

ASER village process

The following process explanations are excerpts from the ASER 2016 instruction manual, used by our volunteers during trainings. The sections covered are: how to collect village information, how to make a map and make sections, what to do in each hamlet/section, what to do in each household, what to do with children, and what to do in a school. In between these sections, sample English versions of the survey formats have been provided. These formats, along with the instruction manual, are translated into regional languages for the survey.

How to collect village information?

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

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

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

As you are walking around the village, look out for village infrastructural indicators. If you see them, tick the appropriate box on the Village Information Sheet (provided on page 260). If initially you are unable to observe, ask the people in the village but verify the information yourself.

Write the name of the state, district, block/taluk, village, surveyors and date and day of the survey on the Village Information Sheet.

How to make a map and make sections?

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

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

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

To get to know the village, walk around the whole village first before you start mapping.

Talk to people: Ask how many different hamlets/sections are there in the village? Where are they located? Ask the children to take you around the village. Tell people about ASER. This initial process of walking and talking may take more than an hour.

MAP

Rough map: The purpose of a rough map is to understand the pattern of habitations in the village. Use the help of local people to show the main landmarks – temples, mosques, river, school, bus stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map.

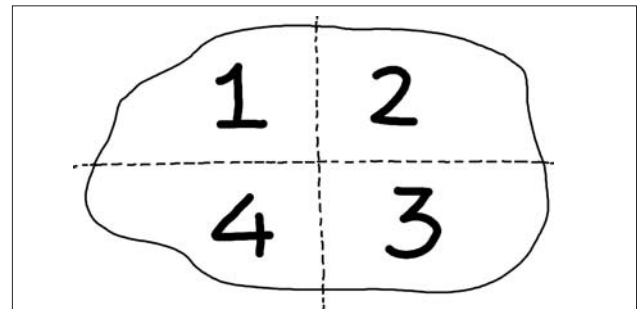
Final map: Once everyone agrees that the rough map is a good representation, and it matches with your experience of walking around the village, copy it on to the map sheet that has been given to you in the survey booklet (see page 259 for an example).

Once the map is made, make sections on the map as follows:

■ Continuous village

If it is a village with continuous habitations:

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



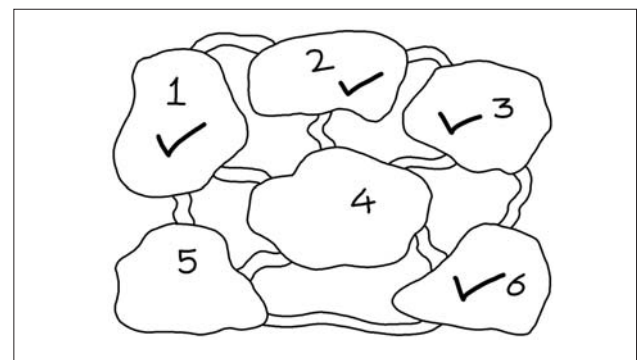
■ Village with hamlets/sections

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



What to do in each hamlet/section?

Purpose: To randomly select 20 households from the village
You need to pick 5 households from each of the 4 hamlets/sections that you have selected, using the following procedure:

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

This means that you will go to households after school hours and/or on a holiday/Sunday.

SOME SPECIAL CASES

- **Household with multiple kitchens:** In each house ask how many kitchens or chulhas are there. **If there is more than one kitchen in a household, then select the kitchen from which the respondent's¹ family eats.** You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th house counting from the next house on the street, not from the next kitchen/chulha.
- **Household with no children:** If there are no children in the age group 3–16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Also, write the number of the hamlet/section from the map from which the house has been selected. In addition, ask if anyone in the household has passed Std. 12 and if anyone knows how to use a computer (see the sample household survey sheet on page 264). **Such a household will be counted as one of the 5 surveyed households in each hamlet/section but no information about mothers or fathers will be collected.**
- **Household locked:** If the selected house is closed or if there is nobody at home, note that down. **This household does not count as a surveyed household. Do not include this household in the survey sheet.** Move to the next/adjacent house. After the survey is over, note down total number of such cases on the cover page of the survey booklet under 'locked households'.
- **No response:** If a household refuses to participate, note that down. **This household also does not count as a surveyed household. Do not include this household in the survey sheet.** Move to the next/adjacent house. After the survey is over, note down total number of such cases on the cover page of the survey booklet under 'no response households'.

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

How to sample households in a hamlet?



Sample village map

MAP OF THE VILLAGE

INDEX

- = Tower (B.S.N.L)
- = Field
- = Govt. Primary School
- = TEMPLE
- = Public Distribution System
- = Hand pump
- = Post office
- = Crade

INSTRUCTIONS TO DRAW THE MAP

- Show the different hamlets/sections of the surveyed village.
- Number each hamlet/section on the map.
- Show the main landmarks – schools, health centres, anganwadis, temples, mosques, river, road, bus stop, panchayat bhavan, shop etc.
- Verify all the information on the map with people in the village as you walk around.

Mark the main roads/streets/paths through the village prominently on the map.

Sample village information sheet

VILLAGE INFORMATION SHEET			
		Annual Status of Education Report असर ASER 2016 Facilitated by PRATHAM	
Name of state:	CHHATTISGARH	Name of block:	MOHLA
Name of district:	RAJNANDGAON	Name of village:	BANJARI
Surveyors' names:		1. AJIT SAHOO	
		2. PRIYANKA CHELAK	
Date of survey:	24/09/16	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

What to do in each household?

Purpose: To collect information about the selected households.

GENERAL INFORMATION

Refer to the Household Survey Sheet given on page 264.

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

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

INFORMATION ABOUT CHILDREN AND ADULTS LIVING IN THE HOUSEHOLD

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

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

RULES FOR SELECTING CHILDREN

- **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be considered as children. Avoid saying 'children'. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.
- **Children who are not at home during the time of the survey:** Often children are busy in the household or in the field. If the child is somewhere nearby, but not at home, take down information about the child, like name, age, and schooling status. Ask family members to call the child so that you can speak to her directly. If she does not come

immediately, make a note of the household and revisit it once you are done surveying the other households. But if there are children out of the village on the day of the survey who do regularly live in the household, for e.g. a child has gone to visit her relatives, write their information even if you cannot test them. **For all such cases record the reason for not testing the child on the back of the household survey sheet.**

- **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if parents do not live in this household.
- **Children not living in the household on a regular basis:** DO NOT INCLUDE children of this family who do not regularly live in the household, for e.g. children who are studying in another village or children who got married and are living elsewhere.
- **Visiting children:** DO NOT INCLUDE children who have come to visit their relatives or friends in the sampled household as they do not regularly live in the sampled household.

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

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

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

- Child's name, age, sex: The child's name, completed age and sex should 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 asked only for children aged 3 to 6 years. On the household survey sheet, note down whether they are attending Anganwadi (ICDS)/ Balwadi, or nursery/ LKG/UKG, etc. If the child is not going to any Anganwadi/ pre-school, etc., put a tick under 'Not going' under section of 'Pre-school children (Age 3-6)'.

- **Children aged 5–16 years:** The remaining blocks of information are ONLY to be filled for children aged 5–16 years.

For children currently enrolled in school: The child's current schooling status and Std. should be noted. The following terms should be written under 'Std.', if the child is in pre-school:

'NUR' for nursery; 'LKG' for LKG; 'UKG' for UKG; 'AW' for Anganwadi; 'BW' for Balwadi.

For children who are currently not enrolled in school:

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

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

Also note the actual year when the child left school. E.g. if the child dropped out in 2012 write '2012'. Similarly if the child dropped out in the last few months, write '2016'.

For all children (aged 5–16 years):

- Ask the respondent if the child aged 5–16 takes any tuition, meaning paid classes outside school. If they do take classes, then ask how much the parents pay for the child's tuition per month.

If the respondent cannot tell you the payment made per month then leave the box blank.

If the child takes more than one paid tuition class, then add the payment for all the classes (per month) and write the total amount paid for the child's tuition classes per month.

- Also ask children if they attend the specific government school which you have/will be surveying. Do not ask this question to children who are not currently enrolled in school.
- **All children in this age group will be tested in basic reading, arithmetic and English. (We know that younger children will not be able to read much or solve arithmetic problems but still follow the same process for all children so as to keep the process uniform).**

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

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 observe note down what is reported by household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household or not. Some households might be hesitant to give this information. Explain that this information is being collected in order to link education status of the child with the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorized as follows:

- **Pucca House:** A pucca house is one which has walls and roof made of the following material:

- ♦ **Wall material:** Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
- ♦ **Roof Material:** Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.

- **Kutch 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-Kutch house:** A house that has fixed walls made up of pucca material but roof is made up of material other than those used for pucca houses.

- **Motorized 4-wheeler:** Ask the respondent and mark 'yes' if the household owns a motorized 4 wheeler like a car, jeep, etc., otherwise mark 'no'.

- **Motorized 2-wheeler:** Ask the respondent and mark 'yes' if the household owns a motorized 2-wheeler like a motorcycle/scooter, otherwise mark 'no'.

- **Electricity in the household:**

- Mark 'yes' or 'no' by observing if the household has wires/ electric meters and fittings, bulbs or not.
- If there is an electricity connection, ask whether the household had electricity any time on the day of your visit, not necessarily when you are doing the survey.

- **Toilets:** Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet or not.

- **Television:** Mark 'yes' or 'no' by observing if the household has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition or not.

- **Cable TV:** If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct To Home (DTH) facility). Mark 'yes' if there is cable. If not, mark 'no'.
- **Reading material:**
 - **Newspaper:** Mark 'yes' if the household gets a newspaper everyday. If not mark 'no'.
 - **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars and textbooks. If any of the above reading material is available, mark 'yes', otherwise mark 'no'.
- **Other questions for the household:**
 - Mark 'yes' if anyone (apart from the mother(s) and father(s) whose background information has already been recorded earlier) in the household has completed Std.12.
 - Mark 'yes' if anyone in the household knows how to use a computer.
 - If the household has a mobile phone, mark 'yes' and note the mobile number in the next column. The mobile number will solely be used for the recheck process and not for any other purpose. Please tell household members that this is the reason for recording the mobile number.

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

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

What to do with children?

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

Who will be tested: Every child in the age group of 5-16 years who lives in the sampled household regularly will be administered the 3 testing tools - reading, arithmetic and English.

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

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

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

For a step by step explanation of the testing process, please refer to the About ASER section of this report.

What to do in a school?

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

Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. Do not visit a government school if it has no classes from Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5 then do not visit any school. In the top left box of the School Observation Sheet (provided on pages 268-269), tick according to the school type.

- Meet the Head Master (HM). If the HM is not present, meet the senior most teacher. He/ she will be the respondent. Explain the purpose and importance of ASER and give him/her the letter. Be very polite. Assure the respondent and teachers that the name of the school will not be shared with anybody.
- Ask the respondent for his/her phone number for the purpose of recheck.
- Note the time of entry, date and day of visit to the school.
- Ask the HM for the enrollment register or any official document for the enrollment figures in that school.

CHILDREN'S ENROLLMENT AND ATTENDANCE

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

OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL

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

TEACHERS

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

CLASSROOM OBSERVATIONS

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

Observe the following and fill accordingly:

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

MID-DAY MEAL (MDM)

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

FACILITIES OBSERVATION

Observe the following and fill accordingly:

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

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 or stored water) and a basic level of cleanliness.
- If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in better condition.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

- Ask the respondent if he/she has heard about CCE.
- If he/she has heard about CCE, ask how many teachers have received a CCE manual/format.
- If manual or format was received, ask the respondent to show you the CCE manual/format and tick accordingly.

SCHOOL MANAGEMENT COMMITTEE (SMC)

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

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 2015-16. Do not include the DISE format as SDP.
- If yes, ask the respondent to show you the SDP and tick accordingly.

SCHOOL GRANT INFORMATION (SSA)

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

- The information for this section should be taken from the HM. In the absence of the HM, ask the senior most teacher present. Tick the designation of the person being asked for grants information (HM/Regular teacher/Para-teacher).

SSA ANNUAL SCHOOL GRANT

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

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

We will ask for information about four SSA grants – School Maintenance Grant (SMG), School Grant or School Development Grant (SDG), Teacher Grant or Teacher Learning Material (TLM) Grant and New Classroom Grant. For each grant, we want information for two separate time periods: Financial Year 2015-16 (1st April 2015 to 31st March 2016) and Financial Year 2016-17 (1st April 2016 till date of survey).

- For each grant, first ask if the school received the grant for 2015-16 (April 2015 to March 2016). Mark the appropriate column (Yes/No/Don't know).
- If yes (the school received the grant), then ask if the full amount was spent, and answer as follows:
 - Mark 'Yes' only if the full amount was spent.
 - Mark 'No' if nothing was spent or if less than the full amount was spent.
 - Mark 'Don't know' if the respondent is not aware whether the full amount was spent or not.
 - Now ask the same questions for the remaining three grants.

Once you have asked about all four grants for Financial Year 2015-16, repeat this entire process for the period 1st April 2016 till the date of the survey.

ACTIVITIES CARRIED OUT IN SCHOOL (SINCE APRIL 2015)

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

Ask if each of the activities listed has been done since April 2015 (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).



Sample school observation sheet

SCHOOL OBSERVATION SHEET



State: CHHATTISGARH District: RAJNANDGAON Block: MOHLA
 Name of the village: BANJARI Name of the school: BANJARI PRIMARY SCHOOL

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 of the school. In the absence of the HM, meet the senior most teacher. Documents required from the school: Register with enrollment details of children.

Arrival time in school 11:00 AM	School from which Std. to which Std.? (tick any one)	Respondent's information		Date of survey 24/08/16	Day of survey SATURDAY	Surveyors' names 1. ASIT SAHOO 2. PRIYANKA CHELAK
	Std. 1 to 4/5	Name SHWETA RAI	Designation (Tick) HM			
	Std. 1 to 6/7/8	Phone number 984684XXXX				

1. CHILDREN'S ENROLLMENT AND ATTENDANCE	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	3. TEACHERS	Number appointed (Ask)	Number present (Observe)
Children's enrollment (Take from register yourself). If more than 1 section, write the total.	6	11	14	8	2				Head Master (Do not include acting HM)	1	1
Children's attendance today*	5	8	8	3	2				Regular government teachers (Do not include Head Master)	1	1
									Para-teachers	0	

*Note: Take 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			5. MID-DAY MEAL		6. FACILITIES OBSERVATION	
Tick the relevant box	Std. 2	Std. 4	Yes	No	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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a blackboard for this class?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, could you easily write on the blackboard?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Where is the class seated? (tick one)	Classroom		<input checked="" type="checkbox"/>			
	Verandah			<input type="checkbox"/>		
	Out-door			<input type="checkbox"/>		
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)					2	
Tick the relevant box						
Did you see an office/store/office-cum-store?					<input checked="" type="checkbox"/>	
Did you see a playground?					<input checked="" type="checkbox"/>	
Did you see library books in the school?					<input checked="" type="checkbox"/>	
If yes, did you see library books being used/read by children?					<input checked="" type="checkbox"/>	
Did you see a handpump/tap?					<input checked="" type="checkbox"/>	
If there is a handpump/tap, could you use it to drink water?					<input checked="" type="checkbox"/>	
If there is no handpump/tap or it is not usable, did you see drinking water available?					<input checked="" type="checkbox"/>	
Did you see a complete boundary wall or fencing?					<input checked="" type="checkbox"/>	
Is there electricity connection in the school? (Look for wires & fitting)					<input checked="" type="checkbox"/>	
If yes, was there electricity in the school today? (Observe/ask)					<input checked="" type="checkbox"/>	
Did you see computers to be used by children in the school?					<input checked="" type="checkbox"/>	
If yes, did you see children using computers?					<input checked="" type="checkbox"/>	

11. SCHOOL GRANT INFORMATION (SSA) (Ask the HM. If the HM is absent, then ask the senior most teacher)

Who gave the information about grants? (tick anyone)

HM Regular teacher Para-teacher

12A. SSA ANNUAL SCHOOL GRANT Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std. 1 to 4/5	April 2015 to March 2016			April 2016 to Date of Survey		
	Did you get the grant?			Did you get the grant?		
	Yes	No	Don't know	Yes	No	Don't know
School Maintenance Grant (SMG)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
School Development Grant (SDG)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Teacher Grant (TLM) (for all teachers)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
New Classroom Grant	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

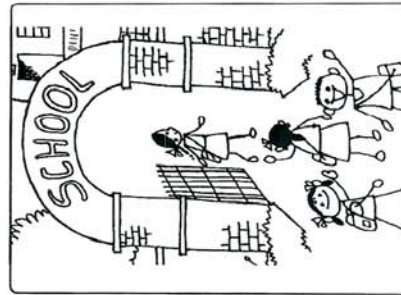
Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for Std. 1 to 4/5

School Maintenance Grant (SMG)

School Development Grant (SDG)

Teacher Grant (TLM) (for all teachers)

New Classroom Grant



12B. ACTIVITIES CARRIED OUT IN SCHOOL
Which of the following activities were undertaken since April 2015? (Tick the relevant box)

	Yes	No	Don't know
Construction			
Construction of new classroom(s)	<input checked="" type="checkbox"/>		
White wash/plastering	<input checked="" type="checkbox"/>		
Repair			
Repair of drinking water facility	<input checked="" type="checkbox"/>		
Repair of toilet	<input checked="" type="checkbox"/>		
Purchase			
Purchase of sitting mats/Tat Pathi	<input checked="" type="checkbox"/>		
Purchase of charts, globes or other teaching material	<input checked="" type="checkbox"/>		

Departure time from school 12:15 PM

7. TOILETS (by observation)

Toilets*	Is there a toilet?		If there is a toilet, was it locked?		If unlocked, was it in a usable condition?	
	Yes	No	Locked	Unlocked	Yes	No
Girl	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Boy	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Common	<input checked="" type="checkbox"/>					
Teacher	<input checked="" type="checkbox"/>					

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

8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)

If Yes, Yes No

If Yes, How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)

All Some None Don't know

If manual or format was received, ask the respondent to show it

Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)

Yes No

9. SCHOOL MANAGEMENT COMMITTEE (SMC)

Currently is there a School Management Committee (SMC) for this school? (Ask)

Yes No

If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask)

04/06/2016 (dd/mm/yyyy)

10. SCHOOL DEVELOPMENT PLAN (SDP)

Was a School Development Plan (SDP) made for your school in 2015-16? (Ask) (Do not include DISE format as SDP)

Yes No

If School Development Plan (SDP) was made, ask the respondent to show it

Could you see the School Development Plan yourself? (Ask and observe)

Yes No