER to the respondent and give him/her the 'Letter for the Headmaster'. Be very polite. Assure the respondent and teachers that the name of the school would 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 respondent for the enrollment register or any official document for the enrollment figures in that school.

1. Children's enrollment & attendance

- Ask for the enrollment registers of all the standards and use them to fill up enrollment information. If a standard/class has many sections, then note the total enrollment for that class.
- Go to the classrooms/areas where children are seated and note down their attendance information class-wise by counting the children yourself. Children are often found seated in mixed groups. You may need to seek the teachers' help to distinguish children class-wise. Ask children from each Std. to raise their hands. Count the number of raised hands and accordingly fill up the attendance information 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 in classes with many sections: Take a headcount of the individual sections, add them up and write down the total attendance for that class.

2. Official medium of instruction in the school

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

3. Teachers

- Ask the respondent and note down the number of teachers appointed. Acting HM counts as a regular teacher. HM on deputation in the surveyed school counts as an HM. The number of regular government teachers does not include the HM.
- Observe how many HMs/teachers are present and note down the number.
- If the school has para-teachers, record their number separately. (Definition of a para-teacher: A para-teacher is a contract teacher with a pay scale different from 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 count NGO volunteers as teachers.

4. Classroom observations

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

Observe the following and fill accordingly.

- Seating arrangement of children: Are two or more classes sitting together in the same classroom or is a single class sitting separately?
- Is there a blackboard where the children are sitting? If yes, could you write on it easily?
- Were 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 considered teaching material.
- Where are children sitting (in the classroom, in the verandah or outside)?

5. Mid-Day Meal (MDM)

- Ask the respondent whether the mid-day meal was served in the school on the day of the survey.
- Observe if there is a kitchen/shed for cooking the mid-day meal.
- Observe if any food is being cooked in the school.
- Observe whether the mid-day meal was served in the school today (Look for evidence, such as dirty utensils). Mark accordingly.

6. Facilities observation

Observe whether each of the listed facilities is available in the school and accordingly mark your answers for each corresponding question.

- 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 or store or office-cum-store. Tick under 'Yes' if at least one is present.
- Observe if there is a playground. (Definition of a playground: An area within the school premises with a level playing field and/or school playing equipment like slides, swings etc.)
- Observe if there are library books in the school (even if kept in a cupboard). If yes, observe if children are using these books at the time of the survey.
- Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other form.
- Observe if the school has a complete boundary wall or complete fencing (with or without a gate).
- Observe if there are computers in the school for the children's use. If yes, observe if children are using the computers at the time of the survey.

7. Toilets

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

8. Continuous and Comprehensive Evaluation (CCE)

- Ask the respondent if he/she has heard about CCE.
- If he/she has not heard about CCE, then do not ask the next question and proceed to Section 9.
- If he/she has heard about CCE, then ask how many teachers have received a CCE manual/format.
- If CCE manual/format has been received, ask the respondent to show you the CCE manual/format and tick accordingly.

9. School Management Committee (SMC)

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

10. School Development Plan (SDP)

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

11. School Grant Information (Sarva Shiksha Abhiyan (SSA) Grants)

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

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

12A. SSA Annual School Grant

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

If the school has two or more SSA passbooks, collect information pertaining to the primary section (Std. 1 to 4/5) only.

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

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

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

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

The activities are categorised into construction, repair and purchase.

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

ASER 2014 – Training

The ASER survey is conducted in almost every rural district in India with the help of local organisations and institutions including universities and colleges, non-governmental organisations, self-help groups, youth clubs, government departments, District Institute of Education and Training (DIET) colleges, etc. On average ASER reaches over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. For ASER volunteers to succeed in this endeavour, they need to be trained rigorously.

A notable feature of ASER 2014 was ASER's partnership with 243 DIETs across 12 states. DIETs provide academic training and resource support to teachers and schools in their districts. These institutions are also responsible for the in-service and pre-service training of teachers, as well as the professional development of the education department staff at the block and district level who in turn support schools through monitoring and mentoring. The ASER-DIET partnership provided a unique opportunity to involve close to 14,000 future teachers in assessing the learning levels of children in rural India. The district-level training workshop for the survey offered DIET students an opportunity to understand the ASER survey process, tools, and the importance of building a child-friendly environment before testing, as well as fundamental concepts of assessment and how to communicate the findings of a simple assessment.

The ASER training process gives volunteers the skills needed to survey a village, assess children's learning levels reliably and record the information accurately. ASER Centre follows a rigorous three-tier training model that consists of:



Standardisation in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts and states. For this purpose, ASER Centre ensures that the guidelines and instructions for the trainings delivered at all three tiers are kept clear and consistent so that each participant is able to conduct the survey identically.

Tier I: National Workshop: Each year the ASER survey begins with a 6-day national workshop. This year the national workshop brought together nearly 100 people – the core team, ASER state teams from across the country, representatives from NGOs, participants from other countries, interested independent researchers, and others. The training was held at the Pratham PACE Centre in the Khultabad block of Aurangabad, Maharashtra, from 1st to 6th August. It comprised of 4 days of classroom sessions and 2 days of field visits to nearby villages. The main objective of the national workshop is to orient all participants and thoroughly train the ASER state teams on the tools, procedures, and processes for the entire survey. Participants' understanding is evaluated through quizzes and mock trainings.

Key features of the national workshop include:

- **Classroom sessions:** These are designed to provide a theoretical understanding of the survey process, quality control processes, financial planning for the survey, etc. Manuals, role plays, group work, energizers, and Power Point Presentations are used to make the classroom sessions effective and engaging.
- **Field visit:** One day of the national workshop is devoted to practicing carrying out the actual survey. One additional field day is devoted to rechecking** the villages surveyed on the first field visit day. The two field

* ASER Centre hires Master Trainers in each district for the entire survey period. Two Master Trainers are responsible for the successful execution of the complete survey in each district, including quality control processes.

** Rechecks are conducted in the surveyed villages to ensure that the survey was conducted properly.

visit days are extremely useful for the participants to get hands-on experience of doing the survey and recheck.

- **ASER quiz:** A comprehensive quiz is administered in order to ensure that every participant understands the ASER survey content and process. Post training, additional sessions are organised to fill the learning gaps identified through the quiz results.
- **Mock training:** One day of the national workshop is devoted to mock trainings on the survey process. Participants are informed in advance about their topics. Mock training sessions are organised to gauge participants' training ability and assist them in improving the same. Participants are assessed by experienced ASER trainers and personalized feedback is given to each participant. This session prepares the participants to lead and deliver trainings in the next tier more efficiently and confidently.
- **Clarification and feedback:** At the end of the classroom and field sessions in the national workshop a short feedback and clarification round is conducted to provide additional support, close any gaps and ensure participants' complete understanding of the subject.
- **Energizers:** Energizers are used to enhance audience engagement during or in between classroom sessions. They make good ice-breakers for people attending the national workshop for the first time, creating a more participative and positive learning environment.
- **State planning:** The national workshop is also a time to finalize the roll-out plans for each state, including identification of partners, plans for state-level trainings and calendars for execution of the survey. Experience of the previous years' ASER survey is reviewed, people requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

Tier II: State-level Training: These trainings are conducted in every state just before the district-trainings. The national training process is replicated in the state-level trainings. The main objective of this training is to prepare the Master Trainers as lead trainers so that they can successfully train the volunteers in their own districts. State-level trainings are also scheduled for 5 to 6 days with 3 to 4 days of classroom sessions and 2 days of field visits. More than 900 Master Trainers participated in ASER 2014.

The structure of state-level trainings is kept as close as possible to that of the national training. State level trainings too have five major components: classroom sessions, field visits, mock trainings, quizzes and district-level planning.

Performance in mock trainings, field visits and quiz results are analysed to identify under-confident Master Trainers, who are either replaced, re-trained and/or provided with additional support during district trainings. It is mandatory for all participants to be present on all days of the training. Any participant who is not present for all sessions of the training cannot qualify as a Master Trainer for ASER.

Tier III: District-level Training: The district-level training is the last tier of the training for the ASER survey. The Master Trainers, trained in the state-level training, now train the volunteers who are to conduct the survey in the villages. The district-level training is typically a three-day workshop. Like state-level trainings, key elements of district trainings include classroom sessions, field practice sessions and a quiz. Typically, in most districts, volunteers scoring low on the quiz are either replaced or are paired with stronger volunteers to carry out the survey. After the district-level training, the survey is conducted by a team of two volunteers in each village.

Monitoring of trainings: Specific steps are taken to ensure that key aspects of training are implemented across all state-level and district-level trainings.

- State-level trainings are usually attended and monitored by the head of the Pratham program in the state as well as members of the central ASER team.
- To support district-level activities of ASER including district-level training, in most states, a call centre is set up to monitor and support ASER teams. A trained call centre person interacts with Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey and recheck.
- In all district-level trainings, records are maintained for each ASER volunteer. These records contain attendance data for each day of training and quiz marks of all volunteers. The data in this sheet is used extensively for volunteer selection for the ASER survey.

For a more detailed report on ASER 2014 training, please visit www.asercentre.org

ASER 2014 – Monitoring & Recheck

Monitoring and recheck activities are an integral part of the ASER process. Each year ASER processes are reviewed and concerted attempts are made to improve the quality of the data collected.

The monitoring-recheck system in ASER 2014 comprised three processes:

Call Centre Monitoring: Almost all states had a 'call centre' which made phone calls to all districts at every stage of the survey process - before and during district-level trainings, during the survey and during the recheck period. Information regarding the progress of these processes was collected during the calls. This helped to identify domains or locations requiring immediate corrective action or additional support from the ASER state teams.

Field Monitoring: The ASER survey in each district was led by at least two Master Trainers who underwent training at the state level. Part of their responsibility is to 'monitor' surveying teams who require additional support during the actual field survey. Approximately 70% of districts in ASER 2014 had a 2 weekend survey, i.e. half the villages (15 villages out of 30) were surveyed over one weekend and the other half (remaining 15 villages) were surveyed over the second weekend. Due to this phasing of the survey, Master Trainers were able to monitor at least 4 villages in a district over the 2 weekends.

Recheck: Information collected during the ASER survey is verified at various levels in a process known as 'recheck'. In ASER 2014, there were three levels of rechecks. The first level was done by Master Trainers immediately after the village survey. Second, sample-based rechecks were conducted by ASER state team members. A third level involved ASER Centre teams who moved across states to do cross-checks and field verification of data. In addition, an external recheck was also conducted in 9 states across India by select organisations in each state.

The following are details of recheck activities conducted in ASER 2014:

- *Desk and Phone Recheck by Master Trainers:* On the completion of the survey in a district, the Master Trainers conducted desk rechecks of the survey booklets received for all the surveyed villages. In addition, the Master Trainers telephoned at least 8 out of 20 surveyed households in each village. These procedures enabled quick identification of villages which were not surveyed correctly. These villages were then rechecked in person by the Master Trainers.
- *Field Recheck by Master Trainers:* Based on the information collected from the desk and phone rechecks, villages were identified for field recheck. In each such village, 50% of all surveyed households were rechecked. This process involved verification of the key parameters of the survey – sampling, selection of children and testing.
- *Field Recheck by Others:* Senior staff from NGO partners, professors from college partners and other Pratham and ASER staff conducted additional field rechecks where it was required.
- *Field Recheck by ASER State Teams:* Based on the performance of the Master Trainers and the surveyors, the ASER state teams also rechecked some selected villages.
- *Cross-State Field Rechecks:* Finally as the last stage to strengthen the quality control process, ASER state team members switched states and conducted a cross-state recheck. Some districts were chosen purposively and others were selected randomly. The process of the recheck was the same as the Master Trainer field recheck.
- *External Recheck:* In ASER 2014, colleges and NGOs across India conducted a field recheck in randomly selected districts and villages that were surveyed. This external recheck was conducted in Assam, Gujarat, Haryana, Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Tamil Nadu and Uttar Pradesh.

In all, approximately 56% of villages surveyed in ASER 2014 were either field monitored or field rechecked by Master Trainers, ASER State Teams and others.

For a more detailed report on the quality control framework of ASER 2014, please visit www.asercentre.org

From 2005 to 2014: Evolution of ASER¹

ASER 2005	ASER 2006	ASER 2007	ASER 2008	ASER 2009
<p>Age group 6-14</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school <p>Children also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks <p>School visits</p> <p>Sampling:</p> <p>Randomly selected 20 ASER 2005 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ Comprehension tasks ■ Writing tasks <p>Mother's education Mothers were also asked to read a simple text</p> <p>Sampling:</p> <p>Randomly selected 20 ASER 2005 villages 10 new ASER 2006 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ Comprehension tasks ■ Problem solving tasks ■ English tasks <p>Mother's education School visits</p> <p>Sampling:</p> <p>Randomly selected 10 ASER 2005 villages 10 ASER 2006 villages 10 new ASER 2007 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ Telling time ■ Currency tasks <p>Mother's education</p> <p>Household characteristics Village information</p> <p>Sampling:</p> <p>Randomly selected 10 ASER 2006 villages 10 ASER 2007 villages 10 new ASER 2008 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status ■ Pre-school status (Age 5-16) <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ English tasks <p>Mother's education Father's education Mothers were also asked to read a simple text</p> <p>Household characteristics Village information School visits</p> <p>Sampling:</p> <p>Randomly selected 10 ASER 2007 villages 10 ASER 2008 villages 10 new ASER 2009 villages</p>

¹For more information on the evolution of ASER over the years, visit www.asercentre.org

ASER 2010	ASER 2011	ASER 2012	ASER 2013	ASER 2014
<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ Everyday math tasks <p>Mother's education Father's education Mothers were also asked to dial a mobile number</p> <p>Household characteristics Village information School visits</p> <p>Sampling: Randomly selected 10 ASER 2008 villages 10 ASER 2009 villages 10 new ASER 2010 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p>Sampling: Randomly selected 10 ASER 2009 villages 10 ASER 2010 villages 10 new ASER 2011 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ English tasks <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p>Sampling: Randomly selected 10 ASER 2010 villages 10 ASER 2011 villages 10 new ASER 2012 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status ■ Tuition fees <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p>Sampling: Randomly selected 10 ASER 2011 villages 10 ASER 2012 villages 10 new ASER 2013 villages</p>	<p>Age group 3-16</p> <p>Children were asked:</p> <ul style="list-style-type: none"> ■ Enrollment status ■ Type of school ■ Tuition status ■ Tuition fees <p>Children 5-16 also did:</p> <ul style="list-style-type: none"> ■ Reading tasks ■ Arithmetic tasks ■ English tasks <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p>Sampling: Randomly selected 10 ASER 2012 villages 10 ASER 2013 villages 10 new ASER 2014 villages</p>