



About the Survey

What to do in a village?

How to make a map and make sections?

To start making a map: Walk around the village and talk to the villagers.

- To get to know the village, walk around the whole village first before you start making the map.
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.

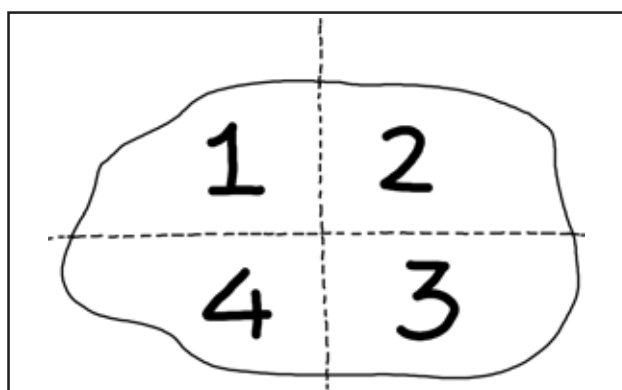
Map:

- **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, schools, bus-stop, panchayat bhavan, shops etc. Mark the main roads/streets/paths through the village prominently on the map.
- **Final map:** Once everyone agrees that the rough map is a good representation of the village and it matches with your experience of having walked around the whole village, copy it on to the map sheet that has been given to you in the survey booklet.

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

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

1. Continuous village



If it is a village with continuous habitations:

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

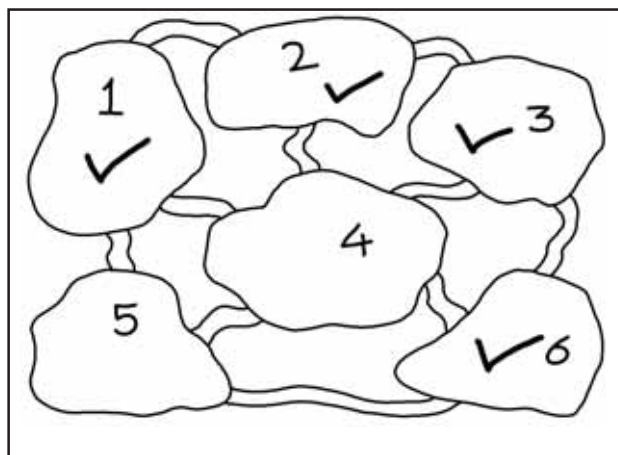
2. Village with hamlets/sections

If it is a village with different hamlets/sections:

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

If the village has:

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



(more than 4 hamlets/sections in a village)

What to do in each hamlet/section?

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

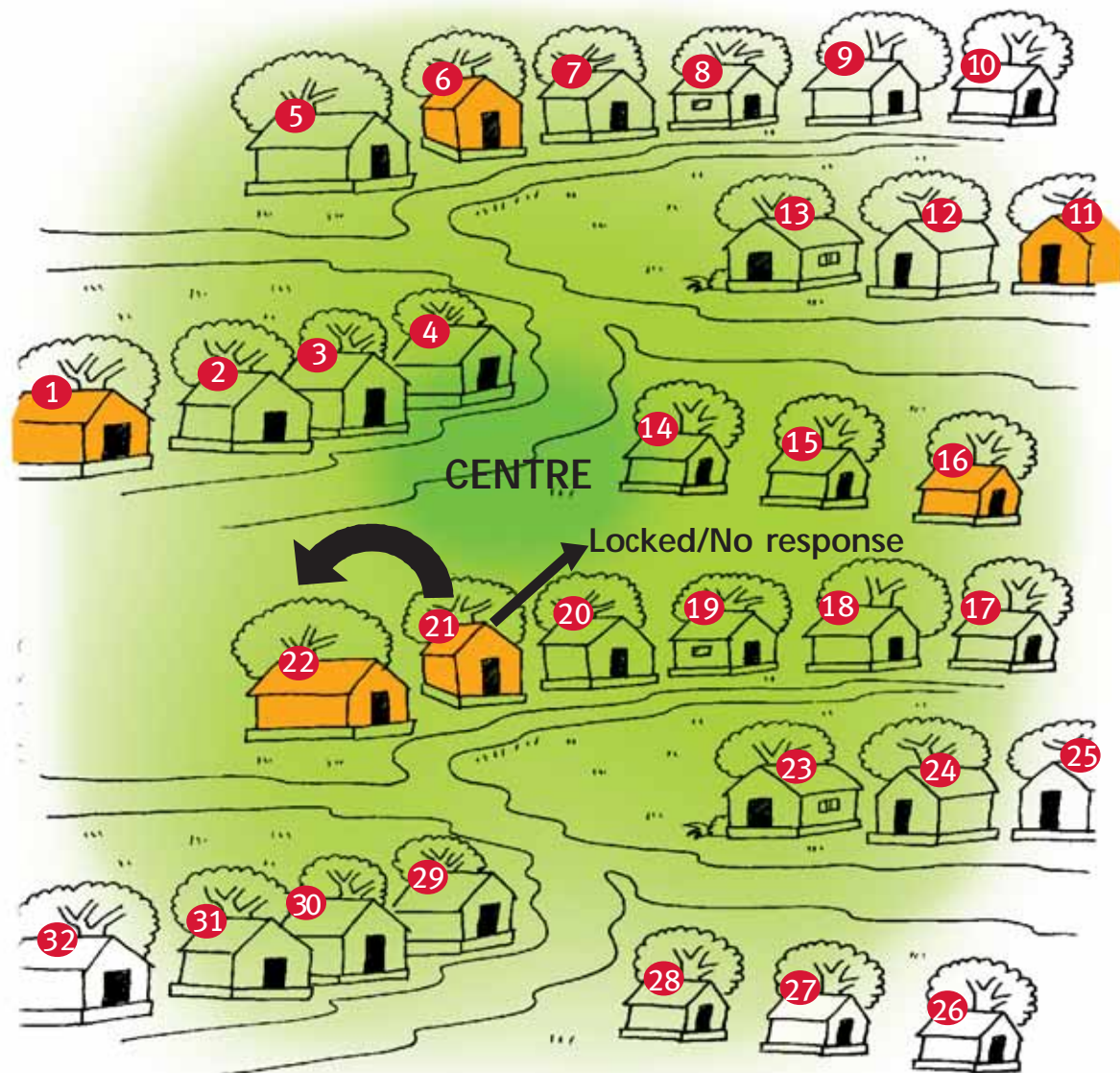
What to do if:

- 1. Household has multiple kitchens:** In each house ask how many kitchens or 'chulhas' there are. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats.¹ 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 'chulha').
- 2. Household has no children:** If there are no children in the age group 3–16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Also, write the number of the hamlet/section from which the house has been selected from the map. Such a household will be counted as one of the 5 surveyed households in that hamlet/section but no information about mothers or fathers will be collected.
- 3. House closed:** If the selected house is closed or if there is nobody at home, note that down on your Village Compilation Sheet (at the end of the survey booklet) as "house closed". This household does not count as a surveyed household. Do not include this household in the survey booklet. Move to the next/adjacent house.
- 4. No response:** If a household refuses to participate in the survey, record the house on your Village Compilation Sheet in the "no response" box. This household also does not count as a surveyed household. Do not include this household in the survey booklet. Move to the next/adjacent house.

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.

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?

1. General information

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

2. 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 doesn't eat from the same kitchen.

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

Rules for selecting children

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

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

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 and sex:** Name, age and sex should be filled for all children aged 3-16 who live in the selected household. In the column for sex, write 'F' for female children and 'M' for male children.
- **Children aged 3-6 years:** The first block, "Pre-school children (Age 3-6)", is to be asked only for children aged 3 to 6 years. On the household sheet, note down whether they are attending anganwadi (ICDS), balwadi, or nursery/LKG/UKG, etc. If the child is not going to any anganwadi/preschool, etc., put a tick under 'Not going' in the "Pre-school children (Age 3-6)" section.
- **Children aged 5-16 years:** The remaining blocks of information are ONLY to be filled for children aged 5-16 years.

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

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

For Out of School Children (who are currently not enrolled in school):

- 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 2006 write '2006'. Similarly if the child dropped out in the last few months write '2013'.

For all children (aged 5-16 years):

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

If the respondent cannot tell you the amount paid for child's tuition 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.

- Ask the children if they attend the specific government school which you have/will be surveying. Do not ask this to children who are not currently enrolled in school.
- All children in this age group (5-16 years) will be tested in basic reading and arithmetic. (We know that younger children will not be able to read much or solve arithmetic problems but still follow the same process for all children so as to keep the process uniform).

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

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

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

- **Type of house:** Types of houses are categorized as follows:
 - **Pucca house:** A pucca house is one which has walls and roof made of the following material:
 - Material for walls: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
 - Material for roof: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
 - **Kutchha house:** The walls and roof are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
 - **Semi-kutchha house:** A house that has fixed walls made of pucca material but the roof is made of material other than those used for pucca houses.
- **Motorized 2 wheeler:** Ask the respondent and mark 'yes' if the household owns a motorized two wheeler like a motorcycle/scooter, otherwise mark 'no'.
- **Electricity in the household:**
 - Mark 'yes' or 'no' by observing if the household has wires/electric meters and fittings and bulbs.
 - If there is an electricity connection, ask whether the household had electricity at any time on the day of your visit, not necessarily when you are doing the survey.
- **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 whether there is a constructed toilet in the house or not.
- **Television:** Mark 'yes' or 'no' by observing if the house has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition or not.
- **Cable TV:** If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct To Home (DTH) facility). Mark 'yes' if there is cable facility. If not, mark under 'no'.
- **Reading material**
 - **Newspaper:** Mark 'yes' if the household gets a newspaper everyday. If not, mark under 'no'.
 - **Other reading material:** This includes story books, magazines, religious books, comics etc., but does not include calendars and school textbooks. If the above reading material is available, mark 'yes', otherwise mark 'no'.
- **Other questions for the household:**
 - Mark 'yes' if anyone in the household (apart from mother(s) and father(s) whose background information has already been recorded earlier) 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 only be used for the recheck process and not for any other purpose. Please tell household members that this is the reason for taking the mobile number.

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

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

ASER 2013: Reading tasks



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

- 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 4-5 words. These words or their equivalent are in the Std 1 textbook 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 textbook of the states.

पढ़ने की जाँच

कहानी

बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अनुच्छेद

राधा के पास एक तोता है। उसकी चोंच लाल है। वह बहुत बोलता है। सब को हँसाता है।

आप

म र थ

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क घ

सबसे जो शब्द भी 2 अक्षर पढ़ने को सके।
सबसे जो शब्द 4 अक्षर पढ़ने को सके।

शब्द

गाना खुश

मोती

पैर झोला

आलू धूप

किला

आग मोर

सबसे जो शब्द भी 2 अक्षर पढ़ने को सके।
सबसे जो शब्द 4 अक्षर पढ़ने को सके।

Sample: Hindi basic reading test*

Similar tests developed in all languages

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

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

- Comparability with the previous years' tools with respect to word count, sentence count, type of word 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 with words and context 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:**

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

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

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

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

The child can read a paragraph, if the child:

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

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

WORDS

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

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

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

- Reads at least **4 out of the 5** words with ease.

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

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

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

STORY

Ask the child to read the story.

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

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

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

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

LETTERS

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

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

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

- Correctly recognizes at least **4 out of 5** letters with ease.

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

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

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

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

ASER 2013: 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 between 1 to 9.
- Number recognition 10 to 99: Randomly chosen numbers between 10 to 99.
- Subtraction: 2 digit numerical problems with borrowing.
- Division: 3 digit by 1 digit numerical problems.

गणित की जाँच

अंक पहचान 1-9	संख्या पहचान 10-99	घटाव		भाग
3 7	65 38	$\begin{array}{r} 51 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 48 \\ \hline \end{array}$	$7 \overline{)918}$
1 4	92 23	$\begin{array}{r} 84 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ - 36 \\ \hline \end{array}$	$6 \overline{)769}$
8 9	47 72	$\begin{array}{r} 56 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ - 13 \\ \hline \end{array}$	$8 \overline{)987}$
5 2	56 87	$\begin{array}{r} 45 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ - 24 \\ \hline \end{array}$	$4 \overline{)513}$
29 11				

Sample:
Arithmetic
test

Similar
tests
developed
in all
languages

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

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

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

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

How to test arithmetic?

SUBTRACTION 2 digit with borrowing

**START
HERE:**

Show the child the subtraction problems. Ask the child to choose a problem, if not, then you pick one. Ask the child what the numbers are and then ask the child to identify the subtraction sign. If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct. Even if the first subtraction problem is answered wrong, still ask the child to solve the second question with the same method. If the second problem is correct ask the child to try and do the first problem again. If the child makes a careless mistake, then give the child another chance with the same question.

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

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

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

NUMBER RECOGNITION (10-99)

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

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

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

NUMBER RECOGNITION (1-9)

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

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

If the child is not at '**Number Recognition (1-9)**' level (cannot recognize numbers 1-9), mark her at '**Beginner Level**'.

DIVISION 3 digit by 1 digit

Show the child the division problems. She can choose any one problem. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark the child at '**Division Level**'. **Note:** The quotient and the remainder both have to be correct.

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

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

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

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

What to do in a school?

General instructions

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

1. Children's enrollment & attendance

- Ask for the registers of all the classes and fill in the enrollment information 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 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 class-wise in the observation sheet. Please note that only children who are physically present in the class while you are counting should be included.
- Attendance of class with many sections: Take headcount of the individual sections, add them up and then write down the total attendance.

2. Official medium of instruction in the school

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

3. Teachers

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

4. Continuous and Comprehensive Evaluation (CCE)

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

5. Mid-Day Meal (MDM)

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

6. Classroom observations - only for Std. 2 and Std. 4

This section is for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one section 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.

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

7. Facilities observation

Observe the following and fill accordingly:

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

8. Toilets

- Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers. Ask the respondent or 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 was unlocked, note whether it was usable or not. A usable toilet is a toilet with water available for use (running water/ stored water) and a basic level of cleanliness.
- If 2 common toilets or other type of toilets are there in the school then take information about the toilet which is in a better condition.

Sample household survey sheet - English



State: JAMMU & KASHMIR District: DODA Block: BHADERWAH Village: SADGAN

ASER 2013 - HOUSEHOLD SURVEY SHEET

Names of surveyors
 1. ROHAN SHARMA
 2. POONAM SINGH

Date of survey 15/09/2013
 Day of survey SUNDAY
 Start time of survey 10:30am

Respondent name MEGHA KAUR
 Hamlet/village no. (from the map) and/or name of hamlet/section 01

Full name of family head LAKSHMAN SINGH
 Total number of members in the HH who eat from the same kitchen 6
 HH No. 04

Serial No.	Child information (for age 3-16)		For age 3-6		For age 5-16				Basic Learning Levels (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 (Children age 3-16 regularly living in the household)	Age	Sex	Pre-school children (Age 3-6)	In school children (Age 5-16)	Out of school children (Age 5-16)	Tuitions	Does the child go to school? (medium of instruction)	Language in which the child is tested in reading?	Which language was used to test the child (1/2/3/4)	Reading (highest level ONLY)	Math (highest level ONLY)	Age	Has the father ever attended school?	If attended school, then at which std completed?
1	MEGHA KAUR	RITU	4	F	✓	5	Drop out	Yes	Yes	1	Beginner	Beginner	32	✓	10	
2	JASMEET	ROHAN	10	M		6	Drop out	Yes	Yes	2	Word	Num Recg 10-99	35	✓		
3	JASMEET	PINKY	11	F			Drop out	Yes	Yes		Letter	Num Recg 10-99	35	✓		
4							Drop out	No	No		Form	Num Recg 10-99				
5							Drop out	No	No		Story	Num Recg 10-99				
6							Drop out	No	No		Para	Num Recg 10-99				
7							Drop out	No	No		Division	Num Recg 10-99				
8							Drop out	No	No		Subtraction	Num Recg 10-99				
Total																

MOTHER'S BACKGROUND INFORMATION		HOUSEHOLD INDICATORS (Tick the appropriate column)										Does anyone in the household know how to use a computer?		
Sl. No.	Mother's name	Has the mother ever attended school?	Type of house	Motorised connection	Electricity in household today?	Telnet in household	TV in household	If TV in household is there, cable TV?	Reading material	Has anyone in the HH completed 12th Std?	Does anyone in the household know how to use a computer?	Yes	No	End Time of Survey
1	MEGHA KAUR	✓	Pucca (with walls, ceiling, floor of brick and cement)	Yes	Yes	Yes	Yes	Yes	Books/magazine daily (AAK) (without books etc.)	Yes	Yes			10:55am
2	JASMEET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
3														
4														

Sample household survey sheet - Hindi



राज्य: **जम्मू और कश्मीर** जिला: **डोडा** ब्लॉक: **भदंडवा** गाँव: **सदगौव**
 वर्ष का दिन: **15/09/2013** रविवार
 सर्वे शुरू करने का समय: **10:30am**

उत्तरदाता का नाम: **मैधा कौर** सर्वेक्षक का नाम: **रोहन शर्मा**
 घर का नंबर: **01** सर्वेक्षण का प्रकार: **पूवर्क सिद्ध**

आयु वर्ग 3-6 के लिए: **6**
 आयु वर्ग 7-12 के लिए: **01**

आयु वर्ग 13-18 के लिए: **01**
 आयु वर्ग 19-24 के लिए: **01**
 आयु वर्ग 25-34 के लिए: **01**
 आयु वर्ग 35-44 के लिए: **01**
 आयु वर्ग 45-54 के लिए: **01**
 आयु वर्ग 55-64 के लिए: **01**
 आयु वर्ग 65-74 के लिए: **01**
 आयु वर्ग 75-84 के लिए: **01**
 आयु वर्ग 85+ के लिए: **01**

क्र. सं.	माता का नाम	बच्चे की जानकारी (आयु वर्ग 3-16 के लिए)	आयु वर्ग 3-6 के लिए		आयु वर्ग 7-12 के लिए		आयु वर्ग 13-18 के लिए		आयु वर्ग 19-24 के लिए		आयु वर्ग 25-34 के लिए		आयु वर्ग 35-44 के लिए		आयु वर्ग 45-54 के लिए		आयु वर्ग 55-64 के लिए		आयु वर्ग 65-74 के लिए		आयु वर्ग 75-84 के लिए		आयु वर्ग 85+ के लिए		पिता की जानकारी		
			लिंग	शिक्षण स्तर	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री			
1	मैधा कौर	बच्चे का नाम: रिवू (आयु 3-16 के वे बच्चे जो इस घर में नियमित रूप से रहते हैं)	4	F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	✓	10
2	जस्मीत		10	M	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	35	✓		
3	जस्मीत		11	F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	35	✓		

क्र. सं.	माता का नाम	बच्चे की जानकारी (आयु वर्ग 3-16 के लिए)	आयु वर्ग 3-6 के लिए		आयु वर्ग 7-12 के लिए		आयु वर्ग 13-18 के लिए		आयु वर्ग 19-24 के लिए		आयु वर्ग 25-34 के लिए		आयु वर्ग 35-44 के लिए		आयु वर्ग 45-54 के लिए		आयु वर्ग 55-64 के लिए		आयु वर्ग 65-74 के लिए		आयु वर्ग 75-84 के लिए		आयु वर्ग 85+ के लिए		पिता की जानकारी		
			लिंग	शिक्षण स्तर	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री	पढ़ने की सामग्री				
1	मैधा कौर		32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	32	✓	10
2	जस्मीत		35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	35	✓	

घर में किसी के पास नोकाइल कोण है? हाँ नहीं यदि हाँ, तो नोकाइल नंबर क्या है? **987103XXXX**

Sample village information sheet - English

VILLAGE INFORMATION SHEET			
State Name	JAMMU AND KASHMIR	Block Name	BHADERWAH
District Name	DODA	Village Name	SADGAON
Surveyors' names:		1. ROHAN SHARMA	
		2. POONAM SINGH	
Date of Survey	14/09/2013	Day of Survey	SATURDAY
Please tick (✓) the relevant box		Did you see the following services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Electricity connection in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Post office in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Bank (any type) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Ration/PDS shop in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Primary/Sub Health Centre in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Private health clinic in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Computer centre/internet café in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Equipment/facility using solar energy (private/public) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Upper - primary School (Std. 1 to 7/8) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Secondary School (Std. 1 to 10) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. school (Std. 6 to 8/10/12) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Private school in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Pre-school (Anganwadi/Balwadi/LKG/UKG/Nursery) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Sample village information sheet - Hindi

गाँव की जानकारी प्रपत्र			
राज्य का नाम	जम्मू और कश्मीर	ब्लॉक का नाम	शदेड़ा
ज़िले का नाम	डीडा	गाँव का नाम	साद गाँव
सर्वेक्षकों का नाम		1. शैलन शर्मा 2. पूनम सिंह	
सर्वे का दिनांक	14/09/2013	सर्वे का दिन	शनिवार
उचित स्थान पर सही (✓) का निशान लगाएं		क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा ? (अपने अवलोकन के आधार पर हाँ/नहीं पर निशान लगाएं)	
बुनियादी सेवाएं	क्या गाँव में जाने के लिये 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 है (किसी भी प्रकार का)?	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 कंप्यूटर सेंटर/इंटरनेट कैंफे है?	हाँ	✓ नहीं
	क्या गाँव में सौर ऊर्जा (solar energy) का प्रयोग करने वाला उपकरण/सुविधा है? (निजी/सार्वजनिक)	✓ हाँ	नहीं
स्कूल	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 है? (ऑगनवाड़ी/बालवाड़ी/LKG/UKG/Nursery)	✓ हाँ	नहीं

Annual Survey of Education Report
ASER 2013
Facilitator: Dr. PRADHAN

Sample school observation sheet - English

ASER 2013 - SCHOOL OBSERVATION SHEET



Name of school: KUMARVIDYA MANDIR SADGAON Name of village: SADGAON
 Block: BHADEBWAH District: DODA State: JAMMU & KASHMIR

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

Arrival time in school 11:05 am	From which Std. to which Std. (tick any one)	Respondent Information		Date of survey 14/09	Day of survey SATURDAY	Surveyors' names: 1. ROHAN SHAR MA 2. POONAM SINGH
	Std. 1 to 4/5 <input checked="" type="checkbox"/>	Name AKSHAY KUMAR	Designation (Tick) <input checked="" type="checkbox"/> HM <input type="checkbox"/> Teacher			

1. CHILDREN'S ENROLLMENT & ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself). If more than 1 section write the total	25	30	15	26	31	40	20	19
Children's attendance today*	20	24	12	22	21	30	12	13

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

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

3. TEACHERS	Number Appointed (Ask)	Number Present (Observe)
Head Master (Doesn't include acting HM)	1	1
Regular govt. teachers (Doesn't include Head Master)	7	5
Para-teachers	0	0

4. CONTINUOUS AND COMPREHENSIVE EVALUATION

Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)	Yes <input checked="" type="checkbox"/>	No
If yes,		
How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)	All <input checked="" type="checkbox"/>	Some <input checked="" type="checkbox"/>
If manual or format was received, ask the respondent to show it	None <input checked="" type="checkbox"/>	Don't know
Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)	Yes <input checked="" type="checkbox"/>	No

5. MID-DAY MEAL

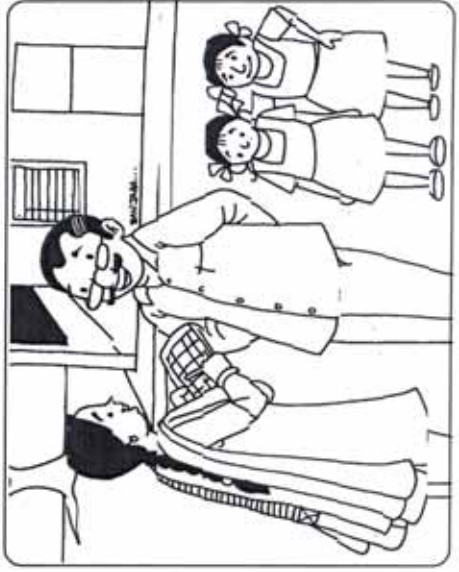
Tick the relevant box.	Yes	No
Was mid-day meal served in the school today? (Ask)	<input checked="" type="checkbox"/>	
Is there a kitchen/shed for cooking mid-day meal? (Observe)	<input checked="" type="checkbox"/>	
Did you see food being cooked in the school? (Observe)		<input checked="" type="checkbox"/>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

7. FACILITIES OBSERVATION

Total number of pucca rooms in the school excluding toilets (count yourself and write)	10
Total number of rooms being used for teaching today (count yourself and write)	7
Tick the relevant box	
Did you see an office /store/ office-cum store?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Did you see a playground?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Did you see library books in the school?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, did you see library books being used/read by children?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Did you see a handpump/tap?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If there is a handpump/tap, could you use it to drink water?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If there is no handpump/tap or it is not usable, did you see drinking water available?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Did you see a complete boundary wall or fencing?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Did you see computers to be used by children in the school?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, did you see children using computers?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

6. CLASSROOM OBSERVATIONS

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



Departure time from school
 11:40am

8. TOILETS (by observation)

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

Sample school observation sheet - Hindi

असर 2013 - विद्यालय अवलोकन प्रपत्र

विद्यालय का नाम: **कुम्भारविद्यामंडिर सतगोंब** गाँव का नाम: **सतगोंब**

ब्लॉक: **भदोइवा** जिला: **डीडा** राज्य: **जम्मू और कश्मीर**

Annual Status of Education Report
असर 2013
Facilitated by PRATHAM

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

स्कूल में आने का समय	किस कक्षा से किस कक्षा तक? (किसी एक पर सही का निशान लगाएँ)	उत्तरदाता की जानकारी	सर्वेक्षणों का नाम
11:05am	कक्षा 1 से 4/5 कक्षा 1 से 6/7/8 कक्षा 1 से 4/5	नाम: अशय कुमार पद (✓ लगाएँ): मुख्य अध्यापक शिक्षक फोन नम्बर: 921273XXXX	1. बीहन शर्मा 2. पूनम सिंघ

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 (पुस्तक रजिस्टर से लें)। यदि एक से ज्यादा संकेत हों, तो कुल नामांकन लिखें।	25	30	15	26	31	40	20	19
सर्वे के दिन उपस्थित बच्चों*	20	24	12	22	21	30	12	13

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

2. विद्यालय में पढ़ाई का माध्यम (official)	कुल उपस्थित (अवलोकन करें)
1. अंग्रेजी	मुख्य अध्यापक (पनारी मुख्य अध्यापक को न गिनें)
2.	नियमित सरकारी शिक्षक (मुख्य अध्यापक को न गिनें)
3.	पैरा-शिक्षक (Para-teacher)

4. सतत व्यापक मूल्यांकन (CCE)	
क्या आपने सतत व्यापक मूल्यांकन/CCE के बारे में सुना है? (पूछें)	हाँ <input checked="" type="checkbox"/> नहीं
यदि हाँ,	
इस विद्यालय में मिलने वाले सतत व्यापक मूल्यांकन (CCE) मैनुअल या प्रपत्र मिला है? (पूछें)	किसी को कुछ को <input checked="" type="checkbox"/> सभी को कुछ को <input checked="" type="checkbox"/> किसी को कुछ को <input checked="" type="checkbox"/> सभी को कुछ को <input checked="" type="checkbox"/>
यदि मैनुअल और प्रपत्र मिला है, तो उत्तरदाता से उसे दिखाने को कहें	
क्या आप सतत व्यापक मूल्यांकन (CCE) मैनुअल या प्रपत्र देख सकते? (पूछें और अवलोकन करें)	हाँ <input checked="" type="checkbox"/> नहीं

5. मध्याह्न भोजन	
चयित स्थान पर निशान लगाएँ।	हाँ <input checked="" type="checkbox"/> नहीं
क्या आज विद्यालय में मध्याह्न भोजन दिया गया? (पूछें)	<input checked="" type="checkbox"/>
क्या मध्याह्न भोजन पकाने के लिए कोई रसोई घर है? (अवलोकन करें)	<input checked="" type="checkbox"/>
क्या आपने विद्यालय में मध्याह्न भोजन पकाये जाते हुए देखा? (अवलोकन करें)	<input checked="" type="checkbox"/>
क्या आपने बच्चों को आज मध्याह्न भोजन दिलाने का कोई सबूत देखा? (जैसे: गंदे बर्तन या बाहर से नंगाया गया भोजन आदि) (अवलोकन करें)	<input checked="" type="checkbox"/>

6. कक्षा का अवलोकन					
उचित स्थान पर निम्नान लगाएँ।	अवलोकन करें (यदि एक से ज्यादा संख्याएँ हों, तो कोई एक चुनें)	कक्षा 2		कक्षा 4	
		हाँ	नहीं	हाँ	नहीं
	क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?	✓			✓
	क्या कक्षा में ब्लैक बोर्ड है?	✓		✓	
	यदि हाँ, तो क्या आप ब्लैक बोर्ड पर आसानी से लिख सकते हैं?	✓		✓	
	पुस्तकों के अलावा क्या कक्षा में आपने कोई भी शिक्षण सामग्री देखी (जैसे अन्य किताबें, दिवारों पर लगे चार्ट, बोर्ड खेल आदि)?	✓			✓
	इस कक्षा के बच्चे कहीं बैठे हुए थे? (किसी एक पर निम्नान लगाएँ)	कमरे में		✓	
बचानदे में					
खुली जगह पर					

7. सुविधाओं का अवलोकन		10
शौचालय के अलावा विद्यालय में कुल कितने पक्के कमरे हैं? (खुद गिनकर लिखें)		7
सबके दिन कुल कितने कमरे पढ़ाने के लिए इस्तेमाल किये जा रहे थे? (खुद गिनकर लिखें)		हाँ नहीं
उचित स्थान पर निम्नान लगाएँ		✓
क्या विद्यालय में ऑफिस/स्टोर/Office-cum-store है?		✓
क्या विद्यालय में खेल का मैदान है?		
क्या विद्यालय में पुस्तकालय की किताबें हैं?		✓
यदि हाँ, तो क्या आपने बच्चों को पुस्तकालय की किताबों का प्रयोग करते हुए/पढ़ते हुए देखा?		
क्या आपने विद्यालय में हैंडपंप/नल देखा?		✓
यदि हैंडपंप/नल है, तो क्या आप उस हैंडपंप/नल से पानी पी सकते?		✓
यदि हैंडपंप/नल नहीं है या इस्तेमाल करने योग्य नहीं है, तो क्या पीने के पानी की उपलब्धता है?		
क्या विद्यालय की पूरी चारदीवारी या बाड़ (fencing) है?		
क्या विद्यालय में बच्चों के प्रयोग के लिए कम्प्यूटर है?		
यदि हाँ, तो क्या आपने बच्चों को कम्प्यूटर का इस्तेमाल करते हुए देखा?		

8. शौचालय (अवलोकन करें)				
शौचालय	क्या शौचालय है?		यदि खुला है, तो क्या वह प्रयोग करने योग्य है?	
	हाँ	नहीं	बंद है	बंद नहीं है
लड़कों	✓		✓	नहीं
लड़कियों	✓		✓	
सामूहिक		✓		
शुद्ध		✓		



स्कूल से जाने का समय
11:40am

नोट: यदि विद्यालय में किसी एक प्रकार का 1 से ज्यादा शौचालय है, तो उस शौचालय की जानकारी दें जो बेहतर स्थिति में है।

खड़ाहन
गाँव का नक्शा: सचिकर = T.
सरकारी विद्यालय = GS

डाकघर = P.O.
मिजी विद्यालय = P.S.
सरकारी स्वास्थ्य केन्द्र = PHC.

बैंक = BK.
बिजली स्तम्भ = E.P.
औरंगवाड़ी/बाबवाड़ी = A.B.

तुकान = S.
साहिबा सडक = W.B.
कच्ची सड़क = UR

सौर ऊर्जा = S.E.
कच्ची सड़क = UR

खड़ाहन
गाँव का नक्शा: सचिकर = T.
सरकारी विद्यालय = GS

12 आवा = 3.

नक्शा बनाने के निर्देश

13
मुख्य स्थान जैसे कि - विद्यालय, स्वास्थ्य केन्द्र, आंगनवाड़ी, मंदिर, मस्जिद, नदी, बरा स्टैण्ड, पंचायत भवन, दुकान आदि को दर्शाये।
गाँव का प्रमाण करने के दौरान नक्शे पर दी गयी सभी जानकारी की गीब के लोगों से पुष्टि करें।

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

14
विविध हिस्से/गुहल्लों को दर्शाये।
प्रत्येक हिस्से/गुहल्ले को नक्शे में नंबर दें।

15
विविध हिस्से/गुहल्लों को दर्शाये।
प्रत्येक हिस्से/गुहल्ले को नक्शे में नंबर दें।

16
विविध हिस्से/गुहल्लों को दर्शाये।
प्रत्येक हिस्से/गुहल्ले को नक्शे में नंबर दें।

17
विविध हिस्से/गुहल्लों को दर्शाये।
प्रत्येक हिस्से/गुहल्ले को नक्शे में नंबर दें।



From 2005 to 2013: Evolution of ASER

ASER 2005

Age group 6-14

Children were asked:

- Enrollment status
- Type of school

Children also did:

- Reading tasks
- Arithmetic tasks

School visits

Sampling:

Randomly selected
20 ASER 2005 villages

ASER 2006

Age group 3-16

Children were asked:

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Comprehension tasks
- Writing tasks

Mother's education
Mothers were also asked to read a simple text

Sampling:

Randomly selected
20 ASER 2005 villages
10 new ASER 2006 villages

ASER 2007

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Comprehension tasks
- Problem solving tasks
- English tasks

Mother's education
School visits

Sampling:

Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
10 new ASER 2007 villages

ASER 2008

Age group 3-16

Children were asked:

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Telling time
- Currency tasks

Mother's education

Household characteristics
Village information

Sampling:

Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
10 new ASER 2008 villages

ASER 2009

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status
- Pre-school status (Age 5-16)

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- English tasks

Mother's education
Father's education
Mothers were also asked to read a simple text

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2007 villages
10 ASER 2008 villages
10 new ASER 2009 villages

ASER 2010

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Everyday math tasks

Mother's education
Father's education
Mothers were also asked to dial a mobile number

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2008 villages
10 ASER 2009 villages
10 new ASER 2010 villages

ASER 2011

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2009 villages
10 ASER 2010 villages
10 new ASER 2011 villages

ASER 2012

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- English tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2010 villages
10 ASER 2011 villages
10 new ASER 2012 villages

ASER 2013

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status
- Tuition fees

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2011 villages
10 ASER 2012 villages
10 new ASER 2013 villages



ASER 2013 – Training

ASER is conducted in every rural district of India by volunteers from a local organization - colleges and universities, NGOs, youth groups, women's organizations and others. About 30,000 young people volunteer to do ASER every year, reaching about 300,000 households and more than 600,000 children annually. Training is critical to equipping our volunteers with the skills needed to survey a village, assess children's learning outcomes reliably, and record the information accurately.

An important feature of ASER 2013 was our partnership with 175 DIETs (District Institute of Education and Training) across 8 states. Located in every district in India, DIETs are responsible for training in-service and pre-service teachers, and also for equipping staff of the education department at the block and district level to support schools via monitoring and mentoring. The ASER-DIET partnership gave us a unique opportunity to involve close to 10,000 future teachers in assessing the learning levels of children in rural India.

ASER follows a three-tier training structure. The National Workshop is followed by state-level training in every state. This is followed by district-level training workshops, where about 60 volunteers are trained to conduct the ASER survey.

National Workshop: Depending on the size of the state and its complexity (languages, terrain etc), each state has anywhere from 2 to 10 full time state team members devoted to ASER during the ASER season. The national workshop brings together all those who will lead ASER in their state during that year's ASER. Typically 125-150 people attend the national workshop which lasts for 5-6 days. The workshop is conducted in a rural area so that field practice can be conducted easily. ASER 2013 national workshop was carried out in Siwan district in Bihar in August 2013. The national workshop heralds the start of the ASER season for that year.

During the national workshop, ASER state teams are oriented on the tools, procedures and processes to be used. Key features of the national workshop include:

- *Classroom sessions:* Every step of the survey is reviewed and discussed in detail. All documents and relevant materials (tools, instructions, formats) are also field tested and reviewed for the final time before they go to print. Presentations, case studies and videos are used.
- *Field Pilot:* One day of the national workshop is devoted to carrying out an actual survey. All participants are involved. 30 villages are randomly selected and 20 households are surveyed. The field day is extremely useful for clarifying all doubts and revising instructions, if needed.
- *ASER Quiz:* A comprehensive quiz is administered in order to ensure that every participant understands the ASER content and process. Post training, additional sessions are organized to fill the learning gaps identified through the quiz.
- *Mock Trainings:* It is essential that all members of the ASER state teams are good trainers. One day of the national workshop is devoted to "mock" trainings. Participants are informed in advance about the topics that they have to train on and thus have the opportunity to improve content knowledge and delivery. Master trainers observe these training sessions and offer comments and suggestions for improvement.
- *Planning Sessions:* The national workshop is also a time to finalize the roll out plans for all states including state-level trainings and execution of survey. Experience of the previous years' ASER is reviewed, people requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

State-level Training Workshop: These workshops are conducted in every state just before the district trainings are to roll out. The main objective of the state level training is to prepare Master Trainers for districts. Master Trainers are selected on the basis of past experience, ability to communicate well and execute projects. Around 1,000 Master Trainers participated in ASER 2013.

This year, most state-level trainings were organized over a five-day period. State level trainings have five main components and mirror the activities conducted in the national workshop. These include classroom session, field visit, mock trainings, quiz and planning sessions.

Performance in mock trainings, field visits and the quiz results are analyzed to identify weak 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 become a Master Trainer for ASER.

District-level Training Workshops: 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 the stronger volunteers to carry out the survey.

At the district level, because of erratic electricity supply and unavailability of laptops with every Master Trainer, it is difficult to use a projector during trainings. Instead, survey formats are printed on large flex banners and used as aids in explaining the formats to volunteers. These banners are portable, easy-to-use and low cost.

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

- State 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 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 extensively used to guide volunteer selection for the ASER survey.

Our training system provides us with a strong foundation for effective implementation of the ASER survey. However, at ASER, we view our trainings not only as a means to collect quality data but also as an opportunity to educate 30,000 people of our country on the significance of measurement. And, in this process ask a simple yet extremely significant question - can our children read and do basic arithmetic?



ASER 2013 – 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 that is collected.

The monitoring-recheck system in ASER 2013 comprised four different types of processes:

Call Centre Monitoring: Each state had a 'call centre' which made phone calls to all districts as the survey process rolled out. Information on different aspects of the survey was collected at different points during the survey process. 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 is led by at least two Master Trainers who have undergone training at the state level. These Master Trainers are responsible for training volunteers and monitoring the survey process while the survey is in the field. Most districts in ASER 2013 had a 2 weekend survey, i.e. half the villages were surveyed over one weekend and the other half were surveyed over the second weekend. Due to this phasing of the survey, Master Trainers were able to monitor 4 villages in a district over the 2 weekends. Approximately 28% of the total surveyed villages were monitored in ASER 2013.

SMS Monitoring: One of the important features of the monitoring process for ASER 2013 was the immediate availability of summary information for each monitored and rechecked village via SMS. 23 states took part in this effort. The data collected was uploaded on a common online portal. This enabled ASER Centre staff, both at the central and state levels, to receive information on a daily basis about these villages.

Recheck: In ASER 2013, there were three levels of rechecks. The first level was in the district 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.

- *District level desk and phone recheck:* On the completion of the survey in a district, the Master Trainers conducted desk rechecks of the survey formats received for all the surveyed villages. In addition, the Master Trainers telephoned at least 8 out of 20 surveyed households in each village. This procedure enables the quick identification of villages which were not surveyed correctly. These villages were then rechecked in person by the Master Trainers.
- *District level 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.
- *ASER state team field rechecks:* Based on the performance of the Master Trainers and the volunteers, the ASER state teams also rechecked as many villages as possible.
- *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 for this kind of recheck were chosen purposively and others were selected randomly. The process of the recheck was the same as the Master Trainer field recheck.

In all, approximately half the villages surveyed in ASER 2013 were rechecked by Master Trainers and ASER State Teams.