

ASER 2022 Survey Process

The following process explanations are excerpts from the ASER 2022 instruction manual, used by ASER volunteers during trainings. The sections covered are: how to collect village information, how to make a map and make sections, what to do in each hamlet/section, what to do in each household, what to do with children, and what to do in a school. Sample English versions of the survey formats are included. The instruction manual and formats were translated into regional languages for the survey.

Talking to the Sarpanch

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

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

How to collect village information?

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

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

As you are walking around the village, 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 could not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 279 for the Village Information Sheet.

How to make a map and divide it into hamlets/sections?

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

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

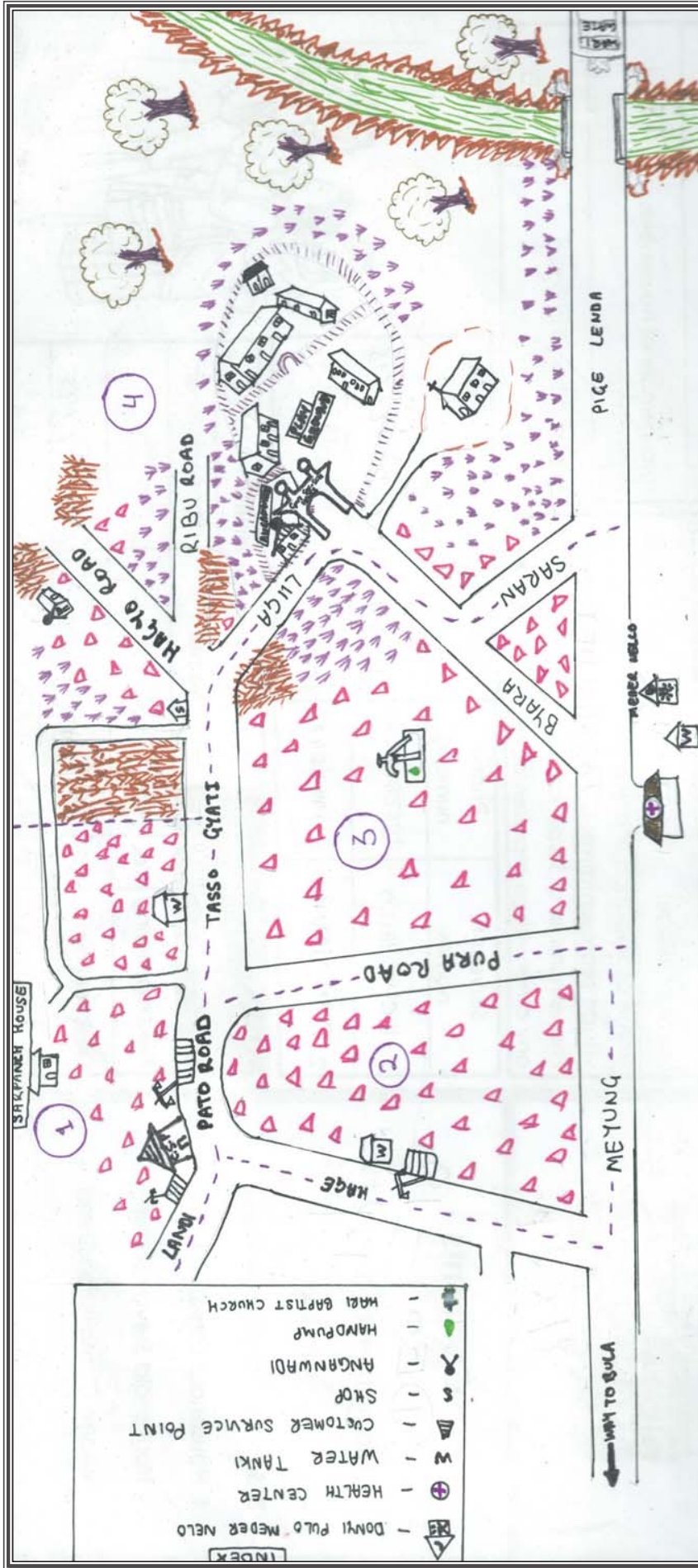
- **Make a rough map:** As you walk around, draw a rough map of how the village is laid out. The rough map will help you understand the pattern of habitations in the village. Use the help of local people to show you the main landmarks, such as places of worship, river, schools, bus stops, panchayat bhavans, anganwadis, ponds, clinics, ration shops, etc. Mark the main roads/streets/pathways through the village prominently on the map. Mark each government school for which you have recorded the information in the Village Information Sheet on the map.
- **Verify the rough map:** Get the Sarpanch or any other person who knows the village well to verify your rough map. Once everyone agrees that the map is a good representation of the village, finalise it.
- **Make the final map:** Copy the final version of your rough map onto the map sheet given in the survey booklet (see page 280 for an example).

Sample Village Information Sheet

VILLAGE INFORMATION SHEET			
Name of state:	Uttarakhand	Name of district:	Almora
Name of block:	Hawalbag	Name of village:	Nainoli
Surveyors' names:		1. Avantika Joshi	
		2. Muskan Trivedi	
Date of survey:	8/10/22	Day of survey:	Saturday
Please tick (✓) the relevant box		Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC FACILITIES	Pucca road leading to the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Electricity connection in the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Post office in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Bank (any type) in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Govt. Primary/Sub Health Centre in the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Private health clinic in the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Computer centre/Internet café in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Govt. Upper Primary School (Std. 1 to 7/8) in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Govt. School (Std. 1 to 10/12) in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Govt. School (Std. 6 to 8/10/12) in the village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Private school in the village?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Anganwadi in village?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



MAP OF THE VILLAGE



INSTRUCTIONS TO DRAW THE MAP

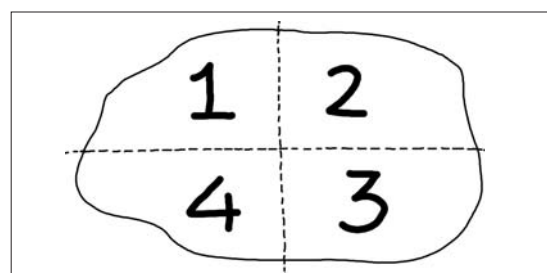
- Show the different hamlets/sections of the surveyed village.
- Number each hamlet/section on the map.
- Show the main landmarks – temples, mosques, river, ponds, anganwadis, schools, bus stops, panchayat bhavan, health centres, ration shops, etc.
- Verify all the information on the map with people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

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

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

Case 1: Continuous village

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

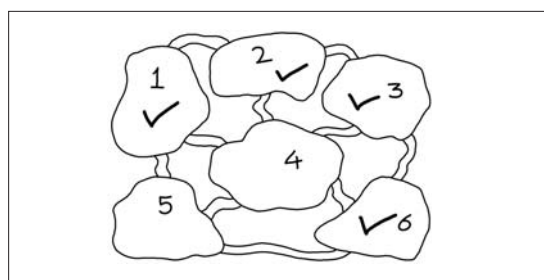


Case 2: Village with hamlets/sections

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

If the village has:

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



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, and to keep a record of all the households visited in the village during the survey.

You need to select 5 households with children in the age group of 3-16 years from each of the 4 selected hamlets/sections using the following procedure:

- Go to the selected hamlet/section. Try to find the central point in that hamlet/section. Standing in the centre of the hamlet/section, select the first household on your left. If there is a child in the age group of 3-16 years in this household, begin the survey from here.
- Thereafter, you must select every 5th household which has children in the age group of 3-16 years. 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 reach the end of the hamlet/section before 5 households with children are sampled, go around the same hamlet/section again using the 'every 5th household rule'.
- If a surveyed household gets selected again, then go to the next/adjacent household. Continue till you have 5 households with children from the hamlet/section.
- If the hamlet/section has less than 5 households with children, then survey all the households. Survey the remaining households from other hamlets/sections.
- If the village has less than 20 households, then survey all the households with children in the village.
- For all surveyed households, some basic information will be recorded in the Household Log Sheet.
- If a selected household is locked/does not have children regularly living in the household (no children)/refuses to participate in the survey (no response); it will be marked accordingly in the Household Log Sheet. In this case, the adjacent household will be your next selected household.

Refer to page 283 for the Household Log Sheet.

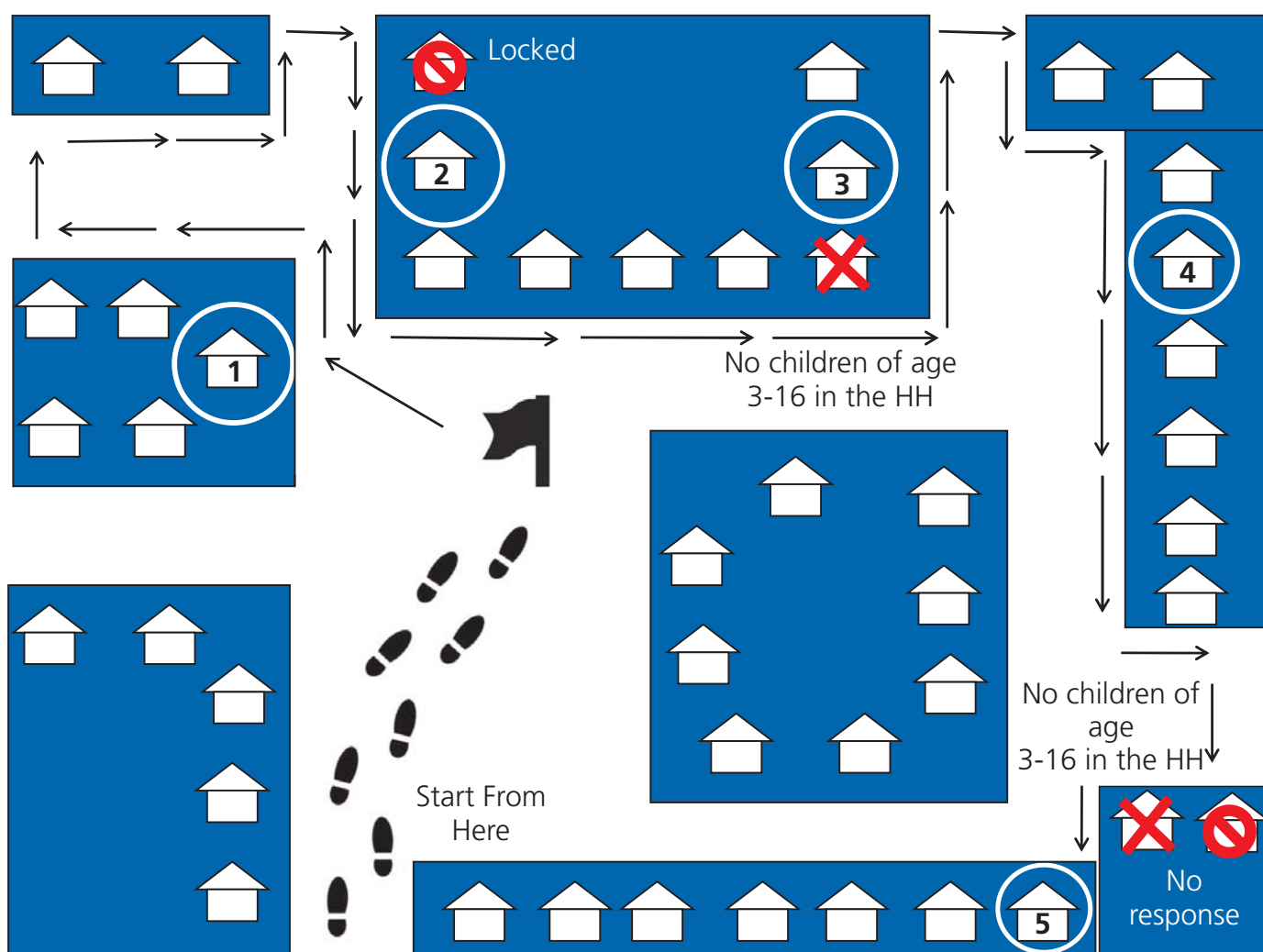
Some special cases

Household with multiple kitchens: In each house ask how many kitchens or chulhas are there. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th household counting from the next household on the street, not from the next kitchen/chulha.

Child was not tested: If a 5-16-year-old child refuses to participate in the testing or the household has only 3- or 4-year-old children, then fill all the information in the Household Survey Sheet except 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 5th household.

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

How to sample households in a hamlet?



Sample Household Log Sheet

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:		Uttarakhand		District:		Almora	
Block name:		Hawalbag		Village name:		Nainoli	
S.No.	Section/ hamlet no.	Non-surveyed households			Surveyed households (if there are children aged 3-16 years regularly living in the household)		
		Tick (✓) the appropriate column			Name of the head of the household	How many 3-16 year olds live regularly in this household?	Surveyed household no.
Locked	No response	No children					
1	1				Kailash Chandra	3	1
2	1			✓			
3	1	✓					
4	1				Kimoli Devi	1	2
5	1				Hemant Bisht	2	3
6	1				Kamal Tiwari	1	4
7	1		✓				
8	1				Mayank Lav	4	5
9	2			✓			
10	2			✓			
11	2				Basanti Devi	3	6
12	2				Girish Chandra	2	7
13	2	✓					
14	2			✓			
15	2				Suraj Kumar	3	8
16	2				Harish Rautela	1	9
17	2			✓			
18	2				Uttara Nezi	2	10
19	3		✓				
20	3			✓			
21	3				Shankar Bisht	4	11
22	3			✓			
23	3				Sunita Devi	2	12
24	3				Lalit Singh	3	13
25	3				Anand Pandey	1	14
26	3			✓			
27	3				Nikhil Rawat	2	15
28	4		✓				
29	4				Munni Pandey	3	16
30	4			✓			
Page 1 Total		2	3	9		37	

What to do in each household?

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

Refer to the Household Survey Sheet given on page 288.

General information

- **HH No.:** Write the household number on every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.
- **Total number of members in the 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.
- **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.
- **Hamlet/section number:** Note this from the map from which the household is selected.

Information about children and adults living in the household

No information will be written in the Household Survey Sheet about any individual who does not regularly live in the household and does not eat from the respondent's kitchen.

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

Rules for selecting children

- **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 who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.
- **Children who are not at home during the time of the survey:** Often children are busy in the household or on the farm. If the child is somewhere nearby, but not at home, take information about the child, like the name, age and schooling status. Ask the family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households.

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

- **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if they do not live in this household.
- **Children not living in the household on a regular basis:** Do not include children of this family who do not regularly live in the household (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.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be recorded only for children living in the 20 households that have been randomly selected. One row of the Household Survey Sheet will be used for each child.

Collect the following information for all children aged 3-16:

- **Child's name, age, sex:** The child's name, completed age and sex should be filled for all children in the sampled household. For female children write 'F' and for male children write 'M'.

■ 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), Upper Kindergarten (UKG), 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: Ask the child if she 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.

■ 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 2020 write '2020'. Similarly, if the child dropped out in the last few months of this year, write '2022'
- **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.

Mothers' and fathers' information

- **Mothers' information:** While beginning to record the information for each child, ask for the name of the child's mother. Note her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, do not write her name. If the mother has died or is divorced and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note the mother's age and schooling information in the box 'Mother's Background Information'. While recording the mother's education, record the last class she has completed. For graduates, write B.A., B.Com., etc.
- **Fathers' information:** Similar to the mother's information block, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, do not ask for this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, we will include the stepfather as the child's father. While recording the father's education, record the last class he has completed. For graduates, write B.A., B.Com., etc.

Home language

Home language will be coded in the same manner as the medium of instruction in school. Ask the respondent what language the family speaks most commonly at home, and then refer to the Language Code List to record it.

Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe 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 households might be hesitant to give this information. Explain to them that this information is being collected in order to link the education status of the child with the household's economic conditions.

- **Type of house the child lives in:** 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-kutchra 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.
 - Kutchra House: The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
- **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, fittings and bulbs.
 - 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 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.

What to do with children?

Purpose: To find the highest level that a child aged 5-16 can do comfortably in reading, arithmetic and English.

After filling the household information in the Household Survey Sheet, you must test all children aged 5-16 in the household. Use the testing tool booklet to test each child and record the child's learning levels in the Household Survey Sheet.

Who and what to test: Every child you have listed on the Household Survey Sheet who is 5-16 years old will be tested. The ASER testing tool booklet comprises 3 sets of tests: Reading, Arithmetic and English. It has 4 samples, numbered 1 to 4.

How to test: It is very important to be in the right frame of mind while assessing children. We are not going to the village/ household as evaluators. We want to find out what children can do comfortably in terms of 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 her about her favourite game/sport, food, friend, festival, story, song; whether she has been to a fair and what did she enjoy the most in it, etc. When you feel that the child is comfortable, show her the tool and tell her that the tool has simple activities you would like her to participate in and that it is not an exam or a test. Make sure that you and the child are seated at the same level, i.e. if you are sitting on a chair, then the child should also be seated on a chair. Try not to administer the 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 make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children while the other surveyor assesses the child.
- **Encouragement and patience with the child:** Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve.
- **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 a careless mistake.
- **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 tool for children in the same household. Make sure you use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then start the testing in the next household with sample 4.

For a step by step explanation of the testing process, refer to the 'ASER 2022 Assessment Tasks' section of this report on page 38.

Sample Household Survey Sheet

HOUSEHOLD SURVEY SHEET

State: Uttarakhand District: Almora Block: Hawalbag Village: Nainoli

Surveyors' names
1. Avanika Jashi
2. Muskan Jaivedi

Date of survey 8/10/22
Day of survey Saturday
Start time of survey 11:02

Respondent name Hemlata Devi
Hamlet/section no. (from the map) 1

Full name of family head Kailash Chandra
Total number of members in the household who eat from the same kitchen 6



Serial no.	Mother's information		Child's General Information: For age 3-16		Schooling Status: For age 3-16				Learning Status: For age 5-16				Father's information																
	S. no.	Name	Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	In school children (Currently enrolled in school)	Out of school children (Currently not enrolled in school)	Tuition	Reading (✓ the HIGHEST level ONLY)	Math (✓ the HIGHEST level ONLY)	Reading (✓ the highest level ONLY)	English (Word, Sentence, Meaning)	Has the father ever attended school?	Age	Has the father ever attended school, then which Std. completed?														
1	Hemlata	Nikita	3	F	✓	Government	Never enrolled	Yes	Beginner	Beginner	Beginner	Can say	Yes	41	12														
2	Hemlata	Aayush	8	M	✓	Private	Drop out	Yes	Beginner	Num Recg 1-9	Capital letter	Can say	Yes	41	12														
3	Hemlata	Neelan	15	F	✓	Government	Drop out	Yes	Beginner	Num Recg 1-99	Small letter	Can say	Yes	41	12														
4								No					No																
5								No					No																
6								No					No																
7								No					No																
8								No					No																
Total Count															1	0	1	1	0	0	0	2	0	0	0	2	1	1	0

Mother's information		Home language		Household indicators (Tick the appropriate column)				Mobile phone		Reading material		Does anyone in the household know how to use a computer?			
S. no.	Name	Has the mother ever attended school?	If attended school, then which Std. completed?	Which language do you most commonly speak at home? (Write code)	MotORIZED 4-wheeler (Car, jeep, etc.)	MotORIZED 2-wheeler (Motorcycle/scooter)	Electricity connection (Look for wires and fittings)	If electricity in household, was there electricity today?	Toilet in the house-hold	TV in the house-hold	Mobile in the house-hold	If yes, how many mobile phones in a household?	Mobile phone (Other than school textbooks and religious books)	Has anyone in the household completed Std. 12?*	Does anyone in the household know how to use a computer?
1	Hemlata	✓	5	142	✓	✓	✓	✓	✓	✓	✓	2	✓	Yes	✓
2														No	No
3														No	No
4														No	No

Mobile number of the household 9999999999 End time of survey 11:28

What to do in a school?

Purpose: To collect information on enrollment and attendance of children and basic facilities in school.

Refer to page 293 for School Observation Sheet.

General information

- Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. 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 type of 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 for Headmaster'. 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 volunteers' names.

Collect the following information about the school:

■ Children's enrollment and attendance

- Ask the HM for the enrollment register or any official document for the enrollment figures in that school.
- Use the enrollment registers of all the classes to record the enrollment numbers. If a class has many sections, then take the total enrollment. If the enrollment register is not available or the HM refuses to show it, then write the enrollment numbers given by the HM.
- After filling the enrollment, move around 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 hand. Count the number of raised hands and accordingly fill 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.

■ 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.

■ Teachers

- 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.

■ 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. I-III. 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 at least 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.

■ 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.

■ 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, verandah or outside.

■ 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.

■ 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.

■ Mid-day meal

- 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.

■ 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 useable or not. A useable 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.

■ 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).

■ 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.

■ 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 it yourself. The anganwadi must be located within the school campus and not outside.

Sample School Observation Sheet

SCHOOL OBSERVATION SHEET

Annual Status of Education Report
ASER 2022
 FACILITATED BY PRATHAM

State: Uttarakhand District: Almora Block: Hawalbag
 Name of the village: Nainoli Name of the school: GPS Nainoli

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 9:20	School from which Std. to which Std.? (tick any one) Std. 1 to 4/5 <input checked="" type="checkbox"/> Std. 1 to 6/7/8 <input type="checkbox"/> Others <input type="checkbox"/>	Respondent's information Name: <u>Beena Devi</u> Designation (Tick) <input checked="" type="checkbox"/> HM Phone number: <u>8888888888</u>	Date of survey <u>8/10/22</u>	Day of survey <u>Saturday</u>	Surveyors' names 1. <u>Avantika Joshi</u> 2. <u>Muskan Trivedi</u>
---------------------------------------	---	---	----------------------------------	----------------------------------	--

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)	12	13	5	9	6			
Children's attendance today*	10	8	4	9	4			

*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. <u>101</u>	2. <u>3.</u>
---------------	--------------

3. TEACHERS (Include all teachers teaching Std. 1 and above)	Number appointed (Ask)	Number present (Observe)
Head Master (Do not include acting HM)	<u>1</u>	<u>1</u>
Regular government teachers (Do not include HM)	<u>3</u>	<u>2</u>
Para-teachers	<u>0</u>	<u>0</u>

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

5. FACILITIES OBSERVATION

Total number of pucca rooms in the school excluding toilets (count and write) 6

Total number of rooms being used for teaching today (count and write) 4

Observe and tick the relevant box:

Did you see an office/store/office-cum-store?

Did you see library books in the school?

If yes, 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)

If yes, was there electricity in the school today? (Observe/Ask)

Did you see computers for children in the school? (Observe/Ask)

If yes, did you see children using computers?

Did you see a hand pump/tap?

If there is a hand pump/tap, could you use it to drink water?

If there is no hand pump/tap or it is not usable, 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.?		<input checked="" type="checkbox"/>		
Do almost all children of this Std. have language textbooks?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Do almost all children of this Std. have math textbooks?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, picture/story cards etc.) in the room?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Where is the class seated? (tick one)	<input checked="" type="checkbox"/> Classroom		<input type="checkbox"/>	
	<input type="checkbox"/> Verandah		<input type="checkbox"/>	
	<input type="checkbox"/> Outdoor		<input type="checkbox"/>	

7. SCHOOL MANAGEMENT COMMITTEE (SMC) (Ask)

Does the school currently have a School Management Committee (SMC)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, then when was the last SMC meeting held?	7 / 9 / 22 (dd/mm/yyyy)	

8. PHYSICAL EDUCATION*

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

*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

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

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

*Note: If there 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 yes, did you use the entire amount?		Did you receive this grant?		If yes, did you use the entire amount?	
	Yes	No	Don't know	Yes	No	Yes	No	Don't know
Annual Composite Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From April 2022 till the day of the survey			Annual Composite Grant					

12. TEXTBOOKS AND UNIFORMS (Ask)

Have children been given language and math textbooks for their current grade?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, then have children been given funds to purchase these textbooks for their current grade?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have children been given uniforms for their current grade?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, then have children been given funds to purchase uniforms for their current grade?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. PRE-PRIMARY CLASS

Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, have you received any funds for it in the current academic year? (Ask)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If there is a pre-primary class, then is there a separate teacher appointed for teaching the class? (Ask)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there an anganwadi within the school campus? (Observe)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End time of survey 10:08