ASER 2024 Survey process

The following process explanations are excerpts from the ASER 2024 Instruction Booklet, used to train ASER volunteers. The sections covered are: collecting village information, making a map and dividing the village into sections, selecting households in each hamlet/section, collecting information in each household, testing children, and collecting school information. Sample versions of the survey formats in English are included. The Instruction Booklet and formats were translated into Hindi and 17 other regional languages for the survey.

Talking to the Sarpanch

Purpose: To inform the Sarpanch about the ASER survey process and request their cooperation for the survey.

Go to the assigned village. Two volunteers will survey one village. Once you are in the village, meet the Sarpanch and give her the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities that you will be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary.

Collecting village information

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

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

While 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 271 for a sample of the Village Information Sheet.

Making a map and dividing the village into hamlets/sections

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

Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections there are in the village and where they are located. Enquire about the starting and ending points of the village. Ask the villagers to take you around as well, if possible.

- **Make a rough map:** As you walk around, draw a rough map showing how the village is laid out. The rough map will help in understanding the pattern of habitations in the village. Take help of the local people to show you the main landmarks, such as places of worship, rivers, 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 the 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 the rough map onto the designated sheet in the survey booklet (see page 272 for a sample of a map).

Sample Village Information Sheet

VILLAGE INFORMATION SHEET		Annual Status of Education Report ASER 2024 RURAL Facilitated by PRATHAM

Name of state:	PUNJAB	Name of district:	LUDHIANA
Name of block:	JAGRAON	Name of village:	SUJAPUR

Surveyors' names:	1.	AKANSHA SARAWGI
	2.	SHRADHA CHAUDHARY

Date of survey:	12-10-2024	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)	

		Yes	No
BASIC FACILITIES	Pucca road leading to the village?	Yes ✓	No
	Electricity connection in the village?	Yes ✓	No
	Post office in the village?	Yes ✓	No
	Bank (any type) in the village?	Yes	No ✓
	Govt. Primary/Sub Health Centre in the village?	Yes ✓	No
	Private health clinic in the village?	Yes ✓	No
	Computer centre/Internet café in the village?	Yes	No ✓
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	Yes	No ✓
	Govt. Upper Primary School (Std. 1 to 7/8) in the village?	Yes ✓	No
	Govt. School (Std. 1 to 10/12) in the village?	Yes ✓	No
	Govt. School (Std. 6 to 8/10/12) in the village?	Yes	No ✓
	Private school in the village?	Yes ✓	No
	Anganwadi in village?	Yes ✓	No

Sample village map

MAP OF THE VILLAGE

SYMBOLS

1. → ANGANBADI
2. P.S Haipur School.
3. – MISSION
4. → GRAVEYARD
5. Pond
6. – House
7. – HANDPUMP
8. – WATER TANK
9. – FARMING FIELD
10. – PLATFORM
11. → MAIN ROAD
12. – ALLEYWAY

INSTRUCTIONS TO DRAW THE MAP

- Show the main landmarks – temples, mosques, river, ponds, anganwadis, schools, main roads, 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.
- Show the different hamlets/sections of the surveyed village.
- Number each hamlet/section on the map.

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 adjacent image for an example).

- Select 5 households with children aged 3-16 from each section.
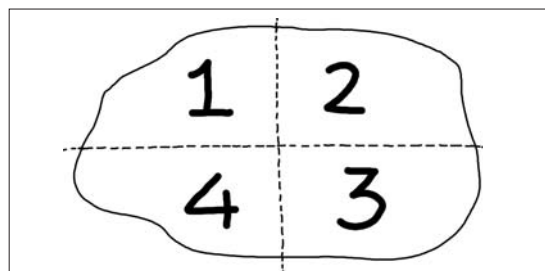

Case 2: Village with hamlets/sections

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

If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts to give you 4 parts, and select 5 households with children aged 3-16 from each part.

- **3 hamlets/sections:** Select 7, 7, and 6 households from the 3 hamlets respectively.

- **4 hamlets/sections:** Select 5 households with children aged 3-16 from each hamlet/section.

- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections, and then select 5 households with children aged 3-16 from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey (see the adjacent image for an example).
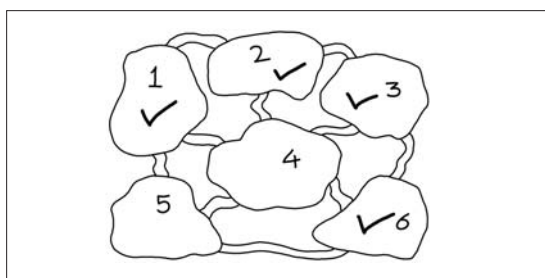
Selecting households and filling the Household Log Sheet

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.

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

- Go to the selected hamlet/section. 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, 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. Select 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 275 for a sample of the Household Log Sheet.

Some special cases

- **Household with multiple kitchens:** In each household, ask about the number of kitchens or chulhas. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. Survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house, proceed to the subsequent 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 at 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 going to households after school hours and/or on a holiday/Sunday.

How to sample households in a hamlet?

Sample 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:	PUNJAB	District:	LUDHIANA
Block:	JAGRAON	Village:	SUJAPUR

S.No.	Section/ hamlet no.	Non-surveyed households — Tick (✓) the appropriate column			Surveyed households (if there are children aged 3-16 years regularly living in the household)		
		Locked	No response	No children	Name of the head of the household	How many 3-16 year olds regularly live in this household?	Surveyed household no.
1	1				BALBIR SINGH	2	1
2	1		✔				
3	1			✔			
4	1				AMANDEEP KAUR	3	2
5	1	✔					
6	1				GURLEEN SIKKA	1	3
7	1				AMARJOT SINGH	4	4
8	1				BALRAJ SINGH	2	5
9	2			✔			
10	2	✔					
11	2				AMRIT SINGH	2	6
12	2		✔				
13	2				KEERAT DHILLON	1	7
14	2			✔			
15	2				JASSI SINGH	3	8
16	2				ANGAD SINGH	3	9
17	2	✔					
18	2				FATEH SINGH	2	10
19	3			✔			
20	3				HARMINDER SINGH	4	11
21	3				MEHER KAUR	3	12
22	3	✔					
23	3				JASPRIT SINGH	2	13
24	3				JAPNOOR KAUR	1	14
25	3		✔				
26	3				AKASHDEEP SINGH	3	15
27	4			✔			
28	4				MANRAJ SINGH	3	16
29	4		✔				
30	4				BHAGWAN KAUR	2	17
Page 1 Total		4	4	5		41	

Collecting information in each household

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

Refer to page 281 for a sample of the Household Survey Sheet.

General information

- **Household 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 regularly eat 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 based on the hamlet/section number 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 workers 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 referred to as children. Avoid saying 'children' in such cases. Probe about all 3-16-year-olds who live in the household to ensure that nobody in this age group gets left out. Often older children who cannot read are shy and hesitant about being tested — be sensitive about this issue.

- **Children who are not at home during the time of the survey:** Children are often busy in the household or in doing other tasks. If the child is somewhere nearby, but not at home, take the child's information like her name, age, and schooling status. Ask the family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households.

  If there are children who regularly live in the household but who are out of the village on the day of the survey (for example, a child has gone to visit her relatives), write their information even if you cannot test them. Record the reason for not testing the child at the back 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 selected household on a regular basis. However, do not collect information about their parents if they do not regularly live in this household.

- **Children not living in the household on a regular basis:** Do not include children who do not regularly live in the household (for example, 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 at the time of the survey, 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. However, data must be recorded only for the children living in the 20 households that have been randomly selected. One row of the Household Survey Sheet will be used for each surveyed child.

Information about 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 grade and type of school under 'In school chidren' in the Household Survey Sheet as follows:

   ■ If the child is attending an anganwadi, then put a tick under 'Anganwadi'. Tick under 'Government' in the 'Type of School' block.

   ■ If the child is attending Lower Kindergarten (LKG), Upper Kindergarten (UKG), Nursery (NUR) or Balwadi, then tick under 'LKG/UKG/NUR/Balwadi'. Additionally, put a tick under 'Private' in case the LKG/UKG/NUR/Balwadi is a private institution, or under 'Government' in case of a pre-primary class of a government school.

   ■ If the child is enrolled in Std I to Std XII, then write the grade under the 'Std' column, 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 if the child attends the government school which you have surveyed 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 for children who are not currently enrolled in school.

In case you have surveyed the household before the survey of the school in the village, ensure that you record the information for this question for the same government school that you are going to survey later on.

Block 3: Medium of instruction in school: Record the medium of instruction of the child's school. For example, for an English medium school, write 'English'.

■ **For 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 grade in which the child was studying when she dropped out, irrespective of whether she passed or failed in that grade. Additionally, note the year when the child left school. For example, if the child dropped out in 2022, 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 classes taken online as well.

Mother's and father's information

■ **Mother's information:** When 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 living regularly in the household. If the child's mother has passed away or is 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, note the name of 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 grade she has completed. For graduates, write B.A., B.Com., etc.

■ **Father's information:** Similar to the mother's information block, ask for the age and schooling information of the child's father. Note this information only if the father is alive and living regularly in the household. If the father has passed away or is not living in the household, do not record this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, note the name of the stepfather as the child's father. While recording the father's education, record the last grade he has completed. For graduates, write B.A., B.Com, etc.

Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note only what is reported by the respondent/household members and not by others. In case of assets like television 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 share this information. Explain to them that this information is being collected in order to link the educational status of the child with the household's economic condition.

- **Type of house the child lives in:** Types of houses are categorised as follows:

    - Pucca house: A pucca house is one which has walls and roof made of the following material:

        ○ Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra, etc.

        ○ Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber, etc.

    - Semi-kutcha house: A house that has fixed walls made up of pucca material but the roof is made up of materials other than those used for pucca houses.

    - Kutcha house: The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.

- **Motorised 4-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 4-wheeler like a car, jeep, etc.

- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 2-wheeler like a motorcycle/scooter.

- **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 not in working condition.

- **Mobile phone:**

    - Mark 'Yes' if the household has a mobile phone.

    - In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. A smartphone is a phone with internet facility.

    - If there is a smartphone, then ask about the number of smartphones that the household has.

    - 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.

    - 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, then mark 'Yes'.

- **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 XII.

    - Mark 'Yes' if anyone in the household knows how to use a computer.

- Mobile number of the household: Note the mobile number in the designated space at the bottom of the sheet. Explain to the household members that the mobile number will be kept confidential, and will only be used for the recheck process and not for any other purpose.

- Note the end time of the survey.

Testing children

Purpose: To test children aged 5-16 to find out the highest level of basic reading and arithmetic that they can do comfortably; to test children aged 14-16 on their ability to do basic digital tasks on their smartphone.

After filling 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 types of tests: Reading, Arithmetic and Digital Tasks. Each booklet 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. Our objective is to find out the highest level that the child can do comfortably in basic reading, arithmetic and digital tasks. 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. When you feel that the child is comfortable, show her the tool and tell her that it 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. Do 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 volunteers should make sure this does not happen — one of the volunteers can talk to the adults or do some activities with the other children while the other volunteer 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 problems.

- **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 the 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 booklet has 4 samples. In order to ensure that the children are not copying from each other, use a different sample of the tool for each child in the same household. Make sure to use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then you must start the testing in the next household with sample 4.

For a step by step explanation of the testing process, refer to the 'ASER 2024 Assessment tasks' section on page 38 of this report.

Digital literacy

This section is to be administered only to children aged 14-16 regularly living in the sampled household. Administer this in a conversational format with them instead of merely asking the questions. Do not lecture the children, regardless of your agreement or disagreement with their answers. If the presence of the family members makes the child nervous, then one of the volunteers can talk to the adults or do some activities with other children while the other volunteer talks to the child.

- **Smartphone availability:** Ask if the child knows how to use a smartphone. If she is unsure, then explain that you are only asking about basic smartphone usage.

  - If the child does not know how to use a smartphone, then skip to the 'Digital tasks' section. Sometimes children who say that they are unable to use a smartphone are still be able to do basic tasks on the smartphone.

  - If the child knows how to use a smartphone, then ask her whose smartphone she uses the most. Do not read out the given options; mark the suitable option as per her answer.

- **Smartphone usage and online safety:** If the child knows how to use a smartphone, then ask the following questions.

  - Ask if the child has used the smartphone for any education-related activities in the last 7 days. If she is unsure, then use examples like watching online videos related to studies, solving doubts related to current studies using the Internet, or exchanging notes/clearing doubts with teachers or friends using platforms like WhatsApp/Telegram.

  - Ask if the child has used any social media applications like WhatsApp, Telegram, YouTube, Instagram or any similar platforms in the last 7 days. If she responds 'No', then skip to the 'Digital tasks' section.

  - If she has used any social media applications, then ask her if she knows how to block or report someone's profile, make a profile public/private, and change the password of an account on any of the social media applications that she uses.

Sample Household Survey Sheet

HOUSEHOLD SURVEY SHEET

ASER 2024 (RURAL) — Facilitated by PRATHAM

State: **PUNJAB** District: **LUDHIANA** Block: **JAGRAON** Village: **SUJAPUR**

Full name of family head: **BALBIR SINGH**

Total number of members in the household who eat from the same kitchen: **5**

HH.No. **1**

Respondent name: **MEHER KAUR**

Hamlet/section no. (from the map): **1**

Surveyors' names:
1. **AKANSHA SARANGI**
2. **SHRADHA CHAUDHARY**

Date of survey: **12-10-2024**
Day of survey: **SATURDAY**
Start time of survey: **11:05 AM**

Child's General Information: For age 3-16 / Schooling Status: For age 3-16

Serial no.	Name of child	Age	Sex (M/F)	Type of school (In school)	Medium of instruction	Does child go to surveyed school	Out of school: Never enrolled / Drop out	Which Std. when left	Which year drop out	Tuition
1	MEHER	M 12	M 12	Private (6)	ENG	✓				✓
2	MEHER (JASMEEN)	F 15	F				✓ (Drop out)	9	2023	
3										

Mother's Name: **MEHER**

Total Count (Schooling): 0 0 1 0 1 0 0 / 0 1

Learning Status: For age 5-16

Basic learning level (Test ALL children aged 5-16 only)

Sample number (1/2/3/4)	Language tested	Reading (Beginner/Letter/Word/Para/Story)	Math (Beginner/Num 1-9/Num 11-99/Subtraction/Division)
1	ENG	Story ✓	Subtraction ✓
2	PUNJ	Para ✓	Num Recg 11-99 ✓

Total Count (Learning): 0 0 0 1 1 0 0 1 1 0

Digital Literacy: For age 14-16

(Sample 2 — age 15)

- Do you know how to use a smartphone? (Yes=1, No=2): 1
- Whose smartphone do you use most often? HH member's: ✓
- In the last 7 days, did you use a smartphone for education related activity?: 2
- In the last 7 days, did you use any social media apps (Instagram, WhatsApp, YouTube)?: 1
- Block/report someone's profile or post: 1
- Make a profile public/private: 1
- Change the password of an account on social media app: 1
- Was the child able to get a smartphone with good connectivity? (Yes=1, No=2): 1

Digital tasks: Alarm: 0; Woman President: 2; a) Finding YouTube video: 1; b) Sharing video: 0

Total (Digital): 1

Father's Information

Age	Has the father ever attended school? (Yes/No)	If attended school, then which Std. completed?
42 ✓	Yes ✓	BA
42 ✓	Yes ✓	BA

(Digital tasks Father rows: Alarm 0, Woman President 0, YouTube 2, Sharing 3; Age 42/42)

Mother's information

S. no.	Mother's Name	Age	Has the mother ever attended school? (Yes/No)	If attended school, then which Std. completed?
1	MEHER	40 ✓	Yes ✓	12
2				
3				

Household indicators (Tick the appropriate column)

Type of house	Motorised 4-wheeler (Car, jeep, etc.)	Motorised 2-wheeler (Motorcycle/scooter)	Electricity connection (Look for wires and fittings)	If electricity in household, was there electricity today?	Toilet in the household	TV in the household	Mobile in the household	If yes, is any mobile a smartphone?	If yes, how many smartphones in a household?	If there is a smartphone, then was there internet access today?	Mobile no. of the HH
Pucca ✓	No ✓	No ✓	Yes ✓	Yes ✓	Yes ✓	Yes ✓	Yes ✓	Yes ✓	2	Yes ✓	994-21 x x x x x

Has anyone in the household completed Std. 12?* Yes ✓

Does anyone in the household know how to use a computer? No ✓

Reading material (Other than school textbooks and religious books)
- Gets newspaper everyday (Ask): No ✓
- Other (Books, magazines, etc.): No ✓

*Do not include the above mentioned mother(s) and father(s).

End time of survey: **11:22 AM**

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* Education related activities can include watching online videos related to studies, solving doubts related to current studies using the internet or exchanging notes/clearing doubts with teachers or friends using WhatsApp/Telegram.

Collecting school information

Purpose: To gather information about the enrollment and attendance of children, and the basic facilities in the school.

Refer to pages 286-287 for a sample of the School Observation Sheet.

General information

- Visit any government school (Std I to VII/VIII) in the village. If there is no school in the village which has classes from Std I to VII/VIII, then visit the government school which has the highest enrollment in Std I to IV/V. If there is no government school in the village with classes from Std I to IV/V, then do not visit any school. In the School Observation Sheet, tick according to the type of school visited.

- Meet the Head Teacher. If the Head Teacher is not present, meet the most senior teacher. The Head Teacher/the most senior teacher will be the respondent. Explain the purpose and importance of ASER and give her the 'Letter for Head Teacher'. 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 be kept confidential and 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 respondent for the enrollment register or any official document containing the enrollment figures of that school.

    - Use the enrollment registers to record the enrollment number for all classes. If a class has many sections, then note the total enrollment. If the enrollment register is not available or the respondent refuses to show it, then write the enrollment numbers as given by the respondent.

    - After filling the enrollment information, go to the classrooms/areas where children are seated and note their attendance class-wise by taking a headcount yourself. You may need to seek help from the teachers to distinguish children grade-wise as they are often found seated in mixed groups. In such cases, ask children belonging to a particular grade to raise their hands. Count the number of raised hands and fill the School Observation Sheet accordingly. Note that only children who are physically present in the class while you are counting should be included. In case of more than one section of a grade, take a headcount of the individual sections, and then add them to write the total attendance.

    - In case of a pre-primary class in the school, record the enrollment and attendance of the class that will go to Std I in the next academic year. It is possible that the school has KG-1 and KG-2 or LKG and UKG. In such a case, consider information for KG-2 and UKG. Note that pre-primary classes are called by different names in different states, like Balvatika in Uttar Pradesh, Ka-Shreni in Assam, etc.

- **Official medium of instruction in the school**

    - Write the name of the official language or languages which are the medium of instruction in the school.

    - If the school has more than one official medium of instruction, note all of them in the designated space.

- **Teachers**

    - Ask the respondent and note the number of teachers appointed. Acting Head Teacher will not be counted as a Head Teacher, but will be counted as a regular teacher. Head Teacher on deputation in the surveyed school will be counted under the Head Teacher category.

    - When recording information about regular government teachers, include all those teachers who teach Std I and above. The number of regular government teachers does not include the Head Teacher. However, if the teacher has only been appointed for 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 or village volunteers in the list of teachers.

- Observe whether the Head Teacher and teachers are present in the school during the survey and record this information.

- **Foundational Literacy and Numeracy (FLN)**

  Foundational Literacy and Numeracy (FLN) refers to a child's ability to read, write and perform basic operations with numbers. 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 questions. Each of the following questions need to be asked in the context of both the current (2024-25) and the previous (2023-24) academic year.

  - Ask whether the school received any government notification or directive to implement any FLN-related activities with children from Std I-II and/or III. Include directions received verbally or instructions received over platforms like WhatsApp or Telegram. Refer to the FLN program by the name used in your state (for e.g., Mission Ankur in Madhya Pradesh, Ennum Ezhuthum in Tamil Nadu, etc.).

  - Ask if at least one teacher in the school has completed any FLN training in-person.

  - Ask if at least one teacher in the school has completed any online FLN training on platforms like NISHTHA or DIKSHA.

  - Ask whether the school has conducted any School Readiness Program like 'Vidya Pravesh' for the students in Std I. Use the state-specific name of the program when asking this question.

  - Ask whether the school has received any Teaching Learning Material (TLM) specifically for FLN activities. TLM can be workbooks, charts, story/picture cards, learning kits, etc. Additionally, ask whether the school has received funds to purchase TLM.

- **Textbooks and uniforms**

  - 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, then mark under 'No'. If some grades have received the textbooks but some have not, then mark under 'Yes, some grades'.

  - If children have not been given textbooks, ask whether the funds for purchasing textbooks have been given to them, and mark accordingly. Ask the second question only if the response to the first question is 'No'.

  - 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'.

- **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.).

  - 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.

  - 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 also teaches the Physical Education class.

  - If any other teacher is taking the Physical Education class, ask if they have received any training for the same.

- Ask whether the school has received any sports equipment, or funds from the government specifically for purchasing sports equipment or improving the school's sports facilities under the Samagra Shiksha program. Note this information separately for equipment and funds for both the current (2024-25) and the previous (2023-24) academic year. There may be schools that have received both equipment and funds. In this case, tick under 'Yes' for both.

- **Pre-primary class**

  - Observe if there is an anganwadi in the school. If you are unable to locate one, ask the respondent and then observe yourself. The anganwadi must be located within the school campus.

  - Observe if there is a separate pre-primary class in the school that is not an anganwadi. The pre-primary class is the class that will go to Std I in the next academic year. If you are unable to locate one, ask the respondent and then observe yourself.

  - If there is a pre-primary class, then:

    - Observe whether children of that class are sitting with children of any other grade.

    - Ask if there is a separate teacher appointed in the school for teaching this class (even if she teaches other classes as well).

    - Ask the respondent if there is at least one teacher in the school who has received pre-primary or Early Childhood Care and Education (ECCE) training in-person. Note this information for both the current (2024-25) and the previous (2023-24) academic year.

    - Ask the respondent if at least one teacher has completed any pre-primary/ECCE training online on platforms like NISHTHA or DIKSHA. Note this information for both the current (2024-25) and the previous (2023-24) academic year.

    - Ask if the school has received any funds specifically for the pre-primary/ECCE program. Note this information for both the current (2024-25) and the previous (2023-24) academic year.

- **Classroom observation**

  This section is to be filled for Std I and Std II only. If there is more than one section for a class, then randomly choose any one section to observe. You may need to seek help from the teachers to distinguish children grade-wise as more than one grade may be seated together. Observe the following and fill accordingly:

  - Seating arrangement of children: Are two or more grades sitting together in the same class or is a single grade sitting separately?

  - 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 TLM.

  - If there is TLM present in the classroom, observe if there is any work of the students like drawings, charts, worksheets, models, etc. displayed in the classroom. If the work done by students cannot be easily distinguished from the other TLM in the classroom, then ask the respondent or the teacher present in the classroom before marking the answer.

  - Observe whether the children are sitting in the classroom, in the verandah, or outside.

- **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 evidence of the mid-day meal in the school like dirty utensils or meal brought from outside.

- **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 Head Teacher/teacher/any child if you cannot tell who the toilets are for.

    - For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is usable or not. A usable toilet is a toilet with running or stored water available for use and a basic level of cleanliness.

    - If the school has more than 1 common toilet or other types of toilets, then take information about the toilet that is in a better condition.

- **Facilities observation**

    Observe the following and fill the format accordingly:

    - Observe and count the total number of pucca rooms (excluding toilets), and 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 available in the school (even if they are kept in a cupboard). If there are library books, then observe whether the library books are being used by the children.

    - Observe if the school has a complete boundary wall or complete fencing; it can be with or without a gate.

    - Observe if there is a playground within the school premises. A playground is an area with a level playing field and/or playing equipment (for example, slides, swings, etc.).

    - Observe if any sports equipment is available in the school (even if they are kept in a cupboard). Do not include board games like ludo, chess, or carrom, but include equipment for indoor games like table tennis, badminton, etc.

    - Observe if the school has wires/electric meters, fittings, bulbs or not. If there is an electricity connection, then observe whether there is electricity during the survey. If there is no electricity at the time of your visit, then ask whether the school has had electricity at any time on the day of your visit to the school.

    - Observe if there are computers in the school for children's use. If yes, then observe if the computers are being used by the children.

    - Observe if there is a handpump/tap. If yes, then check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, then check whether other sources of drinking water are available.

Sample School Observation Sheet

SCHOOL OBSERVATION SHEET

State: **PUNJAB**   District: **LUDHIANA**   Block: **JAGRAON**

Name of the village: **SUJAPUR**   Name of the school: **GMS, SUJAPUR**

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

Arrival time in school	School from which Std. to which Std.? (Tick any one)			Respondent's information		Date of survey	Day of survey	Surveyors' names
10:35 AM	Std. 1 to 4/5	Std. 1 to 6/7/8 ✓	Others	Name **SUKHVINDER SIKKA**		**12-10-2024**	**SATURDAY**	1. **AKANSHA SARAWGI**
				Designation (Tick) HM ✓ Teacher				2. **SHRADHA CHAUDHARY**
				Phone number **9923 4 XX XX XX**				

1. CHILDREN'S ENROLMENT AND ATTENDANCE

	Pre-primary*	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8
Children's enrolment (Take from register)	6	11	8	12	10	11	13	12	9
Children's attendance today**	4	10	5	9	7	9	11	10	9

*Pre-primary class is the class that will go to Std. 1 in the next academic year.
**Take headcount of children present. If there is more than one section, write the total. If more than one grade is seated together, ask the children of each grade to raise their hands separately and count accordingly.

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL (Ask)

1. **ENGLISH**   2. **PUNJABI**   3.

3. TEACHERS
(Include all teachers teaching Std. 1 and above)

	Number appointed (Ask)	Number present (Observe)
Head Master (Do not include acting HM)	1	1
Regular government teachers (Do not include HM)	7	6
Para-teachers	1	1

4. FOUNDATIONAL LITERACY AND NUMERACY (FLN) (Ask)

FLN refers to a child's ability to read, write, and perform basic operations with numbers.

	Current academic year (2024-25)			Previous academic year (2023-24)		
	Yes	No	Don't know	Yes	No	Don't know
Has the school received any government notification/directive to implement FLN activities with Std. 1-2 and/or 3?	✓			✓		
Has at least one teacher completed any FLN training **in-person**?	✓			✓		
Has at least one teacher completed any **online** FLN training on platforms like NISHTHA, DIKSHA, etc.?		✓		✓		
Has a <School Readiness program> been held for Std. 1 students?		✓		✓		
Has the school received any Teaching Learning Materials (TLM) (apart from textbooks) or funds specifically for FLN activities in Std. 1-2 and/or 3? **(Tick all the applicable options)**	Received TLM (blocks, charts, picture/story cards, etc.)		✓			
	Received funds for TLM	✓			✓	

5. TEXTBOOKS AND UNIFORMS (Ask)

	Yes, all grades	Yes, some grades	No	Don't know
Have children been given language and math textbooks for their current grade?	✓			
If no, then have children been given funds to purchase these textbooks for their current grade?				
Have children been given uniforms for their current grade?		✓		
If no, then have children been given funds to purchase uniforms for their current grade?				

6. PHYSICAL EDUCATION* (Ask)

	Yes	No	Don't know
Does every class have a dedicated time allotted for physical education every week?	✓		
Has a separate teacher been appointed for the physical education class?		✓	
If no, then does any other teacher take the physical education class regularly?	✓		
If any other teacher takes the physical education class, has that teacher received any training on physical education?		✓	

	Current academic year (2024-25)			Previous academic year (2023-24)		
	Yes	No	Don't know	Yes	No	Don't know
Has the school received any equipment or funds from the govt specifically for sports related activities? **(Tick all the applicable options)** Received sports equipment		✓			✓	
Received funds for sports equipment/facilities			✓		✓	

*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.).

7. PRE-PRIMARY CLASS

	Yes	No	Don't know
Is there an anganwadi within the school campus? (Observe)		✓	
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)	✓		
Are the children of the pre-primary class sitting with children from any other Std.? (Observe)		✓	
Is there a separate teacher appointed for teaching the pre-primary class? (Ask)	✓		

If yes,

	Current academic year (2024-25)			Previous academic year (2023-24)		
	Yes	No	Don't know	Yes	No	Don't know
Has at least 1 teacher completed pre-primary/ECCE training **in-person**? (Ask)	✓			✓		
Has at least one teacher completed any **online** pre-primary/ECCE training on platforms like NISHTHA, DIKSHA, etc.? (Ask)		✓			✓	
Has the school received any funds for the pre-primary class? (Ask)		✓				✓

8. CLASSROOM OBSERVATION

Observe
(If more than 1 section, choose any 1)

	Std. 1		Std. 2	
	Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std.?	✓		✓	
Apart from textbooks, did you see any other TLM (e.g., other books, charts on the wall, picture/story cards, etc.) in the room?	✓		✓	
If yes, then did you see any work done by students displayed in the classroom? (e.g., drawings, charts, models, etc.)	✓		✓	

Where is the class seated? **(Tick any one)**	Std. 1	Std. 2
Classroom	✓	✓
Verandah		
Outdoor		

9. MID-DAY MEAL

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

10. TOILETS*

(Observe)	Is there a toilet?		If there is a toilet, was it locked?		If unlocked, was it in a usable condition?	
	Yes	No	Locked	Unlocked	Yes	No
Girl	✓			✓		✓
Boy	✓			✓	✓	
Common		✓				
Teacher	✓		✓			

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

11. FACILITIES OBSERVATION

Total number of pucca rooms in the school excluding toilets (count and write): **10**

Total number of pucca rooms being used for teaching today (count and write): **7**

Observe and tick the relevant box:

	Yes	No
Did you see an office/store/office-cum store?	✓	
Did you see library books in the school?	✓	
If yes, did you see the library books being used/read by children?	✓	
Did you see a completed boundary wall or fencing?	✓	
Did you see a playground in the school?	✓	
Did you see sports equipment in the school? (Do not include board games like ludo, chess, carrom, etc.)	✓	
Is there an electricity connection in the school? (Look for wires and fittings)	✓	
If yes, was there electricity in the school today? (Observe/Ask)	✓	
Did you see computers for children in 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?		✓

End time of survey | 10:52 AM