

Surveyors' names	1.
	2.

# INSTRUCTION BOOKLET



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**ASER 2022 Pledge**

# A. WHAT IS ASER?

**ARE CHILDREN ABLE TO READ?  
CAN THEY SOLVE BASIC ARITHMETIC PROBLEMS?  
DID SCHOOL CLOSURES AFFECT CHILDREN'S ENROLMENT AND LEARNING?**

## WHAT IS THE ANNUAL STATUS OF EDUCATION REPORT (ASER)?

The Annual Status of Education Report, or ASER, is an annual, citizen-led household survey that aims to understand whether children in rural India are enrolled in school and whether they are learning. From 2005 to 2014, and then every alternate year till 2018, large-scale, nation-wide ASER surveys provided representative estimates of the enrolment status of children aged 3-16 and the basic reading and arithmetic levels of children aged 5-16 at the national, state and district level. The ASER survey is conducted by over 30,000 volunteers from more than 500 organisations across the country. By joining the ASER survey in their district, people contribute to a massive and important national effort.

The last nation-wide ASER in 2018 reached more than 5 lakh children in over 17,000 villages across almost 600 districts. Owing to safety concerns during the COVID-19 pandemic, during 2020 and 2021 the alternate-year ASER cycle was replaced by phone-based surveys that tracked children's access to learning opportunities during the period of school closures. During this period three state-level field surveys were also conducted, in Karnataka, Chhattisgarh, and West Bengal.

ASER 2022 marks the resumption of nation-wide field operations for the first time since the pandemic. Comparisons with earlier rounds of ASER will give us a clear picture of the effects of the pandemic on the status of children's schooling and learning.

## WHY ASER 2022?

ASER has been highlighting the problem of high enrolment but low learning levels since its inception in 2005. Even in 2018, well before the pandemic, ASER reported that children's foundational learning levels in India were much below expectation:

- Just 1 out of 4 children in Std 3 were at 'grade level', that is, they could read a Std 2 level text or do double-digit subtraction.
- As many as 1 out of 4 children were completing elementary education (Std 8) without being able to read a Std 2 level story.

The COVID-19 pandemic resulted in school closures across the world, causing massive disruption to children's schooling and learning. In the case of India, where school closures were among the longest in the world, evidence of this disruption is visible in the drop in children's learning levels reported by ASER's 3 state-level field surveys in 2021.

With schools now open across the country, evidence on children's enrolment and learning is an important input for districts, states, and the country as a whole to understand where children are and the kind of support they need, in order to plan action accordingly. ASER 2022 is returning to villages across India to generate this evidence.

## HAS ASER MADE A DIFFERENCE?

ASER findings are widely disseminated in the media and have been discussed at the national, state and district level, in the government and outside. Its core message – that children are in school, but not learning – has played an important role in helping to shift the focus of India's policy makers from enrolment to learning. This shift is visible, for example, in the 2017 amendment to the Right to Education (RTE) Act, which makes it compulsory for states to codify and assess children's learning outcomes. More recently, the emphasis on foundational learning is clearly reflected in the National Education Policy's (2020) goal of ensuring Foundational Literacy and Numeracy (FLN) skills for all students by Std 3.

ASER data has been extensively quoted in parliamentary questions over the years, with the most recent mention (December 2021) taking the tally of the total parliamentary questions quoting ASER data to 100. ASER findings have also been cited in NITI Aayog's Three Year Action Agenda (2017-2020) and are regularly reported in the Economic Survey of India.

Various international organisations have also used ASER data in their reports. A 2021 report by UNESCO, UNICEF and the World Bank, 'The State of the Global Education Crisis' includes findings from field survey in Karnataka in 2021. The 'World Development Report' on learning prepared by the World Bank in 2018 also cites ASER extensively.

## B. SUMMARY OF THE ASER PROCESS

The ASER survey will be done over two days in one village. Two surveyors will be assigned to each village. The first day of the survey will be a school day (preferably Saturday) and the second day will be a holiday (preferably Sunday).

**A step-wise overview of the entire process of the ASER survey in a village is given below:**

A team of two surveyors will go to the village assigned to them by their ASER Master Trainer. They will take the Village Pack given to them in the training to the village.

Once in the village, the surveyors will meet the Sarpanch/village representative and do the following:

- Clearly explain what ASER is and why it is important.
- Give her the 'Letter for Sarpanch' and request her support to conduct the survey in the village.

The surveyors will then walk around the entire village and do the following:

- Make a rough map of the village, marking the important landmarks in the village. Once the surveyors have verified the rough map with the help of villagers, they will make a final map in the survey booklet.
- Fill up the Village Information Sheet, based on what they observe in the village.

The surveyors will go to a government school with classes 1-7/8. If it is not present, then they will visit the government school which has the highest enrolment in Std. 1 to 4/5 and do the following:

- Meet the Head Master/ most senior teacher and explain what ASER is and why it is important.
- Give him/her the 'Letter for the Head Master' and ask him/her permission to collect information from the school.
- Collect information about the school and record it in the School Observation Sheet.

Next, the surveyors will select the households for the survey. They will:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households with children aged 3-16 from each hamlet/section using the 'every 5th household rule'.
- Follow this process in every section/hamlet and survey 20 households (with children aged 3-16) in total from the selected sections/hamlets.

For every household that is visited while selecting the households, surveyors will:

- Record some basic information about the household in the Household Log Sheet.
- If a household is locked, does not have children aged 3-16 or the respondent refuses to participate (no response), then tick (✓) under the appropriate box in the Household Log Sheet.
- If a household has children between ages 3-16, record the basic information in the Household Log Sheet, and proceed with the survey.

In each household that has children aged 3-16, surveyors will do the following:

- Record information about children in the age group of 3-16 years.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years and record the highest level that they can do comfortably. Testing will be done only in households.
- Record information about household assets.

After all 20 households are surveyed, the surveyors will immediately submit the completed survey booklet to their respective ASER Master Trainers.

# C. WHAT TO DO IN A VILLAGE?

## Section 1: Talking to the Sarpanch

**Purpose:** To inform the Sarpanch about the ASER survey process and request cooperation for the survey.  
**Format:** Letter for Sarpanch

- Go to the village assigned to you. Two surveyors will survey one village.
- Once you are in the village, meet the Sarpanch and give her the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities you will 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 points given above to explain the purpose of your visit.

## Section 2: Collecting village information

**Purpose:** To note the presence of some basic facilities in the village.  
**Format:** Village Information Sheet

- Write the name of the state, district, block, village, surveyors, and date and day of the survey on the Village Information Sheet.
- Look 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 them 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 did not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Example:

VILLAGE INFORMATION SHEET				
<b>Name of state:</b>	Maharashtra	<b>Name of district:</b>	Wardha	
<b>Name of block:</b>	Deoli	<b>Name of village:</b>	Waifad	
<b>Surveyors' names:</b>		1.	Shalini	
		2.	Muskan	
<b>Date of survey:</b>	16.07.2022	<b>Day of survey:</b>	Saturday	
<b>Please tick (✓) the relevant box</b>		<b>Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your observation)</b>		<b>Instructions</b>
<b>BASIC FACILITIES</b>	Pucca road leading to the village?	Yes ✓	No	Look for the road leading to the village, not the roads inside the village.
	Electricity connection in the village?	Yes ✓	No	Look for electricity poles and wires.
	Post office in the village?	Yes	No ✓	Look for a post office building and sign board.
	Bank (any type) in the village?	Yes	No ✓	The bank can be of any kind (government/private/cooperative/other).
	Govt. Primary/Sub Health Centre in the village?	Yes ✓	No	
	Private health clinic in the village?	Yes ✓	No	Look for any clinics/doctors indicating that there is a private health facility/medical practice of any kind. This does NOT include alternative medicine like practiced by Hakims, Vaid, etc.
	Computer centre/Internet café in the village?	Yes	No ✓	Look for a computer centre other than in school or at home.
<b>SCHOOLS</b>	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 ✓	

## Section 3: Mapping the village and making sections

**Purpose:** To divide the village into hamlets/sections and to randomly select households.

**Format:** Blank sheet in the survey booklet for the final map.

### 1. Making the map

**Step 1: Get to know the village:** Walk around the village and talk to the local people. Ask them questions like:

- What and where are the starting and ending points of the village?
- How many hamlets/sections are there in the village and where are they located?

You could ask the villagers/village children to take you around as well.

**Step 2: 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.

*Note: Mark each school for which you have recorded the information in the Village Information Sheet on the map.*

**Step 3: 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, finalise it.

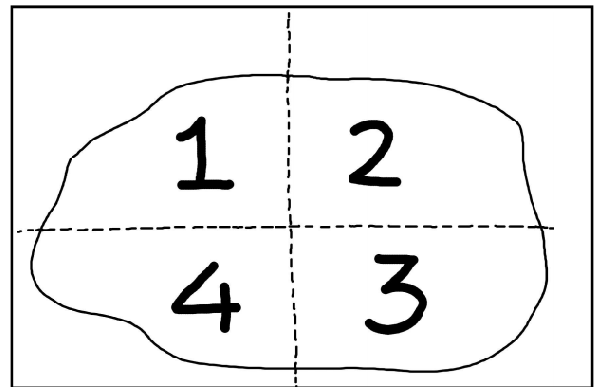
**Step 4: Make the final map:** Copy the final version of your rough map onto the sheet given in the survey booklet for the map.

### 2. Dividing the map into sections

Once the final map has been made, make sections and number them 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 (as shown in the picture alongside).
- Select 5 households with children aged 3-16 from each section.

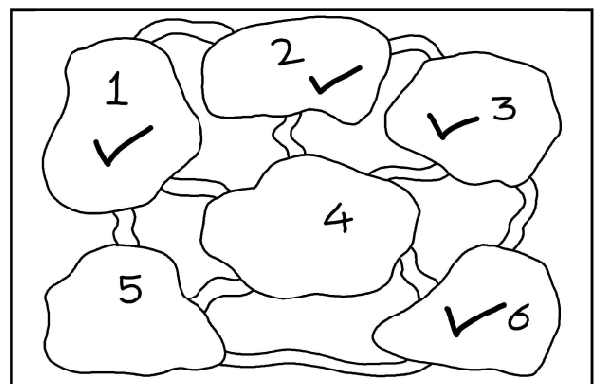


#### Case 2: Village with hamlets/sections

Assign each hamlet/section a number, and write the number on the map. If possible, also write the name of the hamlet/section.

**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 with children aged 3-16 from each part.
- **3 hamlets/sections:** Take 7, 7 and 6 households with children from the 3 hamlets respectively.
- **4 hamlets/sections:** Select 5 households with children from each hamlet/section.
- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections (for example, make chits with the name or number of all hamlets/sections and then ask a villager to pick any 4 chits. These will be your 4 hamlets/sections for the survey). Select 5 households with children from each of the 4 hamlets/sections. Don't forget to tick the hamlets/sections chosen for the survey on the map (as shown in the picture alongside).



## Section 4: Selecting households and filling the Household Log Sheet

**Purpose:** To randomly select 20 households which have children in the age group of 3-16 years from the selected hamlets/sections.

To keep a record of all households visited in the village during the survey.

**Format:** Household Log Sheet from the survey booklet.

For the survey, you need to randomly select 5 households with children in the age group of 3-16 years from each hamlet/section by using the 'every 5th household rule'. For each household visited, some basic information will be recorded in the Household Log Sheet.

### How to select the households in a hamlet/section and fill the Household Log Sheet?

- 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.
- This first household you select could have four possible scenarios:
  - Household has at least one child aged 3-16
  - Household has no children aged 3-16
  - Household is locked
  - Respondent of the household refuses to participate in the survey/there is no adult at home (no response)
- In all of these scenarios, you must record some information about the household in the Household Log Sheet. The Household Log Sheet is a record of **every** household that you visit during the survey.

Based on the scenario you find, the process of filling the Household Log Sheet and the next steps are detailed in the cases below.

#### Case 1:

**If the household has at least one child in the age group of 3-16, you will note the following details in the Household Log Sheet and will then survey the household:**

- The number of the hamlet/section from the map.
- Under the 'Surveyed households' block, the full name of the head of the household.
- The number of children in the age group of 3-16 years who live regularly in that household and eat from the respondent's kitchen.
- The surveyed household number. Each household with children in the age group of 3-16 will be surveyed and hence assigned a surveyed household number. The first household (which has children aged 3-16) will be numbered 1 under the 'Surveyed HH No.' column, the second household you survey will be numbered 2, and so on.

**Example:**

### HOUSEHOLD LOG SHEET

*This sheet is a record of all households you will visit, including locked households, no response households and households with no children.*

State name:		Uttar Pradesh			District name:		Badaun	
Block name:		Gunnaur			Village name:		Sejna	
S. No.	Hamlet/Section No.	Non-surveyed households Tick (✓) the appropriate column			Surveyed households (If there are children aged 3-16 years regularly living in the household)			
		Locked	No response	No children	Full name of the head of the household	How many 3-16 year olds live regularly in this household?	Surveyed Household HH No.	
1	1				Raj Kumar	2	1	
2	1				Sunder Jain	3	2	

#### Selecting the other households using the 'every 5th household rule':

- After surveying the first household with children aged 3-16, 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 with children, then go around the same hamlet/section again and continue the survey using the 'every 5th household rule'.
- If a surveyed household gets selected again, go to the next/adjacent household, and continue till you have surveyed 5 households with children from the hamlet/section. In such a case, the household log sheet will not be filled again.
- If the hamlet/section has less than 5 households, then survey all the households with children in the hamlet/section and survey the remaining households from other hamlets/sections.
- If the village has 20 or less than 20 households, then survey all the households with children in the village.
- If in a village with more than 4 hamlets/sections, you are still not able to survey 20 households with children from the 4 selected hamlet/sections, then select another hamlet/section randomly and continue the survey.

### Case 2:

If the household has **no children in the age group of 3-16 OR if it is locked OR if the respondent refuses to participate (no response), it will NOT count as one of the 20 surveyed households.** You will fill some basic information in the Household Log Sheet in the following manner:

- Note the number of the hamlet/section from the map.
- Tick under one of the three – locked/no response/no children columns under the 'Non-surveyed households' block, based on the scenario you encounter in the household. Note that only one of the columns should be ticked.
- Leave the rest of the Household Log Sheet blank.

*Note: If there are children in the household but they do not live there regularly (for example, they are relatives visiting for a short time), we will not count them in the survey.*

### Example:

## HOUSEHOLD LOG SHEET

***This sheet is a record of all households you will visit, including locked households, no response households and households with no children.***

<b>State name:</b> Uttar Pradesh			<b>District name:</b> Badaun				
<b>Block name:</b> Gunnaur			<b>Village name:</b> Sejna				
S. No.	Hamlet/Section No.	Non-surveyed households Tick (✓) the appropriate column			Surveyed households (If there are children aged 3-16 years regularly living in the household)		
		Locked	No response	No children	Full name of the head of the household	How many 3-16 year olds live regularly in this household?	Surveyed Household HH No.
1	1				Raj Kumar	2	1
2	1				Sunder Jain	3	2
3	1		✓				
4	1			✓			
5	1	✓					

After filling the basic details in the Household Log Sheet, you will go to the next/adjacent household until you find a household which has children between ages 3-16, and will then survey this household.

### Some special cases:

- **Household with multiple kitchens:** In each household, 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's 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 5<sup>th</sup> household counting from the next household on the street, and not from the next kitchen/chulha.
- **Child refused to get tested:** If a 5-16-year-old child refuses to participate in the testing or the household has only one 3 or 4 year-old child, then fill all the information in the Household Survey Sheet except for the information on testing. Make a note about the child who refused to get tested on the back of the Household Survey Sheet. **Both these households will be counted in the 20 surveyed households.** Skip the next four households and go to the 5<sup>th</sup> household.



### Case Studies:

**Case 1 :** After dividing the village into sections, you start the survey in the first hamlet of the village. You meet Vikas, who tells you that two children live in the house – 7-year-old Kamla, and her brother, 9-year-old Suresh. The head of the household is Shyam Tiwari. Will you survey this household? Fill the Household Log Sheet. Which household will you go to next?

**Case 2 :** After surveying the first household, you skip 4 houses and go to the 5<sup>th</sup> household, but it is locked. Fill the Household Log Sheet. Which household will you go to next?

**Case 3 :** In the next house, the head of the household Bina Singh tells you that there are two children who currently live in the house, 9-year-old Sita, and her cousin, 12-year-old Urmila. Urmila lives in a village nearby, but is visiting for two weeks. Fill the Household Log Sheet. Which household will you go to next?

**Case 4 :** In the next house you go to after following the 5<sup>th</sup> household rule, the head of the household Ram Kumar tells you that he has a 3-year-old child, Sunita. Fill the Household Log Sheet. Which household will you go to next?

**Case 5 :** In the next household you visit following the '5<sup>th</sup> HH rule', you meet the respondent Zeba Malik, who is also the head of the household. She tells you that she lives with her brother's family and cooks in a separate kitchen. Zeba has three children in the age group 3-16, and her brother Naseem has 2 children in the age group 3-16. Fill the Household Log Sheet. Which household will you go to next?

### Example:

## HOUSEHOLD LOG SHEET

*This sheet is a record of all households you will visit, including locked households, no response households and households with no children.*

State name:		Uttar Pradesh			District name:		Badaun	
Block name:		Gunnaur			Village name:		Sejna	
S. No.	Hamlet/Section No.	Non-surveyed households Tick (✓) the appropriate column			Surveyed households (If there are children aged 3-16 years regularly living in the household)			
		Locked	No response	No children	Full name of the head of the household	How many 3-16 year olds live regularly in this household?	Surveyed Household HH No.	
1	1				Shyam Tiwari	2	1	
2	1	✓						
3	1				Bina Singh	1	2	
4	1				Ram Kumar	1	3	
5	1				Zeba Malik	3	4	

### Summary: What to do in a village?

- ✓ Meet the Sarpanch, give her the 'Letter for Sarpanch' and explain what is ASER.
- ✓ Walk around the village to observe and understand it, and accordingly fill the Village Information Sheet.
- ✓ While walking around the village, start making a rough map. Get the rough map confirmed and then finalise it and copy the final map in the survey booklet.
- ✓ If the village has no hamlets/sections, divide the village into 4 sections as specified.
- ✓ If the village has different hamlets/sections, assign each hamlet/section a number on the map. Randomly select 4 hamlets/sections for the survey and mark those on the map.
- ✓ In each selected hamlet/section, select 5 households with children in the age group of 3-16 using the 'every 5<sup>th</sup> household rule'.
- ✓ If there is a household with multiple kitchens, then select the kitchen that the respondent's family eats from.
- ✓ Record information about every household visited during the survey in the Household Log Sheet.
  - If a household has no children in the age group of 3-16 years or if a household is locked or there is no response from the household, tick the appropriate box in the Household Log Sheet and move to the next/adjacent household. Do not count this as a surveyed household.
  - If a household has children but they do not live there regularly, or do not fall in the age group of 3-16 years, we will consider it as a household with no children.
  - If a household has children in the age group 3-16 living there regularly, then fill the basic details in the Household Log Sheet and survey this household.
- ✓ Continue until you have surveyed a total of 20 households with children from 4 separate hamlets/sections of the village.

# HOUSEHOLD SURVEY SHEET

**State:** \_\_\_\_\_ **District:** \_\_\_\_\_ **Village:** \_\_\_\_\_

Respondent name  
 Hamlet/section no. (from the map)

Surveyors' names  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

Date of survey \_\_\_\_\_  
 Day of survey \_\_\_\_\_  
 Start time of survey \_\_\_\_\_

Full name of family head \_\_\_\_\_

Total number of members in the household who eat from the same kitchen \_\_\_\_\_

## Child's General Information: For age 3-16

Serial no.	Mother's Name <small>(Children aged 3-16 regularly living in the household)</small>	Age		Sex (M/F)
		Age	Sex (M/F)	
1				
2				
3				
4				
5				
6				
7				
8				

## Schooling Status: For age 3-16

In school children (Currently enrolled in school)				Out of school children (Currently not enrolled in school)				Tuition	
(Fill only one column)	Type of school (Tick only one column)	Does the child go to the surveyed school?		Drop out	Which Std. was the child in when she left school?	Drop out	Which year did the child drop out (eg. 2016)?	Yes	No
		Yes	No						
Anganwadi	Government	Yes	No	Never enrolled				Yes	No
LKG/UKG/NUR/Balwadi	Private	Yes	No					Yes	No
Std.	Madrasa	Yes	No					Yes	No
	EGS/AIE, other	Yes	No					Yes	No
	Medium of instruction in child's school (Write code)								

## Learning Status: For age 5-16

Basic learning level (Test ALL children aged 5-16 only)												
Sample number (Write code) (1/2/3/4)	Reading (✓ the HIGHEST level ONLY)		Math (✓ the HIGHEST level ONLY)		Reading (✓ the highest level ONLY)			English Meaning		Father's information		
	Beginner	Letter	Word	Para	Story	Beginner	Small letter	Capital letter	Word		Sentence	Yes

## Household indicators (Tick the appropriate column)

S. no	Mother's information			Type of house		Motorisrd 4-wheeler (Car, jeep, etc.)	Motorisrd 2-wheeler (Motor-cycle / scooter)	Electricity connection (Look for wires and fittings)	If electricity in household was there electricity today?	Toilet in the household	TV in the household	Mobile in the household	Mobile phone			Reading material (Other than school textbooks and religious books)	Does anyone in the household know how to use a computer?	
	Age	Has the mother ever attended school?	If attended school, then which Std. completed?	Pucca	Semi Kutchha								Kutchha	Yes	No			Yes
1																		
2																		
3																		
4																		

## Household indicators (Tick the appropriate column)

Home language		Which language do you most commonly speak at home? (Write code)	

## Mobile number of the household

Mobile number of the household \_\_\_\_\_

Part 1

Part 2

Part 2

Part 2

Part 3

Part 2

End time of survey

End time of survey

## D. WHAT TO DO IN EACH HOUSEHOLD?

**Purpose:** To collect all required information about the selected household and its members.

**Format:** Household Survey Sheet

### Section 1: General information

Refer to Part 1 of the Household Survey Sheet.

Fill the general information about the household in Part 1 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 20<sup>th</sup> household.
- **Full name of the head of the household:** Write the full name of the head of the household.
- **Hamlet/Section no. (from the map)** from which the household is selected.

*Note: This information should match with the details filled in the 'Surveyed households' block of the Household Log Sheet.*

- **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.
- **Total number of members in the household 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.

### Section 2: Information about children and adults living in the household

Refer to Part 2 of the Household Survey Sheet.

**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 children. Avoid saying 'children' in such cases. Probe about all the 3-16-year-olds living in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are 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, such as her 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 are out of the village on the day of the survey (for 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 the child on the back of the Household Survey Sheet for that household. All such households where children live regularly but could not be tested will be counted in the 20 surveyed households.**
  - **Relatives who live in the sampled household on a regular basis:** Include these children because they live in the sampled household on a regular basis, but do not take information about their parents if they 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 (for 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, 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.

*Note: Many children may come up to you and want to be included in the testing process 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 regularly 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 deceased 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:

1. **Child's name, age, sex:** The child's name, **age that she has completed** 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).

2. **For children currently enrolled in school:**

**Block 1: Fill the child's class and type of school under 'In school children' in the Household Survey Sheet as follows:**

- If the child is attending 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. attending more than 1 school), then record the information only about the school that she attends regularly.

**Block 2: If child goes to the surveyed school:** If the child attends the government school which you have or will be surveying. If the child goes to an anganwadi which is located within the campus of the surveyed school, then tick under 'Yes'. Do not ask this question to children who are not currently enrolled in school.

In case you have surveyed the households before the survey of the school on the first day, ensure that you record information for this question for the same government school that you are going to survey on the second day.

**Block 3: Medium of instruction in school:** Record the medium of instruction of the child's school. Use the **Language Code List** given in the survey booklet to find and input the correct code for the language. For e.g., for an English medium school, write code '280'. If you are unsure about the medium of instruction, ask the respondent which language the child's Math textbook is written in and note the answer.

The Language Code List given to you for the state contains the ten most frequently spoken languages in your state along with their codes. After that, all the languages with their codes are listed alphabetically.

3. **For out of school children (currently not enrolled in school):** Fill the child's information under 'Out of school children' 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 grade.** 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 2018 write '2018'. Similarly, if the child dropped out in the last few months of this year, write '2022'.

4. **Tuition:** Ask the respondent if the child takes any tuition, i.e., **paid classes** outside school and mark 'Yes' or 'No' accordingly. Include tuition taken online as well.

### Filling the child's details:

**Case 1:** Riya is a 4-year-old girl going to the village anganwadi, and her Anganwadi Activity Book is written in Hindi. The anganwadi is 3 Kms from the surveyed school. She does not take any tuition class.

**Case 2:** Saleem is a 5-year-old child enrolled in a pre-primary class in the surveyed government school in the village, where he is taught in English. He also takes tuition for English.

**Case 3:** Kabir is a 12-year-old child who goes to both the madarsa in the village and the government school which you have surveyed. The respondent tells you that he is enrolled in Std 5 in this government school and goes there regularly. The medium of instruction in the school is Hindi. Kabir does not take tuition classes.

**Case 4:** Rahul is a 14-year-old boy who dropped out of school after he failed in Std. 8 in 2021. He is taking tuition classes to improve his Math and English.

**Case 5:** Zoya is a 16-year-old girl who is enrolled in Std. 10 in a private school. Although her textbooks are in English, she tells you that her teachers speak to her in Hindi. She does not take tuition.

**Case 6:** Meeta is a 10-year-old child who is enrolled in an Urdu-medium government school in Std 4. This is the government school that you marked in the map, but did not survey. She takes dance classes every alternate day.

Serial no.	Child's General Information: For age 3-16			Schooling Status: For age 3-16																		
				In school children (Currently enrolled in school)							Out of school children (Currently not enrolled in school)			Tuition								
	Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	(Fill only one column)				Type of school (Fill only one column)		Does the child go to the surveyed school?		Medium of instruction in child's school (Write code)	Drop out			Does the child take any paid tuition class currently?						
				Anganwadi	LKG/UKG/NUR/Balwadi	Std.	Government	Private	Madarsa	EGS/AIE, other	Yes		No	Never enrolled	Drop out	Which Std. were you in when you left school?	Which year did you drop out (eg. 2016)?	Yes	No			
1	Riya	4	F	✓			✓						✓		101							✓
2	Saleem	5	M		✓		✓						✓		280							✓
3	Kabir	12	M			5	✓						✓		101							✓
4	Rahul	14	M														✓	8	2021			✓
5	Zoya	16	F			10		✓					✓		280							✓
6	Meeta	10	F			4	✓						✓		110							✓

**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 deceased or not living in the household, do not ask for this information. If the father is deceased or is divorced and the child's stepfather (mother's present husband) is living in the household, we will record 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.

### Home language:

Ask the respondent which language the household members speak most commonly at home. Probe to find out the local language or dialect that they speak in. Note the code given for the dialect from the Language Code List available in the survey booklet. For e.g., if the respondent reports that they speak in Urdu, write code '110'.

### Section 3: Household indicators

Refer to part 3 of the Household Survey Sheet.

All information on household indicators is to be recorded, based as much as possible, on observation. However, 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. Some people may be hesitant to share 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 condition.

- **Type of house the child lives in:** Types of houses are categorised as follows:
  - **Pucca House:** A pucca house is one which has walls and roof made of the following material:
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra, etc.
    - Roof material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber, etc.

- **Semi-kutcha house:** A house that has fixed walls made up of pucca material but roof is made up of materials 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.
- **Motorised 4-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 4-wheeler like a car, jeep, etc., otherwise mark 'No'.
- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 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.
- **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.
- **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.
- **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 facility.
  - If there is a smartphone, then ask the number of smartphones even one present in the household.
  - If the household has a smartphone, then ask if even one of the smartphones had internet access today, and mark 'Yes', 'No', or 'Don't know' accordingly.
- **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) 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: 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.

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

*Often a lot of people gather around and want to know what is going on. Be polite. Explain what you are doing and why. Tell them about ASER.*

*Remember to thank people after you have finished surveying the household. They have given you their time and the information you need. Appreciate their efforts, do not just get up and walk away.*

#### **Summary: Filling the Household Survey Sheet**

- √ Write the surveyed household number (HH No.) for every household. Find out the total number of members in the household who regularly live in the household and eat from the same kitchen/chulha.
- √ Collect and record relevant information about all children aged 3-16 who regularly live in the household and eat from the same kitchen/chulha.
- √ Collect information about mothers and fathers of those children whose names have been recorded in the Household Survey Sheet.
- √ Collect information on all the household indicators. Observe the indicators yourself as much as possible. If you cannot observe, then ask the respondent/household members living in the household.
- √ Test all resident children in the age group of 5-16 years on basic reading, arithmetic and English (Refer to Part E for testing instructions).

## E. WHAT TO DO WITH CHILDREN?

**Purpose:** To test children aged 5-16 years to find out the highest level of basic reading, arithmetic and English that they can do comfortably.

**Format:** Testing tool booklet and Household Survey Sheet

### General instructions for testing

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

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

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

- **Relaxed environment for the child:** Establish a relaxed environment by having a friendly conversation with the child before you start assessing her. For example, ask the child about her favorite game/sport, food, friend, festival, story, song; whether she has been to a fair and what she enjoyed 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. Ensure **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 testing process while standing.
- **No pressure on the child from others:** Often family members and neighbours gather around to watch how the child is performing. This can make the child nervous. The surveyors should ensure that 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 that 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, use a different sample of the testing 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 you must start the testing in the next household with sample 4.

### Rules to be followed while testing

1. All children in the age group of 5-16 will be tested in basic reading, arithmetic and English. We know that younger children will not be able to read much or solve arithmetic problems but we will still follow the same process for all children so as to keep the process uniform.
2. Only one child should be tested at a time.
3. It is important that only one surveyor administers the test and interacts with the child.
4. The **child must be tested at home**. No testing should be carried out in the school or any other common area in the village.
5. The testing tool booklet should be in the hands of the child throughout the testing process.
6. While conducting the test, ensure that the testing tool is folded correctly so that only the section being administered is visible to the child at any given time.
7. Ensure that you use the same sample for basic reading, arithmetic and English testing for one child.
8. Ask the child to **solve the arithmetic problems behind the Household Survey Sheet**.

9. While recording the testing information in the Household Survey Sheet, you must record the following for each child:

- The code of the language in which the child has been tested in reading in the ASER tool (NOT her home or school language).
- Sample number of the testing tool used to test the child.
- Only the highest level in reading, arithmetic and English.

Example:

Child's General Information: For age 3-16				Learning Status: For age 5-16																						
				Basic learning level (Test ALL children aged 5-16 only)																						
Serial no.	Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	Language in which the child is tested in reading (Write code)	Sample number (1/2/3/4)	Reading (✓ the HIGHEST level ONLY)					Math (✓ the HIGHEST level ONLY)				English (✓ the highest level ONLY)											
															Reading		Meaning									
						Beginner	Letter	Word	Para	Story	Beginner	Num Recg 1-9	Num Recg 11-99	Subtraction	Division	Beginner	Capital letter	Small letter	Word	Sentence	Can say	Cannot say	Can say	Cannot say		
1	Mohit	6	M	101	1		✓					✓				✓										
2	Muskan	8	F	111	2			✓					✓				✓									
3	Saleem	10	M	280	3					✓				✓					✓					✓		
4	Disha	12	F	109	4				✓				✓					✓			✓					
5	Vijendra	7	M	101	1	✓					✓					✓										
<b>Total Count</b>						1	1	1	1	1	1	1	1	1	1	1	1	2	1	0	1	1	1	0	1	0

10. If the child's first language is English, give the child the reading/language tool in English. Then give her arithmetic and then the basic English tool. Regardless of the language in which the child's first language test is done in, it is compulsory to administer the basic English tool.



## Section 1: How to test reading

### Paragraph

#### START FROM PARAGRAPH:

Ask the child to read either of the 2 paragraphs.

Let the child choose the paragraph herself. If she does not choose, give her any one paragraph to read.

Ask her to place her finger on the text and read it. Listen carefully to how she reads.

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

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

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

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

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

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

### Words

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

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

The child is at '**Word Level**' if the child reads at least **4 out of the 5** words correctly.

### Story

Ask the child to place her finger on the text and read the story.

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

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

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

*If she can correctly and comfortably read at least 4 out of 5 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.*

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

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

### Letters

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

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

The child is at '**Letter Level**' if the child recognises at least **4 out of 5** letters correctly.

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

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

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

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

### Assessing mistakes in the reading test:

While you are testing the child, listen to her carefully to assess mistakes. Here are examples from the reading test in Hindi on what is not counted as a mistake and what is counted as one.

#### What is NOT a mistake

- "ata" is read as "atey" or "chahta" is read as "chahtey" or "hai" is read as "tha", etc. There may be variations in children's reading due to local pronunciation or usage. Do not consider this a mistake.
- A word is replaced with another word of the same meaning while reading. For example: the text says "barsaat ka mausam" but the child reads it as "barsaat ka samay". Do not consider this a mistake.
- Typically if a child is told to read again carefully, she will read again and in most situations will not repeat these mistakes.
- Sometimes a child may read a word incorrectly – such as "neend" is read as "nadi" or "maja" is read as "jama". Also, she might skip a word while reading. This usually happens when a child reads hurriedly. If the child is told to read again carefully, in most situations she will not repeat the same mistake.

#### What is a mistake

- If in spite of reading the same text several times, if the child is repeatedly reading a word incorrectly or not reading it at all, then these have to be treated as 'mistakes' and it means that the child is having difficulty in reading at that level.
- If the child reads the same word incorrectly more than once, it will be considered as only one mistake.
- In a paragraph, if a child makes more than 3 mistakes of this type then she cannot be considered a 'Paragraph Level' child. The same applies to the reading of a story.

### READING TEST SAMPLE (1)

Story

Rohit lived in a small village. He lived with his mother. His brother Ajay lived in a city. Rohit was happy when Ajay came home. They played games and had fun. Their mother made them lots of food. Rohit was sad when Ajay left. He told Ajay to come back soon. His mother was sad too.

Para

Rani is a tall girl.  
She loves to drink milk.  
Rani likes to run fast.  
She runs to school every day.

Letters

c j x  
n p  
u s o  
k h

Words

run book  
cat  
tall fan  
jump  
cup rope

Ask the child to read any 5 letters. At least 4 must be correct.

Ask the child to read any 5 words. At least 4 must be correct.

## Section 2: How to test arithmetic

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

### Subtraction: 2 digit with borrowing

#### START FROM SUBTRACTION

The child is required to solve 2 subtraction problems. Show the child the subtraction problems. First ask her to choose a problem. If she does not choose, then you pick one for her.

**Ask the child to recognise the numbers, and then 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 at the back of the Household Survey Sheet. Check if the answer is correct.

**Even if the first subtraction problem is answered incorrectly, ask the child to solve the second question following the process explained above. If the second problem is correct, then ask her to try solving the first problem again.**

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

If the child **cannot do both** the subtraction problems correctly, or if she is unable to recognise the numbers or sign in the subtraction problem, then ask the child to recognise numbers from 11-99.

Even if the child does just one subtraction problem wrong, give her the number recognition (11-99) task.

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

### Number Recognition (11-99)

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

If she can correctly recognise at least **4 out of 5** numbers, then mark her at '**Number Recognition (11-99) Level**'.

If the child is not at '**Number Recognition (11-99) Level**' (cannot correctly recognise at least 4 out of 5 chosen numbers), then ask her to recognise numbers from 1-9.

### Number Recognition (1-9)

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

If she can correctly recognise 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 recognise at least 4 out of 5 numbers chosen), then mark her at '**Beginner Level**'.

### Division: 3 digits by 1 digit

The child is required to solve 1 division problem. Show the child the division problems and ask her to choose one. If she does not choose, then you pick one for her.

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 another chance with the same question.

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

#### MATH TEST SAMPLE (1)

Number recognition 1-9		Number recognition 11-99		Subtraction	Division
1	4	96	15	$\begin{array}{r} 82 \\ - 64 \\ \hline \end{array}$ $\begin{array}{r} 51 \\ - 28 \\ \hline \end{array}$	$8 \overline{)994}$
7	3	24	61	$\begin{array}{r} 37 \\ - 18 \\ \hline \end{array}$ $\begin{array}{r} 66 \\ - 28 \\ \hline \end{array}$	$6 \overline{)758}$
6	9	74	46	$\begin{array}{r} 73 \\ - 57 \\ \hline \end{array}$ $\begin{array}{r} 42 \\ - 17 \\ \hline \end{array}$	$7 \overline{)863}$
5	2	39	89	$\begin{array}{r} 98 \\ - 79 \\ \hline \end{array}$ $\begin{array}{r} 75 \\ - 58 \\ \hline \end{array}$	$4 \overline{)551}$
52	27				

Ask the child to recognise any 5 numbers. At least 4 must be correct.

Ask the child to recognise any 5 numbers. At least 4 must be correct.

Ask the child to do any 2 subtraction problems. Both must be correct.

Ask the child to do any 1 division problem. It must be correct.

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

## Section 3: How to test English

There are 2 parts to the English tool: Reading and Meaning.

- First, administer the reading section and mark the highest level that the child can read.
- Then administer the meaning section. **This part must be asked only to children who are at word or sentence level in the English reading section.**

### PART 1: READING

#### Capital letters

**START HERE:**

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

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

The child is at '**Capital Letter Level**' if she can recognise at least **4 out of the 5** letters.

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

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

#### Small letters

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

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

The child is at '**Small Letter Level**' if she can recognise at least **4 out of the 5** letters.

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

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

#### Simple words

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

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

The child is at '**Word Level**' if she can read at least **4 out of the 5** words.

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

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

#### Easy sentences

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

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

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

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

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

*If the child is not at '**Sentence Level**', then mark her at '**Word Level**'  
AND  
Ask the child to tell you the meaning of the words she has read correctly.*

*If the child is at '**Sentence Level**', then mark her at '**Sentence Level**'  
AND  
Ask the child to tell you the meaning of the sentences she has read correctly.*

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

English Part 2 continued on the next page

## PART 2: MEANING

**NOTE: IF THE CHILD IS MARKED AT WORD LEVEL, THEN ASK ONLY WORD MEANING.  
IF THE CHILD IS MARKED AT SENTENCE LEVEL, THEN ASK ONLY SENTENCE MEANING.**

### For 'Word Level' child

#### Word Meanings

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

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

- Saying the correct meaning in her local language
- OR
- Pointing to an object, which explains the meaning of the word. For e.g., pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red', etc.

*If the child can correctly tell the meaning of **at least 4** of the words, then mark the child as '**Can say**' in the word meaning column.*

*If the child cannot correctly tell the meaning of **at least 4** of the words, then mark the child as '**Cannot say**' in the word meaning column.*

### For 'Sentence Level' child

#### Sentence Meaning

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

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

- Saying the correct meaning in her local language
- OR
- Explaining the meaning of at least the main underlined words in the sentence. For e.g., For a sentence like 'What is the time?' the child should at least be able to say 'kya/ kitna' and 'samay/waqt'.

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

*If the child can correctly tell the meaning of **at least 2** of the sentences, then mark the child as '**Can say**' under the sentence meaning column.*

*If the child cannot tell the meaning of **at least 2** of the sentences, then mark the child as '**Cannot say**' under the sentence meaning column.*

### ENGLISH TEST SAMPLE (1)

Give this test to **ALL** children.  
Record the highest reading level.  
Note the ability of the child to tell the meaning of words **OR** sentences depending on the child's highest reading level.

Capital letter

A      J      Q  
  
N      E  
  
Y      R      O

Ask the child to recognize any 5 letters. At least 4 must be correct.

Small letter

h      p      x  
  
u      m  
  
d      g      t

Ask the child to recognize any 5 letters. At least 4 must be correct.

Word

cat                      red  
  
                                 sun  
  
new                      fan  
  
                                 bus

Ask the child to read any 5 words. At least 4 must be correct.  
If the highest level that the child has reached in reading English is the 'Word Level', then ask the child to say the meaning of those words she has read correctly. She can say the word meaning in the local language. The meaning of at least 4 words must be correct.

Sentence

**What is the time?**  
  
**This is a large house.**  
  
**I like to read.**  
  
**She has many books.**

Ask the child to read all sentences. At least 2 must be correct.  
If the highest level that the child has reached in reading English is the 'Sentence Level', then ask the child to say the meaning of those sentences she has read correctly. She can say the meaning in the local language. The meaning of at least 2 sentences must be correct.

# SCHOOL OBSERVATION SHEET

State: \_\_\_\_\_ District: \_\_\_\_\_ Block: \_\_\_\_\_  
 Name of the village: \_\_\_\_\_ Name of the school: \_\_\_\_\_

**INSTRUCTIONS: Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest 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 (HM) of the school. In the absence of the HM, meet the most senior teacher.**

Arrival time in school	School from which Std. to which Std.? (tick any one)			Respondent's information		Date of survey	Day of survey	Surveyors' names
	Std. 1 to 4/5	Std. 1 to 6/7/8	Others	Name	HM	Teacher	1.	2.
				Designation (Tick)				
				Phone number				

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)								
Children's attendance today*								

\*Note: Take headcount of children present. If there is more than one section, write the total. If more than one class is seated together, ask the children of each class to raise their hands separately and count accordingly.

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL (Ask) (Write code)	
1.	3.
2.	

3. TEACHERS (Include all teachers teaching Std. 1 and above)	Number appointed (Ask)	Number present (Observe)
Head Master (Do not include acting HM)		
Regular government teachers (Do not include HM)		
Para-teachers		

4. FOUNDATIONAL LITERACY AND NUMERACY (FLN) (Ask)		
FLN refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Std. 3.		
Has the school received any government notification/directive to implement FLN activities with Std. 1-3 in the current academic year?	Yes	No
Has at least one teacher completed any FLN training either in-person or on platforms like NISHITHA, DIKSHA, etc.?	Yes	No
	Yes	No

5. FACILITIES OBSERVATION	
Total number of pucca rooms in the school excluding toilets (count and write)	
Total number of rooms being used for teaching today (count and write)	
<b>Observe and tick the relevant box:</b>	Yes    No
Did you see an office/store/office-cum store?	
Did you see library books in the school?	
<b>If yes</b> , did you see library books being used/read by children?	
Did you see a complete boundary wall or fencing?	
Is there electricity connection in the school? (Look for wires & fittings)	
<b>If yes</b> , was there electricity in the school today? (Observe/Ask)	
Did you see computers for children in the school? (Observe/Ask)	
<b>If yes</b> , did you see children using computers?	
Did you see a hand pump/tap?	
<b>If there is a hand pump/tap</b> , could you use it to drink water?	
<b>If there is no hand pump/tap or it is not usable</b> , did you see drinking water available?	

6. CLASSROOM OBSERVATION				
Observe (If more than 1 section, choose any 1)	Std. 2		Std. 4	
	Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std.?				
Do almost all children of this Std. have language textbooks?				
Do almost all children of this Std. have math textbooks?				
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, picture/story cards etc.) in the room?				
Where is the class seated? (tick one)	Classroom			
	Verandah			
	Outdoor			

7. SCHOOL MANAGEMENT COMMITTEE (SMC) (Ask)	
Does the school currently have a School Management Committee (SMC)?	Yes No
If <b>yes</b> , then when was the last SMC meeting held?	____ / ____ / ____ (dd/mm/yyyy)

8. PHYSICAL EDUCATION*	Yes	No	Don't know
Does every class have a dedicated time allotted for physical education every week? (Ask)			
Has a separate teacher been appointed for the physical education class? (Ask)			
If <b>no</b> , then does any other teacher take the physical education class regularly? (Ask)			
If <b>any other teacher takes the physical education class</b> , has that teacher received any training on physical education? (Ask)			
Did you see a playground in the school? (Observe)			
Did you see sports equipment in the school? (Observe) (Do not include board games like ludo, chess, carrom, etc.)			

\*Note: 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.).

9. MID-DAY MEAL	Yes	No
Was mid-day meal served in the school today? (Ask)		
Is there a kitchen/shed for cooking mid-day meal?(Observe)		
Did you see food being cooked in the school? (Observe)		
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)		

10. 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						
Boy						
Common						
Teacher						

\*Note: If there are multiple toilets in the school, record information for the one in the best condition.

11. GRANTS INFORMATION (Ask)					
From April 2021 till March 2022	Did you receive this grant?		If <b>yes</b> , did you use the entire amount?		Did you receive this grant?
	Yes	No	Don't know	Yes	
Annual Composite Grant					
Annual Composite Grant					

12. TEXTBOOKS AND UNIFORMS (Ask)	Yes, all grades	Yes, some grades	No	Don't know
Have children been given language and math textbooks for their current grade?				
If <b>no</b> , then have children been given funds to purchase these textbooks for their current grade?				
Have children been given uniforms for their current grade?				
If <b>no</b> , then have children been given funds to purchase uniforms for their current grade?				

13. PRE-PRIMARY CLASS	Yes	No	Don't know
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)			
If <b>yes</b> , have you received any funds for it in the current academic year? (Ask)			
If <b>there is a pre-primary class</b> , then is there a separate teacher appointed for teaching the class? (Ask)			
Is there an anganwadi within the school campus? (Observe)			

End time of survey

## F. WHAT TO DO IN A SCHOOL?

**Purpose:** To collect information on enrolment and attendance of children and basic facilities.

**Format:** Letter for the HM and School Observation Sheet

*Note: Usually the school visit is on Day 1 of the survey. In case you are visiting the school on Day 2, ensure that it is the same school that you selected on Day 1. The school you visit must be the same school that you asked surveyed children about when asking the question 'Does the child go to the surveyed school?'*

### General 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. 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 most senior teacher. The HM/most senior teacher will be the respondent. Explain the purpose and importance of ASER and give her the letter. Be very polite. Assure the respondent and teachers that their name and the name of the school will not be shared with anybody.
- Ask the respondent for 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 along with the surveyors' names.

Arrival time in school	School from which Std. to which Std.? (tick any one)			Respondent's information	
				Name	Mansi Kumari
9:30 A.M.	Std. 1 to 4/5	Std. ✓ 1 to 6/7/8	Others	Designation (Tick)	HM ✓    Teacher
				Phone number	98 X XXX XXXXX

### Section 1: Children's Enrolment and Attendance

- Ask the HM for the enrolment register or any official document for the enrolment figures in that school.
- Use 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. 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.

**Example:**

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)	30	35	40	39	55	60	25	20
Children's attendance today*	16	23	37	28	35	40	20	20

\*Note: Take headcount of children present. If there is more than one section, write the total. If more than one class is seated together, ask the children of each class to raise their hands separately and count accordingly.

### Section 2: Official Medium of Instruction in the School

- Ask the official languages used as the medium of instruction in the school.
- Write the corresponding code for the language from the Language Code List, like you did for 'Home Language' in the Household Survey Sheet.
- If the school has more than 1 official medium of instruction, note all of them in the box provided.



### Section 3: Teachers

Ask the following and mark accordingly.

- Ask the respondent and note the number of teachers appointed. Acting HM will not be counted as an HM but will be counted as a regular teacher. HM on deputation in the surveyed school will be counted under the HM category.
- When noting information about regular government teachers, include all those teachers who teach Std. 1 and above. The number of regular government teachers does NOT include the HM. However if the teacher is ONLY teaching the pre-primary class, then do not include her.
- 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, Atithi shikshak, etc.
- Do not include NGO volunteers in the list of teachers.
- Observe how many HMs/teachers are present during the survey and note the information.

Example:

<b>3. TEACHERS</b> (Include all teachers teaching Std. 1 and above)	<b>Number appointed (Ask)</b>	<b>Number present (Observe)</b>
Head Master (Do not include acting HM)	1	1
Regular government teachers (Do not include HM)	4	3
Para-teachers	2	2

### Section 4: Foundational Literacy and Numeracy (FLN)

Foundational Literacy and Numeracy (FLN) refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Std. 3. Before asking questions from this section, read out this definition to the respondent clearly and slowly. Ensure that the respondent understands what you mean by FLN before asking the following questions:

- Ask whether the school received any government notification or directive to implement any FLN-related activities with children from Std 1-3. Include directions given verbally or instructions received as messages over platforms like Whatsapp or Telegram. Note this information only for the current academic year.
- Ask the respondent if atleast one teacher in the school has received any training on FLN in the current academic year. This training can be on portals such as NISHTHA and DIKSHA, or through state specific FLN programs (for e.g., Mission Ankur in Madhya Pradesh, Ennum Ezhutthum in Tamil Nadu, etc.). Include both online and in-person training.

Example:

<b>4. FOUNDATIONAL LITERACY AND NUMERACY (FLN) (Ask)</b>			
<i>FLN refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of grade 3.</i>			
Has the school received any government notification/directive to implement FLN activities with Std. 1- 3 in the current academic year?	Yes ✓	No	Don't know
Has at least one teacher completed any FLN training either in-person or on platforms like NISHTHA, DIKSHA, etc.?	Yes	No ✓	Don't know

### Section 5: 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 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 at 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.
- Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other way like in a canister/container.

**Example:**

<b>5. FACILITIES OBSERVATION</b>		
Total number of pucca rooms in the school excluding toilets (count and write)	5	
Total number of rooms being used for teaching today (count and write)	3	
<b>Observe and tick the relevant box:</b>	<b>Yes</b>	<b>No</b>
Did you see an office/store/office-cum store?	✓	
Did you see library books in the school?	✓	
<b>If yes</b> , did you see library books being used/read by children?		✓
Did you see a complete boundary wall or fencing?	✓	
Is there electricity connection in the school? (Look for wires & fittings)	✓	
<b>If yes</b> , was there electricity in the school today? (Observe/Ask)	✓	
Did you see computers for children in the school?		✓
<b>If yes</b> , did you see children using computers?		
Did you see a hand pump/tap?	✓	
<b>If there is a hand pump/tap</b> , could you use it to drink water?	✓	
<b>If there is no hand pump/tap or it is not usable</b> , did you see drinking water available?		

## Section 6: Classroom Observation

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

Observe the following and fill accordingly:

- Seating arrangement of children: Are two or more classes sitting together in the same class or is a single class sitting separately?
- Observe whether children in the class have language and mathematics textbooks. Ask them to show you these books one by one. Mark these under 'Yes' only if almost all children have these books.
- Observe whether there is teaching-learning material (TLM) other than textbooks available in the class like charts on the wall, picture/story cards etc. Material painted on the walls of the classroom is not counted as teaching material.
- Observe where the children are sitting. In the classroom, in the verandah or outside.

**Example:**

<b>6. CLASSROOM OBSERVATION</b>				
<b>Observe (If more than 1 section, choose any 1)</b>	<b>Std. 2</b>		<b>Std. 4</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Are the children of this Std. sitting with children from any other Std.?	✓			✓
Do almost all children of this Std. have language textbooks?	✓			
Do almost all children of this Std. have math textbooks?	✓			✓
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, picture/story cards etc.) in the room?	✓			✓
Where is the class seated? (tick one)	Classroom		✓	
	Verandah	✓		
	Outdoor			

## Section 7: 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.

Example:

7. School Management Committee (SMC) (Ask)		
Does the school currently have a School Management Committee (SMC)?	Yes ✓	No
If yes, then when was the last SMC meeting held?	10 / 08 / 2022 (dd/mm/yyyy)	

## Section 8: 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 games (such as table tennis, badminton, etc.).

Observe/ask the following and fill accordingly:

- Ask the respondent if every class has a dedicated time allotted for physical education every week and mark accordingly.
- Ask if a dedicated/separate teacher has been appointed for Physical Education. A 'separate teacher' for Physical Education means a teacher who has been appointed specifically for teaching Physical Education. Include this teacher even if she also 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 the respondent 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.
- If any other teacher taking the physical education class, ask if they have received any training for the same.
- Observe if there is a playground within the school premises. A playground is an area with a level playing field and/or playing equipment (eg. slides, swings, etc.).
- Observe if any sports equipment is available in the school (even if kept in a cupboard). Do not include board games like ludo, chess, carrom, and include indoor games like table tennis, badminton etc.

Example:

8. PHYSICAL EDUCATION*	Yes	No	Don't know
Does every class have a dedicated time allotted for physical education every week? (Ask)	✓		
Has a separate teacher been appointed for the physical education class? (Ask)		✓	
If no, a separate teacher has not been appointed, does any other teacher take the physical education class regularly? (Ask)	✓		
If any other teacher takes the physical education class, has that teacher received any training on physical education? (Ask)		✓	
Did you see a playground in the school? (Observe)	✓		
Did you see sports equipment in the school? (Observe) (Do not include board games like ludo, chess, carrom, etc.)	✓		

\*Note: 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.).

## Section 9: 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 by looking for the evidence of the mid-day meal in the school like dirty utensils or meal brought from outside. Mark accordingly.

**Example:**

9. MID-DAY MEAL	Yes	No
Was mid-day meal served in the school today? (Ask)	✓	
Is there a kitchen/shed for cooking mid-day meal?(Observe)		✓
Did you see food being cooked in the school? (Observe)		✓
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)	✓	

**Section 10: 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/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.

**Example:**

10. 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		✓				
Boy		✓				
Common	✓			✓	✓	
Teacher	✓		✓			

\*Note: If there are multiple toilets in the school, record information for the one in the best condition.

**Section 11: Grants Information**

If the respondent seems hesitant, or does not wish to answer these questions, do not insist. Skip this section and move to the next.

- You will record information for the Annual Composite Grant. If the respondent does not understand “Annual Composite Grant”, you can use state-specific names, or simply refer to it as “the grant that is given each year”.
- First, ask if the school received the grant in the previous financial year (April 2021 to March 2022), and mark appropriately under ‘Yes’, ‘No’, or ‘Don’t Know’.
- If ‘Yes’ (the school received the grant), then ask if the school used the entire amount, and mark as follows:
  - ‘Yes’ if the school spent the entire amount
  - ‘No’ if the school spent only part of the amount, or did not spend any amount
  - ‘Don’t Know’ if the respondent is not aware of the amount spent
- Similarly, ask about the current financial year (April 2022 till day of the survey).

**Example:**

11. GRANTS INFORMATION (Ask)														
From April 2021 till March 2022	Did you receive this grant?			If yes, did you use the entire amount?			From April 2022 till the day of the survey	Did you receive this grant?			If yes, did you use the entire amount?			
	Yes	No	Don't know	Yes	No	Don't know		Yes	No	Don't know	Yes	No	Don't know	
Annual Composite Grant	✓			✓			Annual Composite Grant		✓					

## Section 12: Textbooks and Uniforms

This section has to be asked to the respondent.

- Ask whether children in the school have been given language and mathematics textbooks for their current grade. Children should have been given **both** these textbooks. If children have been given neither or only one of these textbooks, mark under 'No'.
- Ask the second question only if the response to the first question is 'No'. If children have not been given either one or both textbooks, ask whether the funds for purchasing textbooks have been given to them, and mark accordingly.
- Next, ask if children have been given uniforms for their current grade. Mark accordingly under 'Yes, all grades', 'Yes, some grades', 'No' or 'Don't know'.
- Ask the question about funds for uniforms only if the response to the previous question is 'No', and mark accordingly.

Example:

12. TEXTBOOKS AND UNIFORMS (Ask)	Yes, all grades	Yes, some grades	No	Don't know
Have children been given language and math textbooks for their current grade?	✓			
<b>If no</b> , then have children been given funds to purchase these textbooks for their current grade?			✓	
Have children been given uniforms for their current grade?	✓			
<b>If no</b> , then have children been given funds to purchase uniforms for their current grade?				

## Section 13: Pre-Primary Class

- Observe if there is a separate pre-primary class in the school that is not an anganwadi. If you are unable to locate one, ask the respondent and then observe yourself.
- If there is a pre-primary class, ask if the school received any funds specifically for it in the current academic year.
- If there is a pre-primary class, then also ask if there is a dedicated or separate teacher appointed in the school for teaching this class (even if she teaches other classes as well) .
- Observe if there is an anganwadi in the school. If you are unable to locate, ask the respondent and observe yourself. The anganwadi must be located within the school campus and not outside.

Example:

13. PRE-PRIMARY CLASS	Yes	No	Don't know
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)		✓	
<b>If yes</b> , have you received any funds for it in the current academic year? (Ask)			
<b>If there is a pre-primary class</b> , then is there a separate teacher appointed for teaching the class? (Ask)			
Is there an anganwadi within the school campus? (Observe)	✓		

### **Summary: What to do in a school?**

- √ Visit any government school in the village with classes from Std. 1-7/8. If not available, visit the government school in the village with the highest enrolment in Std. 1-4/5.
- √ Meet the HM. If the HM is absent, meet the most senior teacher in the school. Explain the history and purpose of ASER and give the 'Letter for Head Master'.
- √ Ask to see the enrolment register of all classes and fill the enrolment. Then take attendance based on head count.
- √ Note the code of official language(s) used as the medium of instruction from the language code list.
- √ Note the number of teachers appointed and present.
- √ Fill the classroom observation section for Std. 2 and 4 only.
- √ Ask the respondent and record information about FLN, grants, textbooks and uniforms, pre-primary class and physical education.
- √ Observe the specified facilities in the school and note your observations in the mid-day meal, toilets and facilities sections.
- √ Note the end time of the survey.

## Practice Questions

### Q.1 Subtraction

$$\begin{array}{r} \mathbf{a} \quad 62 \\ - 29 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{b} \quad 98 \\ - 89 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{c} \quad 80 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{d} \quad 206 \\ - 79 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{e} \quad 200 \\ - 88 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{f} \quad 1000 \\ - 911 \\ \hline \\ \hline \end{array}$$

### Q.2 Divide

$$\mathbf{a} \quad 8 \overline{)991}$$

$$\mathbf{b} \quad 6 \overline{)6007}$$

$$\mathbf{c} \quad 13 \overline{)2710}$$

$$\mathbf{d} \quad 14 \overline{)384}$$

**Sol:** Q1(a) 33, (b) 9 (c) 56 (d) 127 (e) 112 (f) 89 Q2 (a) Q-123 R-7 (b) Q-94 R-1 (c) Q-208 R-6 (d) Q-27 R-6

## ASER 2022 PLEDGE

I, as a citizen of India, have decided to volunteer for the Annual Status of Education Report 2022.

This effort aims to engage the citizens and the government in the process of ensuring quality education for the children of this country.

For more than 15 years, volunteers like me have travelled to the farthest districts and reached the remotest villages.

We have gone from Kashmir to Kerala and from Gujarat to Arunachal, to conduct this survey and collect information with utmost sincerity.

Today, along with 30,000 volunteers across India, I am going to be a part of the largest citizen-led survey of India.

I pledge to carry forward the honest work and vision of those who have come before me and become an example for those who will follow me in the years to come.

I understand the importance of recording only correct information in the survey sheets and pledge to do so with complete honesty.

Under no circumstances, will I avoid my responsibilities during the course of the survey.

I pledge to uphold the integrity of the important role this movement has entrusted in me and play my part in building a better India.

### **Volunteers' signature**

1. ....

2. ....

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