

ASER village process

The following process explanations are excerpts from the ASER 2018 instruction manual, used by our volunteers during trainings. The sections covered are: talking to the Sarpanch, how to collect village information, how to make a map and divide it into 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. Sample English versions of the survey formats have been provided in between sections. All formats are translated into regional languages for the survey along with the instruction manual.

Talking to the Sarpanch

Purpose: Inform the Sarpanch about the ASER survey process and request cooperation for the survey.

Go to the village assigned to you. Two surveyors will survey one village. Once you are in the village, meet the Sarpanch and give him the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities you'll be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary. People may come up to you and ask what you are doing. Use the same points to explain the purpose of your visit.

How to collect village information?

Purpose: To note the presence or absence of some basic facilities in the village.

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

As you are walking around the village, look out for the basic facilities and schools listed on the Village Information Sheet and tick the 'Yes' box if they are available. If you are unable to locate these facilities and schools, ask the villagers and then observe yourself. While observing educational facilities in the village, go inside the facility to verify the information required before ticking the appropriate box. After you have walked around the entire village, if there are facilities on the Village Information Sheet that you could not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 270 for the Village Information Sheet.

How to make a map and divide it into sections?

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

Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections are there in the village and where are they located? Where are the starting and ending points of the village? You could ask the villagers/village children to take you around as well.

Make a rough map: As you walk around, draw a rough map of how the village is laid out. The rough map will help you understand the pattern of habitations in the village. Use the help of local people to show you the main landmarks, such as places of worship, river, schools, bus stops, panchayat bhavans, anganwadis, ponds, clinics, ration shops, etc. Mark the main roads/streets/pathways

through the village prominently on the map. Mark each government school for which you have recorded the information in the Village Information Sheet on the map.

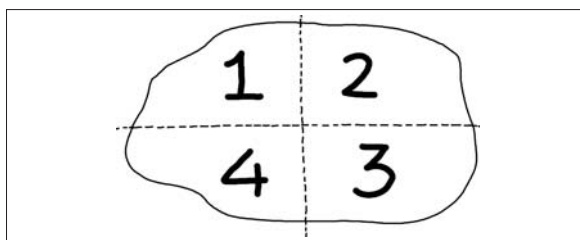
Verify the rough map: Get the Sarpanch or any other person who knows the village well to verify your rough map. Once everyone agrees that the map is a good representation of the village, finalize it.

Make the final map: Copy the final version of your rough map onto the map sheet given in the survey booklet (see page 269 for an example).

Once the final map has been made, make and number the sections as explained below:

Case 1: Continuous village

- 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.

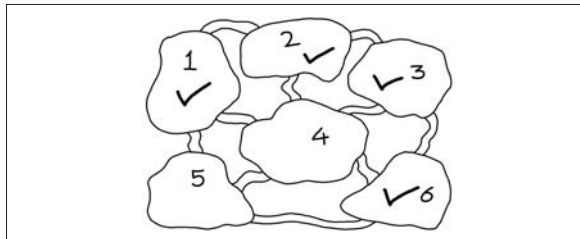


Case 2: Village with hamlets/sections

If the village has discontinuous hamlets/sections, assign each hamlet/section a number. Write the number on the map.

If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts so that now you have 4 parts in all. Select 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 of the 4 hamlets/sections. On the map, tick the hamlets/sections chosen for the survey on the map.



What to do in each hamlet/section?

You need to pick 5 households from each of the 4 hamlets/sections that you have selected, using the following procedure:

- Go to the selected hamlet/section. Try to find the central point in that hamlet/section. Standing in the centre of the hamlet/section, select the first household on your left. Begin the survey from this household.
- Thereafter, you must select every 5th household. This means that after you have surveyed the first 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 surveying 5 households, go around the same hamlet/section again using the 'every 5th household rule'.
- If a surveyed household gets selected again, go to the next/adjacent household, and continue till you have 5 households from the hamlet/section.
- If the hamlet/section has less than 5 households, then survey all the households. Survey the remaining households from other hamlets/sections.
- If the village has 20 or fewer households, then survey all the households in the village.

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 household proceed to the next 5th household counting from the next household 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. Write the number of the hamlet/section from the map from which the household has been selected. Take information from the respondent about the name of the head of the household, total number of members in the household who eat from the same kitchen, household assets, name of the respondent and mobile number of the household. In addition, ask if anyone in the household has passed Std. 12 and if anyone knows how to use a computer. Such a household will be counted as one of the 5 surveyed households in each hamlet/section but no information about mother or father will be collected.
- **Household locked:** If the selected household is closed or if there is nobody at home, make a tally mark on the cover page of the survey booklet under 'Locked households'. This household does not count as a surveyed household. Do not include this household in the household survey sheet. Move to the next/adjacent household. After the survey is over, count the tally marks and write the total number of such cases in the same space on the cover page of the survey booklet.
- **No response:** If a household refuses to participate in the survey, make a tally mark on the cover page of the survey booklet under 'No response households'. This household does not count as a surveyed household. Do not include this household in the household survey sheet. Move to the next/adjacent household. After the survey is over, count the tally marks and write the total number of such cases in the same space on the cover page of the survey booklet.

After you have completed 5 households in the first hamlet/section, move to the next hamlet/section. Follow the same process in all hamlets/sections to be surveyed.

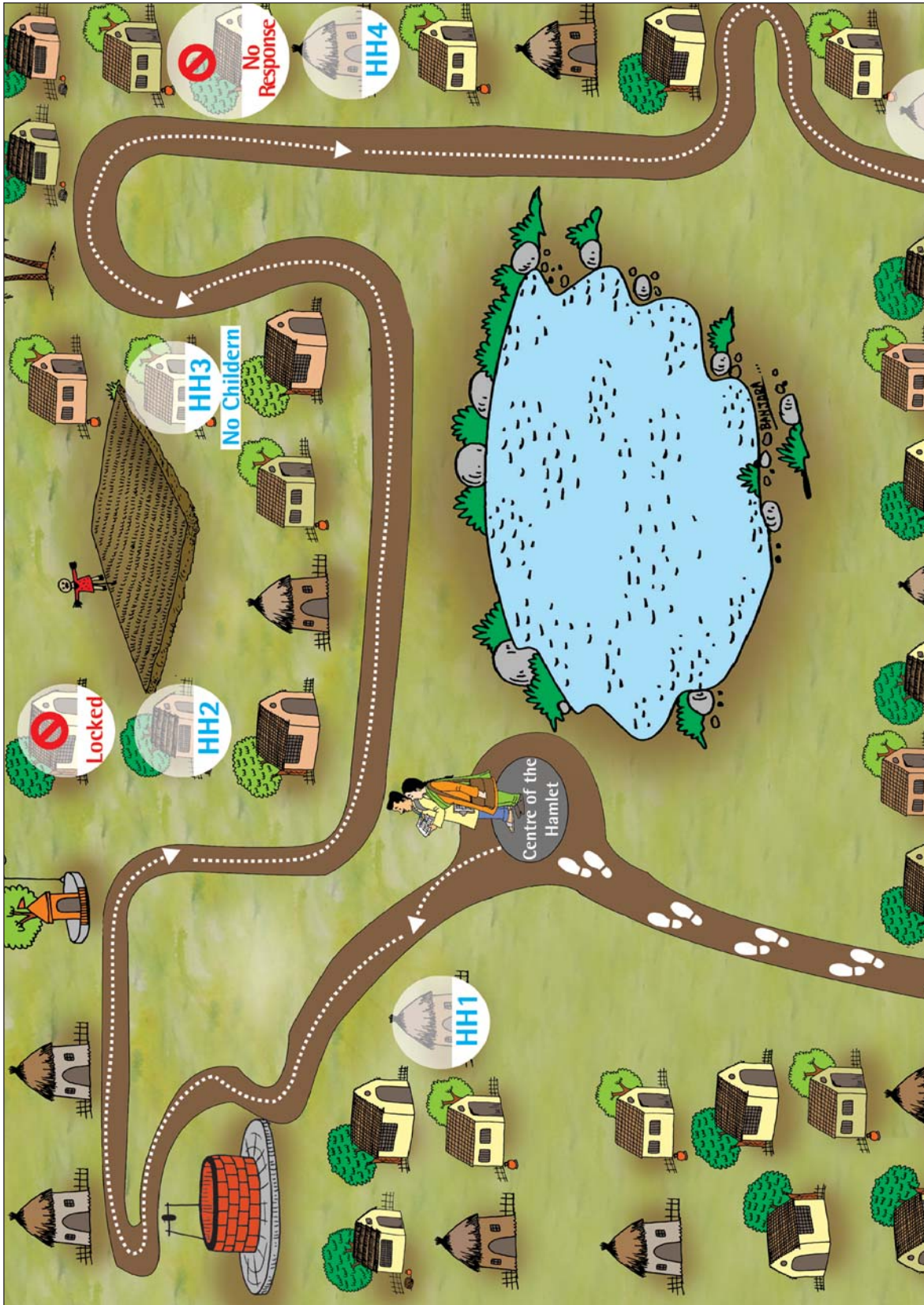
Ensure that you go to households only when children are likely to be at home. This means that you will go to households after school hours and/or on a holiday/Sunday.

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

Sample village information sheet

VILLAGE INFORMATION SHEET			
Annual Status of Education Report असर ASER 2018 Facilitated by PRATHAM			
Name of state:	ARUNACHAL PRADESH	Name of block:	NAFRA
Name of district:	WEST KAMENG	Name of village:	KHUPTI
Surveyors' names:		1. TENZENOR NORBU	
		2. PEMMA ZOMBA	
Date of survey:	22/09/2018	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 FACILITIES	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. 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
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. School (Std. 1 to 10/12) 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
	Anganwadi in village?	✓ Yes	No

How to sample households in a hamlet?



What to do in each household?

Purpose: To collect all required information about the selected households.

Refer to page 274 for the Household Survey Sheet.

GENERAL INFORMATION

Fill in the general information about the household in the top block of the Household Survey Sheet:

- **HH No.:** Write 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 regularly eat from the same kitchen:** Ask this question to the adults present in the household and write 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 the following carefully:**
 - 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) 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 respondent's 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

- **Include all children who are:**
 - **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' in such cases. 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.
 - **Not at home during the time of the survey:** Often children are busy in the household or on the farm. If the child is somewhere nearby, but not at home, take the information about the child, like the name, age, and schooling status. Ask the 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.

If there are children who regularly live in the household but who are out of the village on the day of the survey (e.g. a child has gone to visit her relatives) write their information even if you cannot test them. Record the reason for not testing her on the back of the Household Survey Sheet for that household.

- **Relatives who 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.
- **Do NOT include all children who are:**
 - **Not living in the household on a regular basis:** DO NOT INCLUDE children of this family who do not regularly live in the household (e.g. children who are studying in another village/city or children who got married and are living elsewhere). Even if such children are present in the household during your visit, do not record their information.
 - **Visiting children:** DO NOT INCLUDE children who have come to visit their relatives or friends 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 recorded ONLY for children living in the 20 households that have been randomly selected.

Mother's background information: While beginning to record the information for each child, ask for the name of the child's mother. Note 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 the mother's age and schooling information in the box 'Mother's Background Information'. While recording the mother's education, record the last class she has completed. For graduates, write B.A., B.Com. etc.

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

- **Collect the following information for ALL children aged 3-16:**
 - **Child's name, age, sex:** The child's name, completed age and sex should be filled for all children in the sampled household. For female children write 'F' and for male children write 'M' (F = Female, M = Male).
 - **For children currently enrolled in school:** Fill the child's class and type of school under 'In school children' in Household Survey Sheet as:

- If the child is attending an anganwadi, then put a tick under 'Anganwadi'. Tick under 'Government' in the 'Type of School' block.
- If the child is attending Lower Kindergarten (LKG), or Upper Kindergarten (UKG), or Nursery (NUR), or Balwadi, then tick under 'LKG/UKG/NUR/Balwadi'. Additionally, put a tick under 'Private' in case LKG/UKG/NUR/Balwadi is a private school, OR under 'Government' in case of a pre-primary class of a government school.
- If the child is enrolled in Std. 1 to Std. 12, then write the Std. number under 'Std.' and put a tick under the appropriate type of school in the next column.
- If a child is double enrolled (i.e. enrolled in more than 1 school), then record the information only about the school she attends regularly.
- If child goes to the surveyed school: Ask the child if she attends the government school which you have or will be surveying. Do not ask this question to children who are not currently enrolled in school.
- Medium of Instruction: Record the language in which the child's school textbooks are written. For example, if the textbooks are in Hindi, write 'Hindi'. If you are unsure about this, ask the respondent which language the child's Math textbook is written in and note the answer.
- **For out of school children (currently not enrolled in school):** Fill the child's information under 'Out of school' as:
 - **Never Enrolled:** If the child has never been enrolled in school, then put a tick under 'Never enrolled'.
 - **Drop Out:** 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. For example, if the child dropped out in 2012 write '2012'. Similarly, if the child dropped out in the last few months of this year, write '2018'.
- **Tuitions:** Ask the respondent if the child (aged 3-16) takes any tuition, meaning paid classes outside school.
 - If they 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.

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. While recording the father's education, record the last class he has completed. For graduates, write B.A., B.Com. etc.

HOUSEHOLD INDICATORS

All information on household indicators is to be recorded, based as much as possible, on observation. If for some reason you cannot observe them, note what is reported by the respondent/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 to them that this information is being collected in order to link the education status of the child with the household's economic conditions.

- **Type of house (the child lives in) 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.
 - **Semi-Kutcha 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.
 - **Kutcha 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.
- **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 has had electricity at any time on the day of your visit, and 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.
- **Mobile phone:** Mark 'Yes' if the household has a mobile phone, otherwise mark 'No'. In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. If there is no smartphone in the household, then mark 'No'. A smartphone is a phone with internet access.
- **Reading material:**
 - **Newspaper:** Mark 'Yes' if the household gets a newspaper every day. If not, mark 'No'.
 - **Other reading material:** This includes story books, magazines, comics, etc. but does not include calendars, religious books or 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.
 - Mobile number of the household: Please note the mobile number in the box at the bottom of the sheet. Explain to the household members that the mobile number will only be used for the recheck process and not for any other purpose, and will not be shared with anyone else.

Note the end time of the survey.

If you do not get an answer for a question in the Household Survey Sheet, leave the appropriate box blank.

What to do with children?

After filling the household information in the household survey sheet, you must test all children aged 5-16 in the household. Use the testing tool booklet to test each child and record the responses in the household survey sheet.

Who and what to test: You will test every child listed on the household survey sheet who is in the age group of 5-16 years, using the basic reading and arithmetic tool to find out the highest level they can do comfortably. In addition, older children in the age group 14-16 will also be tested on the bonus tool to assess their ability to apply basic arithmetic skills to everyday tasks.

How to we test: It is very important to be in the right frame of mind while assessing children. We are not going to the village/household as evaluators. **Our objective is to find out the highest level that the child can do comfortably.**

Therefore, it is important to 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. For example, ask the child about her favorite game/ sport, food, friend, festival, story, song; whether she has been to a fair and what did she enjoy the most in it, etc. When you feel that the child is comfortable, show her the tool and tell her that the tool has simple activities you would like her to participate in and that it is not an exam or test. Make sure that you and the child are seated at the same level, i.e. if you are sitting on a chair, then the child should also be seated on a chair. Try not to administer the test while standing.
- **No pressure on the child from others:** Often family members and neighbors gather around to watch how the child is performing. This can make the child nervous. The surveyors should try to 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 improves the child's performance. For example, the child may not be able to read a simple paragraph fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now she is more comfortable with the tool and tasks. Hence, we give her another chance at reading the paragraph. In the case of solving subtraction/division problems in the arithmetic tool, ask the child to check her work once again if you think she has made careless mistakes.
- **Different samples for different children:** Each testing tool has 4 samples. In order to ensure that the children are not copying from each other, please use a different sample of the tool for children in the same household. Make sure you use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then start the testing in the next household with sample 4.

For a step by step explanation of the testing process, please refer to the 'ASER assessment task' section of this report on pages 32-36.

Sample household survey sheet

HOUSEHOLD SURVEY SHEET

State: Assam District: West Kameng Block: Nafra Village: Khupl
 Respondent name: Sheba Karga Surveyor's names: Tenzeng Norbu
 HH No. 10 Total number of members in the household who eat from the same kitchen: 6
 Hamlet/section no. (from the map): 2 Date of survey: 23/09/2018
ASER 2018 Day of survey: Sunday Start time of survey: 12:45 PM

Serial no.	Child's General Information: For age 3-16		Schooling Status: For age 3-16				Learning Status: For age 5-16				Bonus Tool (Test ALL children aged 14-16 only)				Father's Background Information									
	Mother's Name	Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	In school children (Currently enrolled in school)	Out of school children (Currently not enrolled in school)	Tuitions	Reading level (✓ the HIGHEST level ONLY)	Math level (✓ the HIGHEST level ONLY)	Sample number (1/2/3/4)	Q1	Q2	Q3	Q4	Has the father ever attended school?	Age								
1	Tashi	Brenden	4 M	✓	Drop out	Drop out	Yes	Beginner	Beginner	2	8	7	280	43 ✓	5	43 ✓								
2	Tashi	Daksha	14 M	✓	Drop out	Drop out	Yes	Beginner	Beginner	3				43 ✓	5	43 ✓								
3	Tashi	Serfn	10 F	✓	Drop out	Drop out	Yes	Beginner	Beginner					43 ✓	5	43 ✓								
4					Never enrolled	Never enrolled	No																	
5																								
6																								
7																								
8																								
Total Count													1	1	1	1	1	1	1	1	1	Total 14-16 year old tested		1

S. no.	Mother's Background Information		Household Indicators (Tick the appropriate column)										Has anyone in the household completed 12th Std.??*		Does anyone in the household know how to use a computer?		
	Mother's name	Has the mother ever attended school, then which std. completed?	Type of house	Motorised 4-wheeler	Electricity in house	TV in household	Mobile phone in household	Reading material (Other than school textbooks)	Has anyone in the household completed 12th Std.??*	Does anyone in the household know how to use a computer?							
1	Tashi	✓ 10	Pucca (with walls and roof of brick and cement)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2			Semi kutchra	No	No	No	No	No	No	No	No	No	No	No	No	No	No
3			Kutchra	No	No	No	No	No	No	No	No	No	No	No	No	No	No
4				No	No	No	No	No	No	No	No	No	No	No	No	No	No

Mobile number of the household: 9876 XXXXX End time of survey: 1:43 PM

What to do in a school?

Purpose: To collect information on school enrolment, attendance, and basic facilities.

Refer to pages 277 and 278 for the School Observation Sheet.

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 enrolment in 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, tick according to the school visited.

- Meet the Head Master (HM). If the HM is not present, meet the seniormost teacher. The HM/seniormost teacher is your 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. Explain that the number will not be used for any other purpose.
- Note the time of entry, date and day of visit to the school.
- Ask the HM for the enrolment register or any official document for the enrolment figures in that school.

CHILDREN'S ENROLMENT AND ATTENDANCE

- Ask for the enrolment registers of all the classes to fill in the enrolment numbers. If a class has many sections, then take the total enrolment. If the enrolment register is not available or the HM refuses to show it, then write the enrolment numbers given by the HM.
- After filling in the enrolment, move around to the classrooms/areas where children are seated and note 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 cases, ask children belonging to a particular class 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 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 following and mark accordingly. Do not include Anganwadi teachers or teachers appointed for pre-primary classes while counting teachers. Only include teachers for Std. 1 or higher.
- Ask the respondent and note 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 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 class may be seated together.

Observe the following and fill accordingly:

- Seating arrangement of children: Are two or more classes sitting together in the same 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, picture/story cards 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 even one is present.
- 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 hand pump/tap. If yes, check whether you could drink water from it. If there is no hand pump/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 has 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 observe if computers are being used by children.

PHYSICAL EDUCATION

- Physical education includes all outdoor games with equipment (such as cricket, football etc.) or without equipment (such as yoga, kho-kho, kabaddi etc.) as well as indoor physical education games (such as table tennis, badminton etc.).

Observe/ask the following and fill accordingly:

- Ask the respondent if there is a timetable for the school and mark accordingly.
- If a timetable exists, request the respondent to show the timetable and observe if there is a physical education period in it. If you were able to observe the period in the timetable, then mark 'Yes', else mark 'No'.
- If there is no timetable, ask the respondent if dedicated time is allocated to physical education every week.
- Ask if a separate teacher has been appointed for physical education. A 'separate teacher' for physical education means a teacher who is responsible specifically for teaching physical education. Include this teacher even if he/she sometimes teaches another subject. For example, a physical education teacher who also takes a science class.

- If a separate teacher has not been appointed for physical education, ask if one or more teachers take the physical education class. 'Any other teacher' implies a teacher responsible for another subject who sometimes also teaches the physical education class. For example, a math teacher assigned with the additional responsibility of taking the physical education class would come under this category.
- Observe if there is a playground within the school premises. A playground is an area with a level playing field and/or playing equipment (e.g. slides, swings etc.). If there is a playground within the school premises, do not ask the next question.
- If there is no playground within the school premises, ask the respondent if there is any other playground where children play during school hours.
- Observe if any sports equipment is available in the school (even if kept in a cupboard). Do not include board games like ludo, chess, carom, and include indoor games like table tennis, badminton etc.
- Observe if the children were engaged in any physical education activity under the supervision of a teacher (physical education teacher/any other teacher). 'Under the supervision of a teacher' means that the teacher taking the physical education period was guiding the activity.

TOILETS

- Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.
- Ask the HM, any teacher or any child if you cannot tell who the toilets are for.
- For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is usable or not. A usable toilet is a toilet with water available for use (running water/stored water) and a basic level of cleanliness.
- If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in a better condition.

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.

PRE-PRIMARY CLASS

- Observe if there is an Anganwadi in the school.
- Observe if there is a separate pre-primary class in the school (not an Anganwadi). If you are unable to locate, ask the respondent and observe yourself.

Sample school observation sheet

SCHOOL OBSERVATION SHEET

Annual Status of Education Report
ASER 2018
Facilitated by PRATHAM

state: Assam District: West Kameng Block: Nafra
 Name of the village: Khupi Name of the school: Government Primary School

Arrival time in school: 11:00 AM School from which Std. to which Std.? (tick any one)
 Std. 1 to 6/7/8 Std. 1 to 6/7/8 Others

Respondent's information
 Name: Priya Sharma Teacher
 Designation (Tick) HM Other
 Phone number: 97160 XXXXX

Date of survey: 22/09/2018 Day of survey: Saturday Surveyors' names: 1. Tenzeng Norbu
2. Pemma Zomba

1. CHILDREN'S ENROLMENT AND ATTENDANCE

	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8
Children's enrolment (Take from register yourself). If more than 1 section, write the total.	6	11	14	8	2			
Children's attendance today*	5	8	8	3	2			

*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 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. <u>English</u>	Number present (Observe)
2. _____	_____
3. _____	_____

3. TEACHERS
 (Do not include anganwadi and pre-primary teachers)
 Head Master (Do not include acting HM) 1
 Regular government teachers (Do not include Head Master) 1
 Para-teachers 0

4. CLASSROOM OBSERVATIONS

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"/>
Is there a blackboard for this class? If yes, could you easily write on the blackboard?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, picture/story cards etc.) in the room?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Where is the class seated? (tick one)	Classroom <input checked="" type="checkbox"/>		Verandah <input type="checkbox"/>	
	Outdoor <input type="checkbox"/>			

5. MID-DAY MEAL

Tick the relevant box	Yes	No
Was mid-day meal served in the school today? (Ask)	<input checked="" type="checkbox"/>	
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 evidence like dirty utensils or meal brought from outside etc.)? (Observe)	<input checked="" type="checkbox"/>	

6. FACILITIES OBSERVATION

Tick the relevant box	Yes	No
Total number of pucca rooms in the school excluding toilets (count yourself and write)		<u>5</u>
Total number of rooms being used for teaching today (count yourself and write)		<u>3</u>
Did you see an office/store/office-cum store?	<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"/>	

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 enrolment 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 most senior teacher. Documents required from the school: Register with enrolment details of children.

7. PHYSICAL EDUCATION*		Yes	No
Tick the relevant box			
Is there a timetable in the school? (Ask)			
		<input checked="" type="checkbox"/>	
If yes, were you able to observe a physical education period in the timetable? (Observe)			
		<input checked="" type="checkbox"/>	
If not, is there a dedicated time allocated to physical education every week? (Ask)			
			<input checked="" type="checkbox"/>
Has a separate teacher been appointed for the physical education class? (Ask)			
		<input checked="" type="checkbox"/>	
If a separate teacher has not been appointed, do any other teachers take the physical education class regularly? (Ask)			
		<input checked="" type="checkbox"/>	
Did you see a playground in the school? (Observe)			
		<input checked="" type="checkbox"/>	
If not, is there any other playground where children play during school hours? (Ask)			
			<input checked="" type="checkbox"/>
Did you see sports equipment in the school? (Observe) (Do not include board games like ludo, chess, carrom etc.)			
			<input checked="" type="checkbox"/>
Did you see children engaging in any physical education activity under the supervision of a teacher? (Observe)			
			<input checked="" type="checkbox"/>

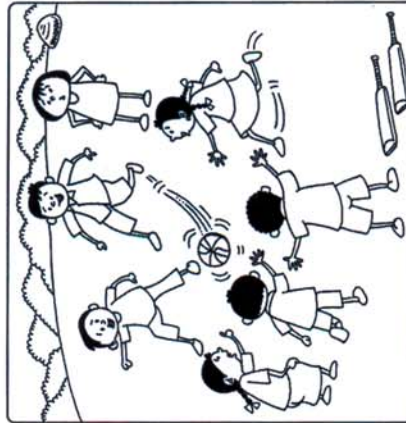
* Physical education includes all outdoor games with equipment (such as cricket, football etc.) or without equipment (such as yoga, kho-kho, kabaddi etc.) as well as indoor games (such as table tennis, badminton etc.).

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"/>					
Boy	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Common						
Teacher					<input checked="" type="checkbox"/>	

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

9. SCHOOL MANAGEMENT COMMITTEE (SMC)		
Currently is there a School Management Committee (SMC) for this school? (Ask)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask)	04/08/2018 (dd/mm/yyyy)	

10. PRE-PRIMARY CLASS		
Is there an anganwadi in the school premises? (Observe)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No



Departure time from school 12:15 PM