

ASER 2020 process documents



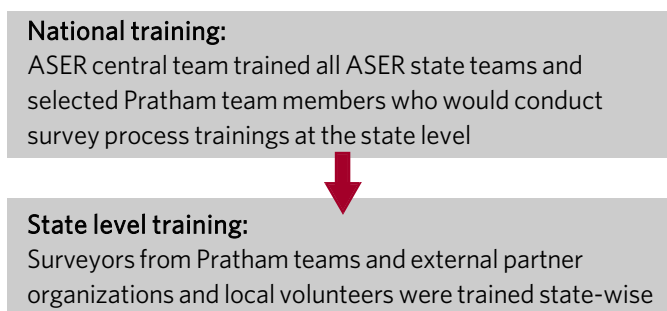
Training

The ASER survey is conducted in almost every rural district in India, usually with the help of local organisations and institutions like universities, colleges, and non-governmental organisations. However, this year was different. The survey was conducted in most states by Pratham and ASER teams themselves. In the few states, where there is no Pratham presence, it was conducted with the help of local partner organisations or independent local volunteers.

In all, 1,382 internal staff and 132 external volunteers conducted the ASER 2020 phone survey, reaching 584 districts in 26 states and 4 union territories, 52,227 households and 8,963 schools in 16,974 villages across India. As in every ASER, for the surveyors to be able to conduct the survey properly, they needed to be trained rigorously.

In the light of COVID-19, ASER 2020 survey training was conducted virtually for the first time, with surveyors participating in training from their homes in different locations across the country. Various new methods were employed to make the training as comprehensive and effective as a regular in-person training. The ASER training process was designed to give surveyors the skills needed to conduct a phone survey including managing calling lists and tracking repeat attempts to phone numbers that did not connect in the first instance, introducing themselves and the survey to the respondent, explaining the objectives and importance of the data being collected in this survey, asking survey questions clearly and precisely, recording information over a phone call, and entering this information accurately in the survey application.

ASER survey trainings followed a two-tier model that consisted of:



Standardization in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts and states. For this purpose, the guidelines and instructions for the training delivered were clear and consistent across tiers, so that each participant was able to conduct the survey accurately following the same protocols.

Tier I: National training:

The ASER 2020 survey began with a 6-day national training from 2 to 7 September. Conducted over Zoom, an online meeting platform, the training comprised 140 participants drawn from the ASER central team, ASER state teams from across the country, selected Pratham team members, and external guests. The main objective was to thoroughly train state teams on all survey formats and processes, so that they could deliver the training at the state level. Participants attended 5 days of virtual classroom sessions (about 4 hours per day) and a half day was dedicated to making pilot phone calls. 1-2 days of mock training sessions were held additionally to prepare trainers in their delivery of content.

Key aspects of the national training included:

- **Virtual classroom sessions:** These were designed to provide a theoretical understanding of the survey process, quality control processes, sampling for the survey, etc. Presentations, role plays, and energizers were used to make the virtual classroom sessions effective and engaging. To ensure that there was a more participative learning environment, role-play sessions were held in breakout rooms with 7-8 participants in each room so that every participant got a chance to practice the administration of the survey questionnaire.
- **Pilot calls:** Each participant was assigned a few household numbers to practice calling actual respondents. These pilot calls were extremely useful for the participants to get hands-on experience of doing the phone survey.

- **Quiz:** A quiz was administered in order to ensure that every participant understood the survey content and the quality control processes thoroughly. Additional sessions were organised to clarify doubts. The quiz was conducted in an online format, enabling prompt sharing of results and clarification of doubts.
- **Mock training:** Mock training sessions gauged participants' ability to train on the survey process and assisted them in improving the quality of training. Participants were allotted topics to train on and were assessed by experienced Pratham/ASER master trainers. Personalized feedback was given to each participant.
- **State planning:** Survey roll-out plans for each state were finalised, including the shortlisting of surveyors, district allocation to managers, plans for state level trainings, timelines for execution of the survey, and detailed budgeting, among others.

Tier II: State level training:

State level trainings spanned 3-4 days. 128 Pratham/ASER members trained 1,386 surveyors on how to conduct the phone survey. Like national training, key elements of the state level trainings included virtual classroom sessions, pilot calls and a quiz. Surveyors who scored low on the quiz or did not show a good performance during the role play sessions were replaced, re-trained or provided additional support during the survey. It was mandatory for all participants to be present on all days of the training.

Monitoring of trainings:

Specific steps were taken to ensure that the key aspects of training were implemented across all state level training sessions:

- State level training sessions were attended and monitored by the head of the Pratham programs in the state as well as members of the ASER central team.
- Records were maintained for each surveyor. These records contained attendance for each day of training, quiz marks, and role play performance. The data in this sheet was used to select surveyors for monitoring and recheck.



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Survey Process

Getting ready for the survey

The surveyor should keep all essential items (phone, earphones, drinking water, formats, stationery, phone charger) ready before making the calls. She must practice and revise the introduction to be given to the respondent before making the calls. It is important that she check all numbers to be called for the day in the call log sheets, keep all survey formats ready, and as far as possible, sit in a quiet place with good network connectivity before starting calls.

1. Household survey

This section describes the household survey process.

• What to do when calling a household

Purpose: Surveyor introduces herself to the respondent, explains the rationale behind the household survey and how the data will be used.

Introducing oneself on the call: Conducting a survey over the phone where neither party can see the other is difficult, and everyone is apprehensive of cold calls - the purpose behind them, how the surveyor got the number, what will be done with the personal information, why one should cooperate, etc. It is important to explain these things on each call in a standardized manner:

- Who the surveyor/organization is
- How we got the respondent's number
- Why we are calling
- How we will use the information collected
- How we will keep their identity confidential.

The answers to these questions form a part of the introduction script. Surveyor uses the introduction script to introduce herself, the organization and the survey; and to confirm that the correct person has been called by confirming the village, block and district where they live.

Confirming the location: The call log sheets list the sampled households with their village, block, and district locations, which were recorded during ASER 2018. The first step after the surveyor explains where she is calling from once the call connects is to confirm whether the recorded location is correct. For this, she asks the respondent: "Are you staying in ____ village of ____ block in ____ district?". If the respondent identifies the location as correct, then the conversation is continued.

Introduction script, rationale and usage: Once the location is confirmed as correct, the surveyor clarifies how she got the respondent's number referring to two other surveyors who must have visited the household two years ago to conduct the ASER 2018 survey. While explaining the rationale for calling/purpose of the survey, she emphasizes the following points:

- Children's learning has been affected since schools closed due to the pandemic
- It is important to find out how children are learning at home, what support they are receiving from schools/families, and what challenges they face
- The survey is being conducted in 1,00,000 households. The data will be collated and presented, and the respondent's and child's name will be kept confidential
- The data will be useful for various stakeholders trying to support children's learning during the pandemic.



Introduction script



Script to introduce yourself during the household phone survey

Good morning/afternoon/evening! I am calling from an NGO called Pratham which works in children's education. Are you staying in ____ village of ____ block in ____ district?

<If Yes, then ask>

Some of my colleagues came to your house two years ago, in 2018, to conduct a survey on children's education (ASER survey). As you know, ever since the lockdown began in March this year and schools were shut, children's learning has been affected.

We are conducting this phone survey to understand how 5-16-year-old children are studying/learning at home during the lockdown, what support are they receiving from their schools/teachers/parents, what challenges are they facing, etc.

We are conducting this survey all over India in about 1 lac households. We will collate and present data in a report so that the findings can be discussed with all stakeholders and informed policy decisions can be taken.

Please be assured your name or your child's name(s) will not be published anywhere in the report. This information will be completely confidential. I can share the address and phone number of the office with you if you require any further clarifications.

This survey will take about 15-20 minutes. Can we talk now?

<If Yes, start the conversation and ask questions in the same order as listed in the 'Household Survey Sheet'.>

<If No, ask for a new time to call the respondent back.>

<If No, then>

<Thank the respondent and end the call.>



• How to fill the household call log sheet

Purpose: To note the call connection status and the survey completion status for each sampled household.

Household call log sheet: The household call log sheet contains the record of calls to be made to all the households assigned to a surveyor. The call log sheet gives the following information for each household: whether the call made was answered, the number of attempts made till the call was answered, and whether the survey was completed. Each row of the household call log sheet contains information for one household. The phone number provided for each household is used to contact the household for the survey. The general information section is pre-filled by the ASER state team and given to each surveyor before the start of the survey. The surveyor checks the household call log sheet at the start of each survey day to identify all the households to be called that day.

Attempts and time slots: The surveyor makes a maximum of three additional attempts to each number that does not connect in the first attempt. This is done to maximize reach in the survey. The attempts are spread across the day. Time slots can be before and after 1 pm. Each new attempt is made in a new time slot. For example, if the first attempt to a school is at 10 am and the call does not connect, the second attempt is made after 1 pm. This increases the chances of the call being answered. The date and time for each new attempt is recorded in the section 'call connection status'.

Call connection status: Call connection status gives information about whether the surveyor could reach a particular household and the reason if she could not. For every call attempt to a household, the call connection status is recorded as per the codes given for each possible situation, along with the date and time when the household was called.

Call connection status		
Code	Possibility	Action to be taken
1	<i>Call connected</i> - someone answers the call	Surveyor continues with the survey
2	<i>Invalid number</i> - number does not exist/is temporarily out of order	Surveyor makes another attempt in the next assigned time slot
3	<i>Incoming not allowed</i> - incoming calls have been suspended on a number temporarily or permanently	
4	<i>Number busy</i> - includes call waiting	
5	<i>Number not reachable</i> - phone is out of network coverage area	
6	<i>Switched off</i>	
7	<i>No response</i> - phone ringing but not answered	

Survey completion status: Survey completion status gives information about whether the surveyor could complete the survey of a household after the call connected and the reasons if not. For every call answered, the survey completion status is recorded as per the codes given for each possible situation.



Survey completion status		
Code	Possibility	Action to be taken
1	<i>Survey completed</i> - the whole questionnaire was administered and answered by the respondent	Not applicable
2	<i>Refused to participate</i> - respondent does not want to be part of the survey	Surveyor ends the survey
3	<i>Incorrect village/district</i> - respondent has never lived in such a village/ has relocated to a new place	
4	<i>Left survey midway</i> - respondent answers a few questions but does not want to answer the rest, and ends the call	
5	<i>Call dropped</i> - call cuts mid-survey due to network/other issues	Surveyor calls again immediately; if no connection is made, then she will make a new attempt in the next assigned time slot
6	<i>Asked to reschedule</i> - respondent is busy and asks to call back at another time	Surveyor calls back at their preferred time and date

- *Case: Incorrect village/district:* In case the respondent does not know this location and says she has never lived in such a place, then such a household is recorded as 'incorrect village/district' with code 3 in survey completion status in the household call log sheet. In such a scenario, the surveyor thanks the respondent for their time and ends the survey.
- *Case: Refusal to participate:* Even after explaining rationale and usage, some respondents may not want to participate in the survey. In this case the surveyor:
 - Does not give up immediately
 - Acknowledges participants' concerns and emphasizes complete confidentiality
 - Reiterates the importance of this data in spreading awareness about the condition of children's learning in the pandemic
 - If the respondent still does not want to participate, then the surveyor records such a household as 'refused to participate' with code 2 in survey completion status in the household call log sheet, thanks the respondent and ends the call. No further attempts to this number are made
- *Case: Rescheduling the call:* In some cases, the respondent may be busy when called and may request a call back at some other time. In such situations, the surveyor explains that the survey will take only 10-15 minutes and requests them to spare the time if possible. If the respondent still asks to call some other time, then the surveyor makes a note of this in survey completion status and also records the next preferred date and time at which the respondent is to be called back under the next attempt in the call connection status of the household call log sheet.
- *Other cases:*
 - No child age 5-16 years in the household: The surveyor asks and records only Q1 and Q2 from the household survey sheet (Section A), marks 'survey completed' in survey completion status in the household call log sheet and ends the call
 - A child answers the call: The surveyor asks the child to let her speak to an adult in the household. If an adult is not available, she asks the child for a time when they will be home. The surveyor records this situation as 'Asked to reschedule' under survey completion status and notes the time and date when the adult will be home for the next attempt in call connection status. The surveyor then calls back in the new time slot noted by her and attempts to do the survey with the adult for that household



• How to record information in the household survey sheet

Purpose: To collect information about children's access to and engagement with learning materials and activities from home; availability of infrastructure such as TV, radio, smartphones, mobile phones, etc. to facilitate this access; support from parents and/or teachers to facilitate learning; and challenges faced by parents/children in this process.

Surveyors keep the following in mind while conducting the survey:

- Read all questions as they are written in the household survey sheet
- Include only those children in the age group of 5-16 who eat from the same kitchen as the respondent
- If no adult is at home, a child aged 14 or above can be the respondent
- Ask the respondent whether the children being surveyed are nearby. If they are, ask to have the child sit with the respondent while they answer the questions. In case the respondent is unsure of any answer, they can quickly ask the child. This is only to make sure that the information provided is correct as far as possible
- Use the full phrase "since the lockdown began in March 2020" for each question where it is mentioned as such
- Note the time period carefully as "since the lockdown began" or "in the last week" while asking different questions
- For questions not applicable to a child, leave the answer option blank
- See the instructions to read out or not read out the answer options carefully in each question.

Sample information: In the first section in the household survey sheet, the surveyor enters the following sample details carefully from the household call log sheet: the state, district, block and village the household is in, contact information for the household, as well as the respondent's name.

Before starting the survey, the surveyor confirms that the respondent can provide information for children's learning; if not, she requests him/her to give the phone to someone who can.

Section A: Household information: This section captures general information about the sampled household with reference to the number of members in the household, number of children in the age group of 5-16 (if any), and whether any of those children migrated back to this sampled household because of the lockdown.

Section B: Child's information: This section contains name, age, sex, and enrollment for every child in the household who eats from the respondent's kitchen and is in the 5-16 age group.

Section C: Information for enrolled children: This section collects information about those children who are currently enrolled in an educational institution in more detail. It comprises questions on the child's current grade, type of school she is enrolled in, whether she was promoted in this year, and if the child has changed the type of institution she used to attend this year and the reason for the same.

Section D: Not enrolled children: This section collects information about those children who are currently not enrolled in any type of school as they either never enrolled or have dropped out.

Section E: Dropout children: This section collects information pertaining to those children who have dropped out of school in more detail. It comprises questions on the year the child dropped out, and if the child dropped out this year, then the reason for the same. Children awaiting admission to a new grade/school are counted as 'drop out' for this survey. The reason for dropping out in this case is recorded as 'awaiting admission'.

Section F: Tuition: This section collects information on paid academic tuition (no classes on dance, music, sports, etc.) being taken by children aged 5-16, regardless of their enrollment status. Tuition includes both online and in-person tuition. If a child has temporarily stopped going to tuition or has irregular attendance because of being in a containment zone, etc. but has paid the fees, then it is included as taking tuition. The section also captures changes in children's tuition since the lockdown began in March 2020.

Section G: Parents' information: This section records name, age and education level of the parent(s) living with the child.

- If one or both parents have died or do not live with the child regularly, or if the child lives at some relative's house/boarding school away from parents, then parents' information is not recorded



- If the child lives with their step-parents, their information is included in this section
- Highest education level for a parent that is the grade/degree which they have successfully completed is recorded. For example, if a parent dropped out in the 2nd year of their bachelor's degree, their highest education level is 1st year of graduation.

Section H: Respondent's information: This section notes down the relationship between the respondent and the children in the household they are giving information for.

Section I: Support at home: This section looks at whether children receive any support in learning from different members of the household and who helps most often.

Section J: Smartphone availability: Questions in this section explore the availability of a working smartphone in the household, and whether children in households that do not have a smartphone have access to one through any other means.

Section K: School textbooks: This section looks at whether the children have school textbooks of the grade they are currently enrolled in to study with at home.

Section L: Receipt of learning materials/activities from school: This section captures if the parent/child received any learning materials/activity for the child in the last week from the school teacher and the medium(s) through which the parent/child received it. If the parent/child has not received anything in the last week, then the reasons for the same are recorded.

Section M: Contact between HM/teacher and parents/children: This section captures contact between parent/child and school teacher in the last week to discuss learning materials/activities or the child's wellbeing. Separate questions check whether the initiative to call or visit was taken by the teacher, parent/child or both. If this contact did not happen in the last week, it explores if it happened at all since the lockdown started. This section also captures contact between parent/child and school teacher since the lockdown began to discuss administrative information such as mid-day meal, school reopening, etc.

Section N: Engagement with learning materials/activities: This section captures children's engagement in the last week. It explores whether children did any activity involving the use of school textbooks, worksheets, online learning applications/websites, TV, radio, etc. These questions are asked for all children aged 5-16 in the household, regardless of their enrollment status. For every activity that the child did, information on who shared the activity with the child is included.

Section O: Challenges faced while studying at home: This section captures challenges being faced by parent/child while studying at home.

Section P: Mid-day meal - Distribution of ration/fund: This section captures if children enrolled in an Anganwadi or government pre-school, or in a government school (Std 1-8) received any funds or ration under the mid-day meal scheme.

Section Q: Household indicators: This section captures other information about household members and household assets:

- If any member has completed Std 12
- TV and radio (in working condition) owned by the household. Radio in smartphones is included
- Motorized 2- or 4-wheeler such as bike, scooter, car, jeep (3-wheeler is not included). Vehicles should be owned by the household and can be used for commercial or personal purposes.



ASER 2020: HOUSEHOLD SURVEY SHEET								
State: West Bengal		District: Hooghly		Block: Serampore		Village: Nabagram		
HH ID: 6734xxxx		HH phone no.: 8793xxxxxx		Alternative HH phone no.: 7022xxxxxx		Respondent's Name: Naren Khan		
Caller ID: WB004		Caller's name: Anita Pal		Caller's phone number: 8854xxxxxx		Date: 10/09/2020 Start time: 02:34		
A. Household information	1. I am surveying people who eat from the same kitchen in a household. Can you tell me the number of people in your household who eat from the same kitchen as you? <write number>		5		If no in Q2, then thank the respondent and end the call. If yes in Q2, then ask: Will you be able to give me information about how children in the household are studying these days? If not, may I speak to someone who will be able to give me this information (Hint: Ask for a parent).			
	2. Do you have children in the age group 5-16 in your household? <write code: 1- Yes, 2- No>		1					
	3. No. of children in the age group 5-16 in the household <write number>		2					
	4. Of these, are there any children who have migrated back from other places after the lockdown began in March 2020? <write code: 1- Yes, 2- No>		2					
	4a. If yes, then ask: How many children migrated back? <write number>							
Section	Question		Coding		Child 1	Child 2	Child 3	Child 4
B. Child's information	5. Name		Write name		Tina Khatun	Smita Khatun		
	6. Age		Write age <number>		7	12		
	7. Sex		1- Male 2- Female		2	2		
	8. Is the child currently enrolled in Anganwadi/pre-school or school?		1- Yes 2- No		1	2		
C. For children currently enrolled in Anganwadi/pre-school or school	9. Has the child been promoted to a new Std this year? (If not sure, probe and urge the respondent to ask the child/another household member)		1- Yes 2- No 99- Don't know		1	99		
	10. Which Std is the child currently enrolled in? (While noting the Std confirm if this is the new Std to which child has been promoted)		Write grade: AW- Anganwadi PP- Pre-primary/LKG/UKG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1	6		
	11. Which type of school is the child currently enrolled in?		1- Govt 2- Pvt 3- Madrassa 4- Other		1	1		
	12. Has the child changed her Anganwadi/pre-school or school after the lockdown began in March 2020?		1- Yes 2- No 99- Don't know		2	1		
	12a. If yes, then ask: Which type of school was the child previously enrolled in? (Before the lockdown began in March 2020)		1- Anganwadi/Govt pre-primary 2- Pvt LKG/UKG 3- Govt school 4- Pvt school 5- Madrassa 6- Other			4		
	12b. Why did the child change her Anganwadi/pre-school or school? <i>DO NOT READ out the options. Write one code that applies.</i>		1- Could not afford fees 2- School closed down permanently 3- Other <write> 99- Don't know			1		
D. For not enrolled children	If currently not enrolled in Anganwadi/pre-school or school, then ask all questions except K, L, M, (Q23-28) and P (Q36)							
E. For drop out children	13. Did the child drop out or was never enrolled in Anganwadi/pre-school or school?		1- Drop out 2- Never enrolled					
	14. If the child dropped out, then ask: Which Std did the child drop out in?		Write Std					
	14a. Which year did the child drop out in? (Include those awaiting admission in new grade as drop out)		Write year					
F. Paid tuition classes (in-person/online)	14b. If the child dropped out in 2020, then ask: Why did the child drop out this year?		1- Awaiting admission to new grade or school 2- Other <write> 99- Don't know					
	15. Does the child currently take paid tuition? (Include online tuition)		1- Yes 2- No 99- Don't know		2	1		
	15a. If yes, then ask: Has the child started taking any new paid tuition after the lockdown began in March 2020?		1- Yes 2- No 99- Don't know			1		
G. Parent's information	16. Did the child take any paid tuition before the lockdown began in March 2020?		1- Yes 2- No 99- Don't know		2	2		
	17a. Father's name		Write name		Mintu Khan	Mintu Khan		
	17b. Father's age		Write age		37	37		
	17c. Father's highest qualification		Write qualification NA- Never enrolled		NA	NA		
	17d. Mother's name		Write name		Sima Khatun	Sima Khatun		
	17e. Mother's age		Write age		35	35		
17f. Mother's highest qualification		Write qualification NA- Never enrolled		BA 1st Year	BA 1st Year			



				Child's Name			
				Tina Khatun	Smita Khatun		
H. Respondent's info	18. How are you related to <child name>? <i>DO NOT READ out the options. Write one code that applies.</i>	1- Father 2- Mother 3- Elder brother/sister	4- Uncle 5- Aunt 6- Cousin 7- Other <write>	4	4		
I. Support for the child at home	19. Does anyone help the child in studying at home?	1- Yes 2- No	99- Don't know	1	1		
	19a. If yes, then ask: Who helps the child MOST often? <i>DO NOT READ out the options. Write one code that applies.</i>	1- Father 2- Mother 3- Elder brother/sister	4- Uncle 5- Aunt 6- Cousin 7- Other <write>	2	2		
J. Smartphones in the household	20. Is there a working smartphone in the household? <i>(Apply kitchen rule)</i>	1- Yes 2- No	99- Don't know	1			
	20a. If yes, then ask: How many working smartphones are there in the household?	1- One smartphone 2- Two smartphones	3- Three or more smartphones 99- Don't know	1			
	21. Did you/child's parent buy a phone for children's education after the lockdown began in March 2020?	1- Yes 2- No	99- Don't know	1	2		
	21a. If yes (bought a phone), then ask: Did you buy a regular phone or a smartphone? <i>DO NOT READ out the options. Write all the codes that apply.</i>	1- Regular phone 2- Smartphone	99- Don't know	2			
	22. If no or don't know in Q 20, then ask: Does the child have access to a smartphone, whether owned by somebody else in the household or owned by neighbours or friends? <i>(Household here means outside respondent's kitchen)</i>	1- Yes 2- No 99- Don't know					
K. School textbooks (for enrolled children only)	23. Does the child have the textbooks for the Std she is currently enrolled in?	1- Yes, all subjects 2- Yes, some subjects	3- No 99- Don't know	1	2		
	23a. If yes (for all or some subjects), then ask: Are these textbooks new?	1- All new 2- All old	3- Some new, some old 99- Don't know	2	2		
	23b. Where did the child get the textbooks from? <i>DO NOT READ out the options. Write all the codes that apply.</i>	1- Received from school 2- Bought from the market 3- Received from elder brother/sister	4- Other <write> 99- Don't know	3	3		
L. Receiving learning material/activities from school (for enrolled children only)	24. In the last week did the parent/child receive any learning material/activities from the school teacher?	1- Yes 2- No	99- Don't know	2	1		
	24a. If yes, then ask: How has the parent/child received the learning material/activities from the school teacher? <i>READ OUT the options. Write all the codes that apply.</i>	1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>		1, 5		
	24b. If no (not received), then ask: Why did the parent/child not receive any learning material/activities from the school teacher? <i>DO NOT READ out the options. Write all the codes that apply.</i>	1- School/teacher not sending anything 2- No internet 3- No smartphone	4- Connectivity issues 5- Other <write> 99- Don't know	1			
M. Contact between school teacher and parents/children (for enrolled children only)	25. In the last week did the school teacher call or visit parent/child to discuss about learning material/activities or the child's progress/well being?	1- Yes 2- No	99- Don't know	2	1		
	26. In the last week did the parent/child call or visit the school teacher to discuss about learning material/activities or child's progress/well being?	1- Yes 2- No	99- Don't know	2	2		
	27. If no or don't know in Q25 and Q26, then ask: Since the lockdown began in March 2020, have the parents/children and the school teacher spoken (on call or visit) to each other even once to discuss learning material/activities or children's progress/well being?	1- Yes 2- No	99- Don't know	2			
	28. Since the lockdown began in March 2020, have the parents/children and the school teacher spoken (on call or visit or SMS/WhatsApp) to each other even once to discuss any administrative information regarding mid-day meal, school reopening, etc.?	1- Yes 2- No	99- Don't know	1	1		
N. Children's engagement with learning material/activities	29. In the last week, did the child do any educational activity using school textbooks ?	1- Yes 2- No	99- Don't know	2	2		
	29a. If yes, then ask: Who shared this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know					



		Child's Name		Tina Khatun	Smita Khatun		
N. Children's engagement with learning material/activities	30. In the last week, did the child do any educational activity using worksheets ?	1- Yes 2- No	99- Don't know	1	1		
	30a. If yes, then ask: Who shared this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know		1	1		
	31. In the last week, did the child do any educational activity using online videos, recorded classes or games found on educational mobile learning apps/websites?	1- Yes 2- No	99- Don't know	2	1		
	31a. If yes, then ask: Who shared this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know			1		
	32. In the last week, did the child attend any live online classes such as on Zoom, Google Meet, WebEx etc.?	1- Yes 2- No	99- Don't know	2	2		
	32a. If yes, then ask: Who conducted this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Conducted by school teacher 2- Conducted by any other source such as NGO, etc.	3- Conducted by tuition teacher 4- Other <write> 99 - Don't know				
	33. In the last week, did the child watch any educational programs on TV?	1- Yes 2- No	99- Don't know	1	2		
	33a. If yes, then ask: Who shared this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know		2			
	34. In the last week, did the child listen to any educational programs on the radio?	1- Yes 2- No	99- Don't know	2	2		
	34a. If yes, then ask: Who shared this activity? <i>READ OUT the options and write all the codes that apply.</i>	1- Received from school teacher 2- Given by parent/elder sibling in the household on their own 3- Received from any other source such as NGO, etc. 4- Received from tuition 5- Other <write> 99- Don't know					
O. Challenges faced by parent/child during remote learning	35. Since the lockdown began in March 2020, has the parent/child faced any challenges while studying at home?	1- Yes 2- No	99- Don't know	1	1		
	35a. If yes, then ask: What kinds of challenges did the parent/child face while studying at home? <i>DO NOT READ out the options. Write all the codes that apply.</i>	1- No smartphone 2- Recharge/internet plan issues 3- Connectivity issues/no internet 4- Electricity issues 5- Limited access to smartphone 6- Lack of support from school teacher 7- Lack of supervision at home 8- Unable to operate technology 9- Child is not interested 10- Other <write>		2, 3, 6, 9	2, 3, 6		
P. Mid-day meal (AW/Govt school (1-8))	36. Have you received ration or funds for mid-day meal from the Anganwadi/school in August 2020?	1- Yes 2- No	99- Don't know	2	1		
	36a. If no or don't know, then ask: Have you received ration or fund for mid-day meal from the Anganwadi/school even once since the lockdown began in March 2020?	1- Yes 2- No	99- Don't know	1			
Q. Household indicators	37. Has anyone else completed class 12th in the household? <i>(Except mother and father of the children)</i>	1- Yes 2- No	99- Don't know			2	
	38. Is there a working television in the household?	1- Yes 2- No	99- Don't know			1	
	39. Is there a working radio in the household?	1- Yes 2- No	99- Don't know			1	
	40. Is there a motorized 2-wheeler or 4-wheeler in the household?	1- Yes 2- No	99- Don't know			1	
End time: 03:13							



2. School survey

A teacher (as far as possible, the HM) from one government school with primary sections was called in each village where sampled households were located. This section describes the school survey process.

• What to do when calling a school

Purpose: Surveyor introduces herself to the respondent, explains the rationale behind the school survey and use of these data.

Introducing yourself on the call: *The process to be followed by the surveyor is the same as given in the household survey process.*

Confirming the respondent and location: The call log sheets list the sampled schools with their village, block, district locations, which were recorded during ASER 2018. Additionally, the name and designation of the respondent, and name of the school and school type are also provided. After a call connects, the surveyor explains where she is calling from and confirms whether the respondent and recorded location of the sampled school are correct. For this, she asks the respondent: "Are you ____, a teacher/HM in ____ school in ____ village of ____ block in ____ district?" If the respondent identifies the location as correct, then the conversation is continued.

Introduction script, rationale and usage: The process to be followed by the surveyor is the same as given the household survey process.

• How to fill the school call log sheet

Purpose: To note the call connection status of each attempt and the survey completion status of each school.

School call log sheet: The school call log sheet contains a record of calls to be made to all schools assigned to one surveyor. It gives information for each school: whether the call made was answered, number of attempts made till the call was answered, and if the survey was completed. One row of the school call log sheet contains information for one school. The phone number provided for each school is to be used to contact the school for the survey. The general information section is pre-filled by the ASER state team and given to each surveyor before the start of the survey. The surveyor checks the school call log sheet at the start of each survey day to identify all the schools to be called that day.

Attempts and time slots: *The process to be followed by the surveyor is the same as given in the household survey process.*

Call connection status: *The process to record call connection status to be followed by the surveyor is the same as given in the household survey process.*

Survey completion status: The process to record survey completion status followed by the surveyor is the same as given in the household survey process; only two new situations detailed in codes 5 and 6 are added in the school survey.



Introduction script



Script to introduce yourself during the school phone survey

Good morning/afternoon/evening! I am calling from an NGO named Pratham which works in children's education. Are you ____ <name of respondent>, a <teacher/HM> in the government school in ____ village of ____ block in ____ district?

<If Yes, then ask>

Some of my colleagues came to your school two years ago, in 2018, to conduct a survey on children's education (ASER survey). As you know, ever since the lockdown began in March this year and schools were shut, children's learning has been affected.

We are conducting this phone survey to understand how schools are supporting 5-16-year-old children who are studying at home during the lockdown, what materials/activities are being sent, if teachers and parents are in contact with each other, what kinds of challenges teachers are facing etc.

We are conducting this survey all over India in about 16,000 schools. We will collate and present data in a report so that the findings can be discussed with all stakeholders and informed policy decisions can be taken.

Please be assured your name or your school's name will not be published anywhere in the report. This information will be completely confidential. I can share the address and phone number of the office with you if you require any further clarifications.

This survey will take about 10-15 minutes. Can we talk now?

<If Yes, then confirm the designation and type of school and ask questions in the same order as listed in the 'School Survey Sheet'.>

<If No, ask for a good time to call back.>

<If No, then ask>

Were you ever a <teacher/HM> in the government school in ____ village of ____ block in ____ district?

<If Yes, then ask if they have retired or have become an administrator or have been transferred/relocated to another school?>

<If yes, then refer to the procedure explained in the 'School Log Sheet'.>

<If No, (the respondent does not recognize this school/village even after asking the above questions), then>

<Thank the respondent and end the call.>



Survey completion status		
Code	Possibility	Action to be taken
1	<i>Survey completed</i> – the whole questionnaire has been administered and answered by the respondent	Not Applicable
2	<i>Refused to participate</i> – respondent does not want to be part of the survey	Surveyor ends the survey
3	<i>Incorrect school/village/district</i> – respondent does not identify the mentioned school/village/district, i.e., wrong number	
4	<i>Left survey midway</i> – respondent answers a few questions but does not want to answer the rest and ends the call	
5	<i>Retired/on leave/administrator/relocated</i> – respondent has retired, is on leave, has been promoted to an administrative position, has changed schools or been transferred	Surveyor takes information of another teacher/HM in sample school and conducts the survey with new respondent
6	<i>Unable to give information (may have redirected)</i> – respondent cannot give any information about any grade between grade 1-8 of the sample school	
7	<i>Call dropped</i> – call cuts mid-survey due to network/other issues	Surveyor calls again immediately; if no connection is made, then she will make a new attempt in the next assigned time slot
8	<i>Asked to reschedule</i> – respondent is busy and asks to call back at another time	Surveyor calls back at their preferred time and date

- *Case: Incorrect village/school/district, Refusal to participate, Rescheduling the call:* The process to be followed by the surveyor is the same as given in the household survey process.
- *Case: Retired/on leave/administrator/relocated:* If the respondent has retired/is on leave/has been promoted to any administrative position/has relocated to a new school, the surveyor asks the respondent for the name and number of any other HM/Teacher currently working in the school. If the respondent is able to provide the information, the surveyor completes the survey with this new respondent. If the respondent is not able to provide the alternate contact information, the surveyor ends the survey for this school.
- *Case: Unable to give information:* If the respondent says that they cannot give any information about any grade between Std 1-8 in the sampled school, then the surveyor asks the respondent for the name and number of any other HM/Teacher currently working in the school who will be able to answer our questions. If the new respondent is able to provide the information, the surveyor completes the survey with this new respondent. If the original respondent is not able to provide the alternate contact information, the surveyor ends the survey for this school.



• How to record information in the school survey sheet

Purpose: To collect information on the school's facilitation of children's learning during the COVID-19 lockdown; information on children's enrollment, mobile phones and smartphone access to children/families; teacher orientation/training on remote teaching-learning processes; sharing and discussing materials and activities created by teachers/school as well as central/state government; contact with parents/children; tracking children's progress; community involvement and support in sharing and discussing learning material with parents/children; challenges faced in conducting remote learning activities; distribution of mid-day meals; and preparation for reopening schools are themes explored in the survey.

Surveyors keep the following in mind while conducting the survey:

- Read all questions as they are written in the school survey format
- Include only sampled schools in the school survey
- The sample has a mixture of HMs and teachers as respondents. Hence, the school questionnaire is designed as such that the HM can answer for the teacher and vice versa, if they have the required information. So, the framing is "have you/teacher". Keep this in mind while asking questions and noting responses
- In the school survey some questions are for the school overall, and some are for a specific grade chosen by the respondent him/herself. While taking answers from the respondent for a particular grade (as specified in the question), keep reminding them about giving information for the chosen grade only
- Use the full phrase "since the lockdown began in March 2020" for each question where it is mentioned
- Note the time period carefully as "since the lockdown began" or "in the last week" while asking different questions
- For questions that are not applicable, leave the answer option blank
- Review the instructions to read out or not read out the answer options carefully in every question.

Sample information: In the first section in the school survey sheet, the surveyor enters the sample details carefully from the school call log sheet: state, district, block, village, school ID, school type, respondent's name, number, and designation. The designation column 'teacher' includes para teachers.

Section A: General information: This section captures general information about the sample school and about the grades the respondent teaches and sends learning materials to. The teacher is asked to select one grade between Std 1-8 for which she can give the most information for to continue the survey. If she cannot give information or a grade or can give information only for Std 9 and above, the surveyor requests her to provide contact information of another HM/teacher who can give this information and ends the survey with this respondent.

Section B: Enrollment and contact with children: This section asks questions about the number of children enrolled in the selected grade, availability of their contact details and the mode of contact with children whose phone numbers are not available.

Section C: Remote learning - Government and school: This section explores if the government has directly shared any learning materials via TV, radio or online broadcast, or the school has received any instructions, notifications, guidelines, or orders from the government to share learning materials with children of the selected grade. It also captures HM/teacher's own initiative to share learning materials/activities with children.

Section D: Training/orientation of HM/teachers: This section captures if the respondent has received any training to share or discuss learning materials with parents/children of the selected grade.

Section E: Learning materials/activities shared with parents/children: This section captures whether the school distributed textbooks (or funds for textbooks) to children of the selected grade, and/or asked them to watch/listen to any TV or radio broadcast of educational programs. It also collects information on whether the respondent shared any materials with parents/children during the last week; the different mediums used to do so; and whether they participated in creating the learning materials.



Section F: Children’s engagement with learning materials/activities: This section collects information on the kinds of learning materials/activities which the respondent shared with children, such as textbooks, worksheets, online videos, etc. It also explores which activity the teacher finds most useful.

Section G: Community involvement: This section explores if the school receives help from different community members to share or discuss learning materials/activities with children.

Section H: Learning materials/activities shared even once: This section applies to only those schools where learning materials were not shared in the week before the survey was conducted. It captures if learning materials were shared even once since the lockdown began in March 2020.

Section I: Contact between respondent and parents/children: This section records information about contact between parents/children and teachers in the same manner as given in the household survey process.

Section J: Challenges: This section collects information about the challenges being faced by the respondent in sharing and/or discussing the learning materials/activities with parents/children.

Section K: Mid-day meal ration and funds: This section focuses on the distribution of mid-day meal ration or funds by the school to children of the selected grade. Information for ration and fund is recorded separately.

Section L: Preparations for reopening schools: This section records information about the school’s preparation for physically reopening the school for children. Reopening the school for any one or a subset of grades is included. Reopening the school only for teachers is not included.



Annual Status of Education Report ASER 2020 Facilitated by PRATHAM		ASER 2020: SCHOOL SURVEY SHEET		State: Punjab	District: Ludhiana	Block: Khanna	Village: Libra
School ID:		Type of School (tick)		School Name: Libra Government Primary School		Date: 02/09	Start Time: 11:00 AM
Caller ID:		Std 1 to 4/5	Std 1 to 6/7/8	Others	Designation (tick)		HM Teacher
Respondent's name:		Meena		Respondent's phone number:		89XXXXXXX	
Section	Question			Coding		Answer	
A. General information	1. Which grade(s) do you teach?			Write all grade(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, NA - Not teaching		2, 3, 4, 5	
	2. Which grades do you send learning material/activities to?			Write all grade(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, NA - Not teaching		1, 2, 3	
	3. Which grade can you give the MOST information for? (Request the respondent to select only one grade which they know most about)			Write one grade between 1 to 8: 1, 2, 3, 4, 5, 6, 7, 8, NA - Can't give information		2	
	<p>If NA - Can't give information in Q3, then request the respondent to share contact details of another teacher/HM of the sample school who can give the information. Thank this respondent and end the survey.</p> <p>If the respondent can give information only for Std 9 or above, then request the respondent to share contact details of another teacher/HM of the sample school who can give the information for Std 1-8. Thank this respondent and end the survey.</p>						
	4. Can you tell me the no. of teachers in this school? (Do not include headmaster in this count)			<Write>	99- Don't know	5	
5. How far do you live from the school?			1- Less than 2 km 2- Between 2 and 5 km	3- More than 5 km 4- Another village/city 99- Don't know	4		
Section B to K will be asked for the grade selected by the respondent							
B. Enrolment and contact of children enrolled in the selected grade	6. Total number of children enrolled in this grade			<Write number>		20	
	7. How many children's phone numbers are available with you/teacher for this grade?			1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	2	
	8. Are you/teacher able to contact children of this grade whose phone numbers are not available or those children who don't have a phone?			1- Yes 2- No 3- Did not try to contact	4- All children have phone 99- Don't know	2	
	8a. If yes, then ask: How do you/teacher contact those children of this grade whose phone numbers are not available or those who don't have a phone? <i>DO NOT READ OUT the options. Write all codes that apply.</i>			1- Take neighbours' help 2- Do home visits 3- Taking help of Anganwadi workers 4- Meet in school 5- Other <write>			
9. How many children of this grade have smartphones in their households?			1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	3		
C. Remote learning at Govt and School level	10. Since the lockdown began in March 2020, has the Central or State Govt. shared any learning material/activities for children of this grade via TV or Radio or YouTube?			1- Yes 2- No 99- Don't know		1	
	11. Since the lockdown began in March 2020, has the school received any Govt. notification/guideline/instruction (oral or written) to share learning material/activities with parents of children of this grade?			1- Yes 2- No 99- Don't know		1	
	12. Since the lockdown began in March 2020, have you/teacher shared any learning material/activities with ANY children/parents on your own? (Children can be of any grade or school/community in this question)			1- Yes 2- No 99- Don't know		1	
D. Training/Orientation of HM/teachers	13. Have you/teacher been given any training/orientation to share and/or discuss the learning material/activities with parents/children of this grade and/or track children's progress? (Note: Include both in-person and online trainings/sessions or instructions given in meetings).			1- Yes 2- No 99- Don't know		2	
	13a. If yes, then ask: What kind of training/orientation have you/teacher received? <i>DO NOT READ OUT the options. Write all codes that apply.</i>			1- Brief instructions in an in-person meeting or over phone/online 2- Series of in-person/online training sessions 3- Enrolled in/completed an online course 4- Other <write>			
E. Sharing learning material/activities with parents/children	14. Has the school distributed textbooks for this grade to the parents/children of this grade?			1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	3	
	15. Has the school asked the children of this grade to watch any educational programs on TV?			1- Yes 2- No	99- Don't know	1	
	16. Has the school asked the children of this grade to listen to any educational programs on the radio?			1- Yes 2- No	99- Don't know	1	
	17. In the last week, have you/teacher shared any learning material/activities with parents/children of this grade?			1- Yes 2- No	99- Don't know	1	
	If no or don't know in Q 17, then go to Q 23 in section H. Learning material/activities shared even once						
	17a. If yes, then ask: How did you/teacher share this learning material/activities with parent/children of this grade? <i>READ OUT all the options. Write all codes that apply.</i>			1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>	1, 3, 4	
18. Were you/teacher involved in creating this learning material/activities for children of this grade?			1- Yes 2- No	99- Don't know	2		
18a. If yes, then ask: Did you/teacher create the above learning material/activities for children of this grade along with the Govt. or on your own? <i>DO NOT READ OUT the options. Write all codes that apply.</i>			1- Created along with the Govt (at any level: state/district/block/cluster) 2- On my own 3- Other <write>		2		



F. Children's engagement with learning material/activities	19a. In the last week, did you/teacher share any learning material/activities involving the use of school textbooks with parents/children of this grade?	1- Yes 2- No	99- Don't know	2	
	19b. In the last week, did you/teacher share any learning material/activities involving the use of worksheets with parents/children of this grade?	1- Yes 2- No	99- Don't know	2	
	19c. In the last week, did you/teacher share any learning material/activities involving the use of online videos, recorded classes, educational games, etc. found on educational mobile learning apps/websites with parents/children of this grade?	1- Yes 2- No	99- Don't know	1	
	19d. In the last week, did you ask children of this grade to do any other educational activity?	1- Yes <write> 2- No	99- Don't know	2	
	20. If yes in more than one question from Q 19a to 19d, then ask: Out of all the learning material/activities you shared with parents/children of this grade last week, which one did you find the MOST useful? <i>READ OUT the options mentioned above and write ONE code that applies.</i>	1- School textbooks 2- Worksheets	3- Content on educational mobile learning apps/websites 99- Don't know		
	21. Are you/teacher able to regularly track if children of this grade are using the learning material or doing the activities?	1- Yes 2- No	99- Don't know	1	
	21a. If yes, then ask: In the last week, how many children of this grade were able to complete the activities sent by you/teacher?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	3	
G. Involvement of community	22. Do you/teacher take help from any other member of the village or community to share or discuss learning material/activities with parents/children of this grade?	1- Yes 2- No	99- Don't know	1	
	22a. If yes, then ask: Which members of the village or community did you take help from? <i>READ OUT all the options. Write all codes that apply.</i>	1- Village head/Ward member 2- NGO/local volunteers 3- Older children	4- Select parents/caregivers 5- Anganwadi workers 6- SMC members 7- Other <write>	3, 7 - Retired school teachers	
H. Learning material/activities shared even once	If no or don't know in section E in Q 17, then ask Q 23 below:				
	23. Since the lockdown began in March 2020, have you/teacher shared any learning material/activities with parents/children of this grade even once?	1- Yes 2- No	99- Don't know		
	23a. If yes, then ask: How did you/teacher share this learning material/activities with parent/children of this grade? <i>READ OUT all the options. Write all codes that apply.</i>	1- WhatsApp 2- Telegram 3- SMS 4- Phone call	5- Home visit 6- School visit 7- Other <write>		
I. Contact between HM/teacher and parents/children	24. In the last week, did you/teacher call or visit parents/children of this grade to discuss about learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	2	
	25. In the last week, did the parents/children of this grade call or visit you/teacher to discuss about learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	3	
	26. If no or don't know in Q 24 and 25, then ask: Since the lockdown began in March 2020, have the parents/children of this grade and you/school teacher spoken (over call or visit) to each other even once to discuss learning material/activities or children's progress/well being?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know		
	27. Since the lockdown began in March 2020, have the parents/children of this grade and you/school teacher spoken (over call or visit or SMS/WhatsApp) to each other even once to discuss any administrative information regarding mid-day meal, school reopening, etc.?	1- Yes, all parents/children 2- Yes, some parents/children	3- No 99- Don't know	1	
J. Challenges faced by HM/teacher during remote learning	28. Are you/teacher facing any challenges in sharing and/or discussing learning material/activities with parents/children of this grade?	1- Yes 2- No	99- Don't know	1	
	28a. If yes, then ask: What kinds of challenges are you/teacher facing? <i>Probe but DO NOT READ OUT the options. Write all codes that apply.</i>	1- Parent/child unable to operate phone 2- Phone is not available for child's use 3- Connectivity issues/No internet 4- Child is not interested 5- Lack of support/supervision at home 6- Other <write>		3, 5	
				Ration	Fund
K. Mid-day meal	29. Has the ration and/or fund for mid-day meal been distributed to parents/children of this grade in the month of August 2020?	1- Yes 2- No 3- Have submitted list	99- Don't know	1	2
	29a. If yes, then ask: How many parents/children have received the ration and/or fund?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know	1	
	30. If no or don't know in Q 29, then ask: Has the ration and/or fund for mid-day meal been distributed to parents/children of this grade even once since March 2020?	1- Yes 2- No 3- Have submitted list	99- Don't know		2
	30a. If yes, then ask: How many parents/children have received the ration and/or fund?	1- All 2- More than half 3- Half	4- Less than half 5- None 99- Don't know		
L. Reopening the school	31. Has the school begun any preparations for physically reopening the school for children?	1- Yes 2- No	99- Don't know	1	
	31a. If yes, then ask: What kind of preparations has the school begun? <i>DO NOT READ OUT the options. Write all codes that apply.</i>	1- Sanitation/cleaning 2- Other <write>	99- Don't know	2 - Walls are being whitewashed	
End time:					



Quality control

Quality control processes form an integral part of the ASER architecture, and these processes are reviewed and improved each year in order to ensure the credibility of ASER data. For ASER 2020, these processes were laid out for every stage of the survey and were executed by the Pratham/ASER state and central team members.

The quality control processes can be broadly divided into pre-survey quality control processes, internal phone-based processes, and data entry processes.

Pre-survey quality control and phone-based processes

These comprise 'pre-survey quality control', 'monitoring', and 'recheck' activities.

Pre-survey quality control:

During the training, surveyors were evaluated on their attendance and performances in survey process quiz, role play and pilot calls.

Monitoring:

During the survey, quality was controlled via oversight of phone-based activities in all districts while the survey was in progress. One manager managed 15 surveyors. The ASER 2020 monitoring process comprised two kinds of activities:

- **Call tracking sheet:** Pratham/ASER state teams made phone calls to all the surveyors as the survey rolled out in a district. Information regarding the progress of survey activities was collected during the calls and surveyors' doubts were clarified. This helped to provide immediate corrective action and to avoid repetition of mistakes in further calls. Along with this, data entry on a daily basis on the survey mobile application was ensured.
- **Tracking portal:** Pratham/ASER state teams cross-checked the survey progress in the call tracking sheet with that on the portal, and ensured that surveyors were making up to 3 additional attempts to households where the call did not connect in the first instance.

Recheck:

Information collected during the survey was verified at various levels. The following recheck activities were conducted in ASER 2020:

- **Desk recheck:** Pratham/ASER state teams conducted desk recheck of the survey formats filled by the surveyors. Surveyors were divided into two groups and allotted alternate days to send two of their completed formats each day. Pratham/ASER state teams shared prompt feedback with the surveyors in case of errors or omissions.
- **Phone recheck:** Based on the survey formats from desk recheck, households which needed further verification were identified for phone recheck. Additionally, Pratham/ASER state teams randomly selected formats from 2 villages and 3 households and 1 school in each village for phone recheck.

Overall, 40% households and 49% schools surveyed in ASER 2020 were rechecked. At the end of all these layers of quality control checks, households and schools with poor survey quality were either resurveyed or dropped from the data set.

Data entry processes

Data for the survey was recorded in printed survey formats. To compile and then process this data for analysis, it was entered into a mobile application by the surveyors on a daily basis. For each question in the survey, rules and validations were in place to ensure that the data entry was done efficiently.





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