



**India**

**Secondary School Survey**

**Wave 2**

**2016-17**

**Fieldworker Manual**

**Version 1.0**



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***This manual explains the protocols to be followed and how to administer the questionnaires and conduct the fieldwork for the Young Lives School Survey. Please read it carefully before beginning the fieldwork. Please refer to the manual each time you visit a school and administer the instruments.***

# 1. Introduction to Young Lives and the School Survey

## 1.1 Young Lives

Young Lives is a longitudinal survey of children which began in 2002. It is being conducted in India, Ethiopia, Peru and Vietnam.

The Young Lives survey collects data from children and their families at household level. Young Lives has followed 2000 children in India (Andhra Pradesh and Telangana) since their first year of life (the 'Younger Cohort'), and an additional 1000 children since they were 8 years old (the 'Older Cohort'). The Young Lives children are all located within 20 sites spread across 7 districts in Andhra Pradesh and Telangana and some of these children will be attending the schools we will visit in the survey we are about to conduct.

To date, there have been four rounds of Young Lives data collection at the household level. The fifth round of data collection is about to be completed in January 2017.

## 1.2 Young Lives School Survey

In 2010, Young Lives conducted a primary school survey in India, with further primary school surveys taking place in Vietnam, Peru and Ethiopia in 2011-2013. These school surveys provided more data on Young Lives children and their peers, and about the effectiveness of the primary schools they attended.

In 2016-17, Young Lives is undertaking a secondary school survey in India, Ethiopia and Vietnam.

In India, the Young Lives Secondary School Survey is taking place in a random sample of schools located in the twenty Young Lives sites in Andhra Pradesh and Telangana.

The School Survey collects data about students in Class 9, their schools and their teachers. The aim of the School Survey is to look at the effectiveness of different schools.

The School Survey has collected data in 205 schools at the beginning of the school year (July-August 2016). This phase of data collected was called Wave 1. We will now collect data at the end of the school year (January-March 2017) in the same schools. This phase is called 'Wave 2'. Collecting data in two waves allows us to find out about student progress throughout the school year.

Some of the instruments will be used in Wave 1 and Wave 2. Some of the instruments will only be used in one of the waves. This manual will only cover the instruments which will be used in Wave 2.

There are five types of instrument which will be completed during Wave 2. In this manual, instructions are given about how to administer each instrument, including question by question notes where this is useful. This manual also explains how to organise administration with the school and gives guidelines on how to conduct the fieldwork appropriately.

***Wave 2 fieldwork will begin on 23<sup>rd</sup> January 2017. It will be important to complete fieldwork before school exams start in March.***

***If you face any delays in your fieldwork, you must let your Supervisor and a member of the CESS team know as soon as possible.***

## 2. List of Instruments

The instruments which will be used in Wave 2 are listed below:

Instrument	Description
<b>1</b> School Booklet 1: - School Roster - Teacher Roster - Section Roster - Student Roster - Student Ability Roster - School Facilities Observation	- Supervisor/Fieldworker completed - The rosters will list each teacher, section and student from whom data will be collected - The rosters allocate ID numbers to each teacher, section and student from whom data will be collected - School Facilities Observation lists the facilities available at the school
<b>2</b> School Booklet 2: - Head Teacher Background Questionnaire	- Supervisor/Fieldworker checked and supervised - Self-completed by Head Teacher/Principal
<b>3</b> Teacher Booklet - Teacher Background Questionnaire - Maths Teacher Professional Knowledge Questionnaire	- Supervisor/Fieldworker checked and supervised - Self-completed by Class 9 Maths and English teachers
<b>4</b> Student Booklet 1: - Student Background Questionnaire	- Supervisor/Fieldworker led and supervised - Self-completed by Class 9 students
<b>5</b> Student Tests: - Maths Test - English Test - Transferable Skills Test	- Supervisor/Fieldworker led and supervised - Self-completed by Class 9 students

## 3. Preparing to Visit the Schools

Before you begin fieldwork, CESS will have sent a letter / communication to each school through respective DEOs/MEOs explaining the survey.

Your Team Supervisor will have a list of the schools for your team to visit during the fieldwork period. They will have information about the number of sections in each school, the number of students in Class 9, and the medium(s) of instruction in which the school teaches.

In each school, there will be one or more Class 9 section. These are often given numbers such as 9A, 9B. Sometimes each section has a different mediums of instruction, for example 9EM, 9TM. This survey includes **all Class 9 sections** in the school.

***Based on the numbers who were present in Wave 1, the Team Supervisor will need to ensure the correct number of instruments is taken to each school. If in doubt, please over-estimate to ensure you have enough.***

***All Student Instruments and Teacher Instruments are available in two bilingual formats: Telugu/English and Urdu/English. Most teams will only need the Telugu/English versions. Teams in sites where there are Urdu medium schools will also need Urdu/English versions for those schools only. Team Supervisors will need to identify the medium of instruction for each Class 9 section before visiting the school to ensure they have the relevant forms with them for each school visit.***

The Team Supervisor should contact the school prior to the visit with as much notice as possible. S/he should reconfirm a few days before visiting each school. It is useful to gather information about the school in advance to plan the fieldwork, if possible. For example what time does school start and finish? What time is the lunchtime break?

The Team Supervisor will need to estimate the number of days for each school visit. ***In Wave 2, we expect that each school visit will last 2 days, with some exceptions for larger schools.*** It will be up to the Team Supervisor to organise the Fieldwork Schedule for each school, taking into account the number of Class 9 sections and the timings of the school day.

## 4. The Survey Sample

There are 205 schools included in the Secondary School Survey sample. These have been randomly selected according to site and school type.

In Wave 2, the people in each school who will be included in the survey are:

- All Class 9 students who took part in Wave 1
- The Head Teacher / Principal (or the In-Charge if the Head Teacher is absent on the day of the visit)
- All Maths and English teachers who teach Class 9 (even if they were not present in Wave 1)

***It is important to remember that Wave 2 will only collect data from Class 9 students who took part in Wave 1. It will not include any new students. The pre-filled Rosters you are given for each school will tell you which children should be included.***

## 5. Arriving at the School

On arrival at the school, introduce yourself to the Head Teacher/Principal (or the In-Charge if the Head Teacher is absent). You then need to make arrangements with the Head Teacher for a schedule to administer all of the instruments.

Check that the Head Teacher is still happy to participate in the survey. You should explain that none of the information collected will be linked to any individual – only anonymous data will be available and no personal information will be retained. Questionnaires and tests gather information about the education system as a whole and Young Lives values the cooperation of participants and the time they give to the survey. We hope everyone will be able to spare time to complete the survey.

### 5.1 Explaining the survey to the Head Teacher/Principal:

- Explain that the first instrument to be completed is School Booklet 1 (the Rosters). You will need access to the school's records to complete this. You will also need help from the Head Teacher and from Class 9 Teachers. Many of the rosters have been pre-filled with information from Wave 1. You will need to check which of this information has changed.
- Explain that you will need to conduct a Maths Test (60 minutes), an English Test (60 minutes) and a Transferable Skills Test (45 minutes) with all Class 9 students in all sections. Students

must not complete more than 2 tests per day, and must have at least a 30 minute break between any two tests. For example the Maths Test could take place in the morning of Day 1, the Transferable Skills Test could take place in the afternoon of Day 1, and the English Test could take place in the morning on Day 2.

- Explain that all Class 9 students will need to complete a Background Questionnaire (around 45 minutes).
- Explain that the Head Teacher and all Maths and English Teachers who teach Class 9 will need to complete a Background Questionnaire (30-45 minutes).
- Explain that the Class 9 Maths Teachers will need to complete a Maths Teacher Professional Knowledge Questionnaire (30-45 mins).

## 5.2 Gathering the initial information you need:

- Find out the hours that the children are in school, and the timings of break time and lunch time so you can arrange the schedule around this. If children are trying to complete a test while other children are on a break, this can be very distracting.
- Agree a time to administer the Maths Test, the English Test, the Transferable Skills Test and the Student Background Questionnaires with all Class 9 children who took part in Wave 1. Remember that it is important to have a break between any two tests to avoid students becoming tired, and that children should not complete more than 2 instruments in 1 day. ***One Fieldworker must supervise each Test with each Section.*** You need two 60 minute slots and two 45 minute slots with each Class 9 Section. ***See instructions on Child Testing in Section 7.5.***
- Agree a time to administer the Head Teacher/Principal Questionnaire, the Teacher Questionnaire, and the Maths Teacher Professional Knowledge Questionnaire. These will take around 30-45 minutes.

## 6. Arranging the Fieldwork Schedule

The schedule you arrange will depend on how many Class 9 sections there are in the school, and on when the children attend school.

Students will need to complete four instruments in total – three tests and the background questionnaire. Don't arrange for two tests to take place one after the other – you need to leave ***at least 30 minutes break*** in between to avoid students becoming tired. ***Students should not complete more than 2 instruments per day.***

Complete the Cover Sheet for all instruments in advance. This is especially important for the Student Instruments (Test Answer Sheets and Background Questionnaire) which must correctly identify each child. You will need to complete one Cover Sheet / Test Answer Sheet for each Class 9 child. Do this in plenty of time before administering the instruments.

Below is an example of a Fieldwork Schedule for a school with two Class 9 sections to be surveyed.

**Example Fieldwork Schedule for a 2-Section School:**

		<b>Fieldworker 1</b>	<b>Fieldworker 2</b>	<b>Team Supervisor</b>
<b>Day 1</b>	<b>Morning</b>	Complete Rosters (School Booklet 1)  Section 9A: Student Maths Test	Complete Rosters (School Booklet 1)  Section 9B: Student Maths Test	Administer Head Teacher Questionnaire  Help with Maths Test supervision  Checking instruments
	<b>Afternoon</b>	Section 9A: Student Transferable Skills Test  Complete School Facilities Observation	Section 9B: Student Transferable Skills Test  Checking instruments	Administer Teacher Questionnaire  Help with Transferable Skills Test supervision  Checking instruments
<b>Day 2</b>	<b>Morning</b>	Section 9A: Student English Test  Checking instruments	Section 9B: Student English Test  Checking instruments	Administer Maths Teacher Professional Knowledge Questionnaire  Help with English Test Supervision  Checking instruments
	<b>Afternoon</b>	Section 9A: Student Questionnaire  Checking instruments	Section 9B: Student Questionnaire  Checking instruments	Checking instruments

**6.1 Informed Consent**

Students, teachers and head teachers should have the survey explained to them in language they can understand. They are free not to participate if they wish. Please explain to them that their participation is very valuable to the long-running Young Lives project and encourage them to take part, but be clear that their participation is voluntary. See *Appendix 1* for more information which you can provide to participants to ensure they understand about the survey.

If a student, teacher or principal does not wish to take part, record this by inserting the correct code in the Cover Sheet.

**6.2 Checking for completeness**

Many of the instruments in this survey are self-completed. It is essential to make several kinds of checks so that we avoid missing data wherever possible:

- For pupil tests, encourage all children to select an answer to every question – using a ‘best guess’ if they don’t know the answer.
- Ensure that all cover sheets are correctly and fully completed.

## 7. Detailed Instructions for Completing Each Instrument

### 7.1 School Booklet 1: The Rosters

School Booklet 1 contains the school, teacher, section, student and student ability rosters. The student roster also contains a section-level questionnaire. School Booklet 1 also includes the School Facilities Observation.

***There is a roster pre-filled for every school and section which will be visited in Wave 2. You will need to check the information in these rosters, and update them where required.***

Complete the rosters first, following the instructions below. You should do this with the help of the school records, head teacher, and class teachers as soon as possible after arriving at the school.

You will complete the rosters in the following order:

1. School Roster (x 1 per school)
2. Teacher Roster (x 1 per school)
3. Section Roster (x 1 per school)
4. Student Rosters (1 per each Class 9 section in the school)
5. Student Ability Rosters (2 per each Class 9 section – one for Maths and one for English)

The rosters give an ID for the teachers, sections and students in each school. This is why they must be completed in the correct order.

***It is essential that all rosters are completed correctly as they will be used to link together all of the Wave 1 and Wave 2 data. If there is anything you are unclear about in the rosters, discuss it with your Team Supervisor.***



### 7.1.1 School Roster

You will complete one School Roster per school. The School Roster will be pre-filled with information about the school. Check that the pre-filled information is complete and correct.

- Identify whether the Head Teacher is still the same as in Wave 1 and update the information if required.
- Identify the number of working days the school has been open since the beginning of the school year.

Complete any other missing information and amend any incorrect information while at the school.

**School Roster - Wave 2**

**Instructions:**  
Please complete 1 School Roster per school site.  
దయచేసి ఒక స్కూల్ కు ఒక రోస్టర్ పూర్తి చేయండి  
Some of the information in this Roster will be pre-populated. Check that the pre-populated information is complete and amend any incorrect information.  
ఈ రోస్టర్ లో ఈ స్కూల్ కి సంబంధించిన సమాచారం ఇవ్వబడినది. ఈ సమాచారంలో ఏదైనా తప్పులుంటే సరిచేయండి.  
Then fill in any information which is not pre-populated.  
ఏదైనా అదనపు సమాచారం ఉంటే పూరించండి.

School Name స్కూల్ పేరు	ST THERESA'S GIRLS HIGH SCHOOL
YL School ID స్కూల్ ఐడి	5001
School DISE CODE స్కూల్ డైస్ కోడ్	28152390296
School Address	BESIDE DISTRICT GOVT GENERAL HOSPITAL, N.R.PETA -ELURU, WEST GODAVARI
YL Site Code	01
Name of Head Master / Principal / In-Charge in Wave 1: వన్ 1 లో ఉద్యోగి ప్రధానాధికారి / ప్రెసిపిటెంట్ / ఇంచార్జి పేరు :	SIS K.MARY KUMARI
Is the Head Master / Principal / In-Charge the same as in Wave 1? 00=No; 01=Yes వన్ 1లో హెడ్ మాస్టర్/ప్రిన్సిపాల్/ఇంచార్జి ప్రధానాధికారి / ప్రెసిపిటెంట్ / ఇంచార్జి, ప్రస్తుతం ఉన్న ప్రధానాధికారి / ప్రెసిపిటెంట్ / ఇంచార్జి ఒకేవా? 00 = కాదు; 01 = అవును.	[ ___ ]
If there is a new Head Master/Principal /In-Charge, what is their name? If the Head Master is the same, leave blank. ఒకేవేళ కొత్త ప్రధానాధికారి / ప్రెసిపిటెంట్ / ఇంచార్జి ఉన్నట్లయితే అతని/ఆమె పేరు ఏమిటి? (ఒకే అయితే NI కాలిగా వదిలివేయండి.)	[ _____ ]
School Telephone	9491138348
Contact telephone number of Head Master / Principal / In-Charge (if different then above) స్కూల్ ప్రధానాధికారి / ప్రెసిపిటెంట్ / ఇంచార్జి ఫోన్ నంబరు	[ _____ ]
Total number of school working days since the beginning of this school year (2016-17) ఈ ఏడాది సంవత్సరం ప్రారంభమైన రోజు నుంచి, ఈ స్కూల్ మొత్తం పని చేసిన రోజులు ఎన్ని?	[ ___ ]
Date of completion (DD/MM/YYYY) పూర్తి చేసిన తేదీ.	[ ___ / ___ / ___ ]

Check this information is all still correct

Fill in all blank spaces

## 7.1.2 Teacher Roster

You will complete one Teacher Roster per school. The Teacher Roster tells us whether the same Maths and English teachers are still teaching Class 9 in Wave 2. It will give an ID to any new Maths or English teachers who have joined after Wave 1 took place.

**Remember: for the Teacher Roster we are only interested in those who teach Mathematics or English to Class 9.**

The Teacher Roster has 2 tables:

**Table 1:** Table 1 is pre-filled and lists all of the Class 9 Maths and English teachers who were teaching at the school when we visited in Wave 1.

Using the school records, check whether the teachers listed in Table 1 are still teaching at the school. If they are not still at this school, identify the reason why – you will need to discuss this with the Head Teacher.

Use the school records to identify how many days each teacher has been present in school since the beginning of the school year. **Ensure that you consult the school records for this information and do not just ask the head teacher, teacher or students.** This is to ensure that the information recorded is consistent and accurate across schools. For this roster, we are not interested in whether this is authorised or unauthorised absence, **we just want to know the number of days they are present in the classroom.** The School Roster will tell you how many days in total the school has been open.

**Table 1: Teachers who were at the school in Wave 1**  
 పట్టిక 1: వేవ్ 1 లో పాఠశాలలో ఉన్న ఉపాధ్యాయులు.

Teacher ID ఉపాధ్యాయుడి ఐడి	Teacher Name ఉపాధ్యాయుడి పేరు	Is this teacher still employed at this school? ఇంకా ఈ టీచర్ ఈ పాఠశాలలోనే పనిచేస్తున్నారా?	If no, why has teacher left the school? 01=Retired; 02=Transferred to another school; 03=Teacher is now working in a different profession; 04=Another reason. If teacher is still working at this school, leave blank. బహుశా పని +/ - నా వల్ల ఎందుకోసం టీచర్ పాఠశాలను వదిలివెళ్ళా? 01 = రిటైర్డ్; 02 = మరొక స్కూల్ కి బదిలీ అయినారు; 03=ప్రస్తుతం టీచర్ వేరే వృత్తిలో ఉన్నారు; 04= ఇతర కారణంఈ పాఠశాలలోనే పనిచేస్తుంటే ఈ కాలమ్ ను ఖాళీగా వదిలివేయండి.	Total number of days teacher has been present in school since the first day of this school year (2016-17) (from school records). (Use the SCHOOL ROSTER to identify the total number of days the school has been open this year.) ఈ పాఠశాల విద్యా సంవత్సరం (2016-17) నుండి నేటివరకు మొత్తం ఎన్ని రోజులు టీచర్ హాజరైనారో (పాఠశాల రికార్డుల ప్రకారం),(ఈ సంవత్సరం పాఠశాల పని చేసిన రోజుల మొత్తం తెలుసుకోవాలికి పాఠశాల రోస్టర్ ను పరిశీలించండి.)
1	N.SITA MAHALAKSHMI	[ ___ ]	[ ___ ]	[ ___ ]
2	P.RAMA DEVI	[ ___ ]	[ ___ ]	[ ___ ]
3	K.SUNITHA	[ ___ ]	[ ___ ]	[ ___ ]

Names and IDs of teachers from

Complete these columns for each teacher

**Table 2:** Table 2 is for any new Maths and English teachers who teach Class 9 whose details were not included in Table 1. This table will allocate a Teacher ID to all new teachers. Do not record any details for any teachers who do not teach Mathematics or English to Class 9.

Complete the columns in Table 2 for all new Maths and English teachers. You will need to use the school records to answer these questions. You may also need to speak to the Head Teacher.

**Table 2: Teachers who are new in Wave 2**  
 పట్టిక 2 : వేవ్ 2 లో ఉన్న నూతన ఉపాధ్యాయులు.

Teacher ID ఉపాధ్యాయుడి ఐడి	Teacher Name ఉపాధ్యాయుడి పేరు	Teacher Subject ఉపాధ్యాయుడి సబ్జెక్ట్ 01=Maths 02=English ఇంగ్లీష్	Teacher Social Category (from school records) ఉపాధ్యాయుడి సామాజిక వర్గం 01=SC; 02=ST; 03=OBC; 04=GC	What date did this teacher join this school? (dd/mm/yyyy) ఏ రోజున ఈ టీచర్ ఈ పాఠశాలలో చేరాడు?	Total number of days teacher has been present in school since the first date they joined this school (from school records) పాఠశాలలో చేరిన రోజుల సంఖ్య వేటి వరకు టీచర్ 9.0.0.( మొత్తం రోజులు (పాఠశాల రికార్డుల ప్రకారం)	Is this teacher employed on a Full-Time or Part-Time basis? ఈ ఉపాధ్యాయుడు పూర్తి కాలం లేదా పరిమిత కాలానికి నియమితుడైనాడా? 01=FT 02=PT
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]
T_ _ _		[ _ _ ]	[ _ _ ]	[ _ _ / _ _ / _ _ ]	[ _ _ _ ]	[ _ _ ]

Fill this in for any Class 9 English or Maths teachers who are new in Wave 2

### 7.1.3 Section Roster

You will complete one Section Roster per school. The Section Roster tells us whether each Class 9 section is still being taught by the same Maths and English teachers as in Wave 1.

The Section Roster contains two tables: one for Maths teachers and one for English teachers. Make sure you complete both tables.

The pre-filled roster identifies each section using the Section ID and the name they are called in this school (e.g. 9A, 9B, or 9EM, 9TM). Make sure you identify each section correctly using the name they are referred to as in this school.

**Table 1:** Find out whether the **Maths** teacher for each of the survey sections is the same as at Wave 1. If the Maths teacher has changed, identify the new Maths teacher for that section. Using the Teacher Roster, find the Teacher ID for that teacher and record it in the correct column.

Most sections will only be regularly taught by one Maths teacher. Where this is the case the columns for Maths Teacher ID 2 will contain '88' (this means it was left blank in Wave 1). In some large schools, a section might be regularly taught by two Maths

teachers. **Only where this is the case**, check if the second Maths teacher is still the same. Update the Teacher ID for the second Maths Teacher if required.

**Table 2:** Find out whether the **English** teacher for each of the survey sections is the same as at Wave 1. If the English teacher has changed, identify the new English teacher for that section. Using the Teacher Roster, find the Teacher ID for that teacher and record it in the correct column.

Most sections will only be regularly taught by one English teacher. Where this is the case the columns for English Teacher ID 2 will contain '88' (this means it was left blank in Wave 1). In some large schools, a section might be regularly taught by two English teachers. **Only where this is the case**, check if the second English teacher is still the same. Update the Teacher ID for the second English Teacher if required.

**Table 1: Maths Teachers**

Section ID	Section name in school	Maths Teacher 1			Maths Teacher 2		
		Wave 1 Maths Teacher ID 1	Is this Maths Teacher for this section the same as in Wave 1?	If no, what is the Teacher ID for the new Maths Teacher? (from Teacher Roster) If the Maths teacher is the same, leave blank.	Wave 1 Maths Teacher ID 2	Is this Maths Teacher for this section the same as in Wave 1?	If no, what is the Teacher ID for the new Maths Teacher? (from Teacher Roster) If the Maths teacher is the same, leave blank.
1	9A EM	1	[ ]	[ ]	88	[ ]	[ ]
2	9B EM	2	[ ]	[ ]	88	[ ]	[ ]
3	9C TM	3	[ ]	[ ]	88	[ ]	[ ]
4	9D TM	4	[ ]	[ ]	88	[ ]	[ ]
5	9E TM	5	[ ]	[ ]	88	[ ]	[ ]

Has the teacher for this section changed since Wave 1?

The section name at this school

The ID of the teacher who teaches each section

If there is more than 1 regular maths teacher for the section, the Teacher ID will be shown here

#### 7.1.4 Student Roster

You will complete one Student Roster per Class 9 section in the school. For example, if there are three Class 9 sections in a school, you will complete three Student Rosters for that school.

The Student Roster consists a short questionnaire about each section (Table 1), followed by a list of the students in each section at Wave 1 (Table 2). The Student Roster will tell us whether students are still enrolled in this school and section, as well as some other background information about the section. It will be pre-filled with the names of all the students who were enrolled in Wave 1.

There may be new students enrolled in survey classes who were not enrolled at Wave 1; ***you do not need to record any information on these students, as they will not be included in the survey.***

The YL School ID and Section ID will be pre-filled at the top of the Student Roster. Use the Section Roster to check that you are completing the correct Student Roster for each section. You will need the help of school records, the appropriate class teacher and/or the Head Teacher to complete the Student Roster.

**Table 1:** Complete questions 1-6 about this section. ***These questions must be answered separately for every section in Class 9.*** You will need to speak to the section teacher, head teacher, or other teachers. These questions will help us to understand how the section has changed over the year.

Q2 tells you how many children were enrolled in this section in Wave 1. In Q3, you will answer how many new children have been enrolled in this section since the first survey. ***We want to know how many new children there are, but these children will not be included in the survey.***

Q6 asks whether this section has been split up or merged in this school year. This might be because a teacher left the school or the section became very small. If the section has been split up, you will need to identify the children who were in this section and treat them as one section for this survey.

**Table 2:** Columns 1, 2 and 3 will be pre-filled. The only students who will be included in the Wave 2 survey are children were included in Wave 1 (e.g. they completed either a Maths or English test in Wave 1) – these children will have a ‘1’ in column 3. ***If there is a ‘0’ in column 3, you do not need to complete columns 4, 5 and 6 for these children.***

Use the school records to identify whether each student is still enrolled in the section. If they are still enrolled, leave column 5 blank. If they are not still enrolled, ask the head teacher or class teacher why this is, and record the reason on column 5.

Using the school records, record the number of days each student has been present in school since the beginning of the school year. ***Ensure that you consult the school records for this information and do not just ask the head teacher, teacher or students.*** This is to ensure that the information recorded is consistent and accurate across schools.

Remember - you need to complete one Student Roster for each Class 9 section.

School ID and section ID

Student Roster					
School ID	5001				
Section ID	1				
1. Student ID	2. Child Name (as shown in school records)	3. Was this child included in Wave 1 of the survey?	Only complete these for children who were included in Wave 1 - ('1' in column 3) వేవ్ 1 లో చేర్చిన పిల్లలు కొరకు దీనిని పూరించండి 1 (=Yes కాంమ్ 3)		
స్టూడెంట్ ఐడి	స్టూడెంట్ పేరు (పాఠశాల రికార్డులలో చూపిన దాని ప్రకారం)	వేవ్ 1లో ఈ విద్యార్థిని చేర్చినారా?	4. Is this child still enrolled in this section? 00=No 01=Yes ఈ విద్యార్థి ఇంకా ఈ సెక్షన్లో నమోదై ఉన్నారా? 00 లేదు 01 అవును	5. If child is no longer enrolled in this section, why? 00 = Not known 01 = Dropped out 02 = Moved schools 03 = Other 04=Child is enrolled this school but not in Class ఎవరో ఈ విద్యార్థిని ఈ సెక్షన్లో నమోదు చేయకపోతే దానికి కారణం ఏది? 00 విషయం తెలియదు 01 .న(75+6గు వీ 02 పాఠశాల 03 విద్యార్థి కాదు 04 విద్యార్థి ఈ స్కూల్లో ఉన్నాడు కాని ఇవ్వు కాలంలో కాదు	6. Total number of days child has been present in school since the first day of this school year (2016-17) 5?ఎబి/ఎ 8 5వీ80 (2016-17) 0వీ00 -ఎ( 0వీలా గూ ? 5?ఎబి/ఎ0వీ? .వీవీవీ (వీ? 0వీలా2లా పాఠశాల
1	P.ALEENA ROY	1	[__]	[__]	[__]
2	D.ANUSHA	1	[__]	[__]	[__]
3	V.ASWITHA	1	[__]	[__]	[__]
4	B.BHAVANI KRISHANA	1	[__]	[__]	[__]

Student IDs and student names

Was the student present for Wave 1?  
1= yes, 0=no  
Only students with a '1' in this column are included in Wave 2

Complete these columns for all students who were included in Wave 1 (there is a '1' in column 3)

**7.1.5 The Student Ability Roster – Maths and English**

You will complete *two Student Ability Rosters per section – one for Maths and one for English*.

This roster is new for Wave 2. The purpose of this roster is to record teachers' perceptions of each student's ability and engagement in class.

The YL School ID and Section ID will be pre-filled at the top of the Student Ability Rosters. Use the Section Roster to check that you are completing the correct Student Roster for each section. You will

need the help of the subject teachers to complete the Student Ability Rosters. For the English roster, ask the English teacher for this section to complete the roster. For the Maths roster, ask the Maths teacher for this section to complete the roster.

Student names from Wave 1 will be pre-filled in the roster. The teacher should score each child on their academic ability, motivation, and participation in class. Scores range from '01' (very low) to '05' (very high). If the teacher does not know how to score the child for one of the areas, they should write '00' (don't know).

School and section ID

School ID	5001
Section ID	1

Teacher ID: ~~టీచర్~~ ఐడి  
 For the teacher who completed this instrument [ \_\_ ]  
 ఈ ప్రశ్నావళి పూరించిన టీచర్ ఐడి

**Table 1: Student performance and engagement**  
 విద్యార్థి అభ్యసన నిమగ్నత మరియు ప్రదర్శన

కింద తెలిపిన అంశాలకు సంబంధించి ప్రతి విద్యార్థి స్కారును లెక్కల టీచర్‌ను తీగి నమోదు చేయండి. ఇందుకు తెలిసిన సంకేతాలను ఉపయోగించండి.

01=Very Low; 02=Low; 03=Medium; 04=High; 05=Very High; 00=I don't know

01=చాలా తక్కువ; 02=తక్కువ; 03= .మీ/మీకు ; 04=ఎక్కువ; 05= చాలా ఎక్కువ; 00=నాకు తెలియదు

1. Student ID	2. Child Name (as shown in school records)	Academic ability in Maths	Motivation to succeed in Maths	Participation in Maths class
స్టూడెంట్ ఐడి	స్టూడెంట్ పేరు (పాఠశాల రికార్డులలో చూపిన దాని ప్రకారం)	లెక్కల పబ్లిక్స్‌లో సాధించిన విద్యా ప్రమాణాలు	లెక్కల పబ్లిక్స్‌లో రాజించానికి సాందిన ప్రేరణ	లెక్కల తరగతిలో భాగస్వామ్యం
1	P.ALEENA ROY	[ __ ]	[ __ ]	[ __ ]
2	D.ANUSHA	[ __ ]	[ __ ]	[ __ ]
3	V.ASWITHA	[ __ ]	[ __ ]	[ __ ]
4	B.BHAVANI KRISHANA BAI	[ __ ]	[ __ ]	[ __ ]

Student IDs and student names

Ask the teacher to fill in these columns for each student listed

ID of the teacher who completed this instrument – use Teacher Roster to identify this

### 7.1.6 The School Facilities Observation

You will complete one School Facilities Observation per school. It is Fieldworker-completed – you should complete it through observation – e.g. by walking around the school to identify what facilities are available. You will also need to ask the Head Teacher or other teachers for help to answer some questions.

#### Specific question guidance:

- Q9:** Write the number of computers which are working and which are available for students to use. Record this from your observation and also from talking to students. Do not include broken computers or computers which are only for staff use.
- Q11:** Write down the number of toilets which are available for students to use. Record this from your observation and also from talking to students. Do not include toilets which are broken, toilets which are kept permanently locked, or toilets which are only for staff. The number should refer to the number of toilets, not the number of rooms.
- Q16:** A school in need of major repairs could be one where the building is damaged and so classrooms cannot be used in poor weather conditions, for example. It should not include cosmetic repairs (e.g. painting) but serious problems with classrooms or other parts of the school which mean that student learning is restricted.

### 7.2 School Booklet 2: Head Teacher Questionnaire

You will complete one Head Teacher Background Questionnaire per school. This will be completed by the Head Teacher or Principal. If the Head Teacher or Principal is not present when you visit the school, the In-Charge should complete the questionnaire.

This questionnaire is self-administered, but fieldworkers will need to review the questionnaire and ask about any questions which have not been completed. The questionnaire should take around 30 minutes to complete. When you collect the completed questionnaire from the principal (or vice principal), carefully check through the questionnaire to ensure that all questions have been completed. If any questions have been left blank, politely ask the principal to complete these questions.

You should ensure that the Cover Sheet is fully completed using details from the School Roster.

#### Specific Question Guidance:

- 0.2** This box will only be completed if the Head Teacher also has responsibility for teaching English or Maths to Class 9 and so has been allocated an ID on the Teacher Roster. If they do not teach English or Maths to Class 9, leave this box blank.
- Q9** This question refers to those people who have a 'considerable responsibility' for tasks relating to resource allocation in the school. A considerable responsibility means that someone is actively involved in making decisions about how money is allocated and spent in the school.



- Q10** This question refers to those people who have a ‘considerable responsibility’ for tasks relating to curriculum and assessment. A considerable responsibility means that someone is actively involved in making decisions about what is taught in the school and how it is assessed.
- Q14** To answer this question, the Head Teacher should estimate the number of students from Class X in this school who will take part in the Board Exam.
- Q15** To answer this question, the Head Teacher should estimate the number of students from Class X in this school who they estimate will pass the Board Exam.
- Q16** To answer this question, the Head Teacher should estimate the proportion of students from Class X who progress on to Class XI (Junior College) in an average year. For example, if in an average year, there are 50 students in Class X and 25 progress on to Class XI then the Head Teacher should write ‘50%’.

### 7.3 Teacher Booklet

In Wave 2, there are two instruments which will be completed by teachers:

1. Teacher Background Questionnaire
2. Maths Teacher Professional Knowledge Questionnaire

The Background Questionnaire should be completed by all Maths and English teachers who teach Class 9 students, even if they were not present in Wave 1.

The Maths Teacher Professional Knowledge Questionnaire should be completed by all Maths teachers who teach Class 9 students, even if they were not present in Wave 1.

#### 7.3.1 Teacher Background Questionnaire

One Teacher Background Questionnaire must be completed by every Class 9 Maths and English teacher recorded on the Teacher Roster. The Teacher Questionnaire will take around 30-45 minutes to complete.

The questionnaire is self-completed, but you will need to review the questionnaire and follow up on any questions which have not been completed. When you collect the completed questionnaire from each teacher, carefully check through the questionnaire to ensure that all questions have been completed. If any questions have been left blank, politely ask the teacher to complete these questions.

Ensure that the cover sheet is fully completed, using details from the School Roster and Teacher Roster.

**Table 1: Teachers who were at the school in Wave 1**

పట్టిక 1 : వేవ్ 1 లో పాఠశాలలో ఉన్న ఉపాధ్యాయులు.

Teacher ID ఉపాధ్యాయుడి ఐడి	Teacher Name ఉపాధ్యాయుడి పేరు	Is this teacher still employed at this school? 00=No; 01=Yes ఇంకా ఈ టీచర్ ఉపాధ్యాయుడుగా ఉన్నాడా?	If no, why has teacher left the school? 01=Retired; 02=Transferred to another school; 03=Teacher is now working in a different profession; 04=Another reason	Total number of days teacher has been present in school since the first day of this school year (2016-17) (from school records). (Use the SCHOOL ROSTER to identify the total number of
1	N.SITA MAHALAKSHMI			
2	P.RAMA DEVI			
3	K.SUNITHA			

This page is to be completed by fieldworkers. ఈ పేజీ ఫీల్డ్ వర్కర్ నింపాలి.

0.1	YL School ID YL స్కూల్ ఐడి	INSC 5001
0.2	Teacher ID ఉపాధ్యాయుడి ఐడి	T 01
0.3	Is this teacher also the Head Teacher / Principal? 00 = No, 01= Yes ఇది ప్రధానోపాధ్యాయుడు / ప్రధానాధికారిగా ఉన్నాడా? 00 = No, 01= Yes	[ 00 ]
0.3	If the instrument is not completed, what is the reason why? ఈ ప్రశ్నావళి పూర్తి చేయకపోవడానికి గల ముఖ్య కారణం ఏది? 01=Respondent absent జవాబు చెప్పే వ్యక్తి రాలేదు 02=Respondent refused to participate జవాబు చెప్పే వ్యక్తి నిరాకరించారు (if completed, leave blank) (పూర్తి అయినట్లయితే ఖాళీ వదలండి)	[ _ _ ]
0.4	Date of interview ఇంటర్వ్యూ చేసిన తేదీ	25 / 01 / 2017 (dd/mm/yyyy)

Data Handlers:

**Specific Question Guidance:**

- 0.3** If one of the English or Maths teachers for Class 9 is also the Head Teacher, write 01 in this box. In this situation only, the teacher will not need to complete all of the background questions in the Teacher Questionnaire – see the ‘What to do if the Head Teacher is also a surveyed Teacher’ box below for more details.
- Q8** If the teacher has children who are of school age, they should select the type of school which their children currently attend. If the teacher has children who are older than school age, they should select the type of school which their children previously attended. If they do not have any children or their children are below school age, the teacher should select the option ‘Not applicable’.
- Q23** This refers to subjects which the teacher is scheduled to teach regularly. It should not include subjects which the teacher covers when other teachers are absent, unless this happens on a regular basis.
- Q24** This refers to the number of periods which the teacher is scheduled to teach each week according to the timetable. It should not include periods which they cover when other teachers are absent, unless this happens on a regular basis.
- Q25** This question refers to ‘extra classes’ which some schools offer to students before or after school. This is not the same as private tuition. If the teacher ever teaches these extra classes, they should select ‘yes’. If they do not teach extra classes, or if the school does not offer them, they should select ‘no’.

- Q32** The teacher should estimate what percentage of the time they spend teaching Class 9 is spent dealing with discipline issues such as rudeness or bad behaviour. If they teach more than one Class 9 section, they should estimate an average across the sections.
- Q33** The teacher should estimate what percentage of the Class 9 children they teach had a level of learning which is below the required level for the Class 9 curriculum when they entered Class 9.
- Q37** This question refers to any type of leave from school. For example, if the teacher has been absent because of casual leave then they should select 'being on leave for personal reasons'.
- Q38, 39 and 40** These questions refer to the teacher's opinion of their school, compared to other schools. The teacher may not have direct knowledge about the other schools in the local area, but they may still have an opinion about whether or not the other schools are the same, better or worse than their school. This question is about their perception of their school only.

#### **What to do if the Head Teacher is also a surveyed Teacher?**

If the Head Teacher is also a Class 9 Maths or English Teacher, they will already have completed some of the background questions in the Teacher Questionnaire when they completed the Head Teacher Background Questionnaire in Wave 1.

If the Head Teacher is also a Class 9 Maths/English teacher, you will have written '01' to question 0.3 on the coversheet for the Teacher Questionnaire. **In this situation only**, you can tell the teacher that the following questions in the Teacher Questionnaire can be left blank:

1, 2, 3, 4, 5, 6, 9, 10, 11

### **7.3.2 Maths Teacher Professional Knowledge Questionnaire**

The Maths Teacher Professional Knowledge Questionnaire should be completed by ***all Maths teachers who teach Class 9 students***. The purpose of this questionnaire is to understand teachers' views on teaching maths and how students learn.

You must complete the cover page ***before*** handing out the questionnaire to teachers. The information you need to complete the cover page will be on the Teacher Roster.

#### **Instructions for administering the Maths Teacher Professional Knowledge Questionnaire**

- Explain to teachers that at least 45 minutes is needed to complete this questionnaire. The questions require careful thought, so teachers should try to find somewhere quiet to complete it.
- Teachers can take the questionnaire away to complete during the school day.

- Ask teachers politely to complete the questionnaire on their own and not to discuss their answers with others.
- ***Teachers must not take the questionnaire home to complete. You must make sure that all teachers return their completed questionnaires to you before you leave the school at the end of the day.***

#### 7.4 Student Background Questionnaire

The Student Background Questionnaire must be completed by all Class 9 students who are included in Wave 2 (as indicated by the Student Roster – only those who were present in Wave 1).

The Student Questionnaire will be self-completed by students, supervised by a fieldworker. The questionnaire collects information about student background and their experiences of schooling. It will take around 45 minutes to complete.

You must complete the Student Questionnaire cover page before handing out the booklets to students. The information you need to complete the cover page will be on the Student Roster (School ID, Section ID, and Student ID).

Ensure that the correct student booklet is given to each student. ***Student names are not written on the Student Questionnaire, so you must be sure that the correct booklet is given to the correct student. Do this by checking their Student ID against their name on the Student Roster when handing out the Questionnaires.***

#### **Instructions for administering Student Booklet:**

- Explain to students that their responses are anonymous: their responses will not be linked to their names, and no information will be shared with their teachers or anyone at their schools.
- Explain that this is not a test. Students can ask for help with any questions – the aim is to get the best information we can from students. It is important to ensure that students mark the appropriate boxes to represent their situation, particularly if they have difficulty reading. However, ensure that you do not guide students towards a particular answer.
- The last section of the Student Questionnaire ask students to respond to a series of attitude questions about school.
  - Before students begin the questionnaire, explain to them that ***there are no correct answers*** to this part of the questionnaire. They should read each statement carefully, think about how they feel about the statement, and respond according.
- Explain to students that each question includes instructions on how it should be answered; for example, to tick one box, to tick all boxes that apply, or to tick one box per row.
- Encourage students to answer questions as honestly as they can. If possible, ask the class teacher to leave the room so that students feel comfortable answering the questionnaire honestly.
- Allow students time to complete the questionnaires on their own. Supervise by walking around the classroom to check that the questions are being understood correctly.
- Help students as a group and individually to make sure that they understand the questions and select the appropriate responses.

- **Make sure that students do not discuss their answers with each other, or let other students see their responses.**
- When a student completes the questionnaire, ask them to check that they have answered every question.

**Specific question guidance:**

**Q15** This question refers to ‘extra classes’ which are provided by the school. This is not the same as private tuition. If a student attends extra classes at the school, they should write the number of hours they spend in extra classes here. If they do not attend extra classes, or if the school does not provide them, they should write ‘0’ for each of these subjects.

**Q16** This question refers to ‘private tuition’ e.g. additional lessons or test preparation, provided by an individual or tuition centre away from the school. Students or their families pay for private tuition separately (e.g. not as part of school fees). If a student does not attend private tuition, they should write ‘0’ for each of these subjects.

**Q24** Students should answer these questions with reference to their **regular English teacher and English lessons**. Encourage them to be honest and to think carefully about what happens in the classroom. If a student is taught by more than one English teacher, they should answer these questions thinking about the teacher who most often teaches them.

**Q25** Students should answer these questions with reference to their **regular Maths teacher and Maths lessons**. Encourage them to be honest and to think carefully about what happens in the classroom. If a student is taught by more than one Maths teacher, they should answer these questions thinking about the teacher who most often teaches them.

**Dealing with Student, Teacher and Head Teacher absence:**

**Always complete the cover sheet for all instruments for absent students or teachers and return these along with the completed instruments. Be sure to identify the student as absent on the cover sheet using the correct code.**

The rosters will be completed as normal for all students, regardless of whether they are present in school on the first day of fieldwork or not.

If a student who was included in Wave 1 is enrolled in school is not present when the survey takes place then you should complete cover sheets for them as usual and record them as absent. Return the uncompleted instruments for data entry.

If a Class 9 Maths or English teacher is not present when the survey takes place then you should complete the cover sheets for them as usual and record them as absent. Return the uncompleted instruments for data entry.

If the Head Teacher is absent at the beginning of fieldwork, ask the In-Charge to help with the completion of the School Booklet 1. The In-Charge should also be asked to complete School Booklet 2: Head Teacher Background Questionnaire. If the In-Charge is also a Maths or English teacher for Class 9 then they will also need to complete a Teacher Background Questionnaire.

## 7.5 Student Tests: Maths, English and Transferable Skills

The three Student Tests (Maths, English and Transferable Skills) will be administered with **all Class 9 children who participated in Wave 1** (the Student Roster will tell you this).

The tests are the most important part of the fieldwork. It will require the close attention of all fieldworkers to ensure that all children understand fully what to do and are able to perform to the best of their ability.

At least one fieldworker is required to administer a test to each Class 9 section. **Do not leave the classroom while the children are taking the test.** Remain with the students for the entire duration of the test to ensure that they maintain test conditions, including not talking, not looking at textbooks or each other's work, and not using a calculator.

You will need to make sure that you have enough test papers and answer sheets for all the children who should take the test in each school. If in doubt, please overestimate.

Each fieldwork team will be provided with one set of spiral-bound Maths, English and Transferable Skills test papers. One set is 200 test papers. You will need to reuse these in each school so please take care of them. You will need to advise children **not to write on the test papers**. To help with this you should provide them with rough paper which they can write calculations or notes on.

Each student will complete three tests: a Maths test, an English test, and a Transferable Skills test (see the box below: 'The different tests' for details). As covered in the previous section, students will also complete a Student Questionnaire. To ensure that students perform to the best of their ability, **students should not complete more than two instruments on one day.** The Maths test will **always** take place first. The students must then have a break (**at least 30 minutes**) before they complete a second instrument. Ideally, students will complete one instrument in the morning and the second one in the afternoon on Day 1, and the same on Day 2. Don't administer both tests with no break in between as students will become tired and will not be able to perform to the best of their ability.

**Test Papers and Test Answer Sheets are available two bilingual formats: Telugu/English and Urdu/English. You should make sure you have the correct format for the section and school you are visiting before arriving at the school. If children are learning in Telugu or English medium, provide them with the Telugu/English bilingual forms. If they are learning in Urdu medium, provide them with the Urdu/English bilingual forms.**

### The different tests: Maths, English, Transferable Skills

#### Maths:

- The Maths test has 40 questions.
- Students will have 1 hour to complete the Maths test.
- The Maths test has a bilingual format – Telugu/English and Urdu/English.

#### English:

- The English test has 50 questions.
- Students will have 1 hour to complete the English test.
- The English test is completely in English, but the instructions on the Cover Page are in Telugu/English or Urdu/English.

**Transferable Skills:**

- There are two Test Forms: ‘Problem Solving’ and ‘Critical Thinking’.
- Each child will complete **ONE** of these forms. Alternate the tests so that one child has Problem Solving and the next child has Critical Thinking, and so on.
- This will mean that in each school half of Class 9 students complete the Problem Solving test and half of Class 9 students complete the Critical Thinking test.
- Both tests have 11 questions.
- Students will have 45 minutes to complete either the Problem Solving test or the Critical Thinking test.
- Both of these tests have a bilingual format – Telugu/English or Urdu/English.
- ***The Test Answer Sheets for these two tests are different, as the answer options are different. You will need to make sure you distribute the correct Test Answer Sheet which matches the Test the child is completing.***

**To conduct the tests, follow these instructions:****1. Preparing the Test Answer Sheets before the test:**

- Complete the School Name, School ID, Section ID and Student ID at the top of the Test Answer Sheets for all Class 9 students (*see the example below*). Use the Student Roster to get the information you need. Complete this before the class begins as the children will need the full allocated time to answer the test.
- All children who took part in Wave 1 of the survey will be included in the test. If a child is absent or does not wish to take part in the test, record this on the Answer Sheet using the relevant code and return the empty Answer Sheet along with the other completed Answer Sheets for this section.
- Remember that the ***English, Maths and Transferable Skills Test Answer Sheets are different*** as they have a different number of questions – make sure you are using the correct Answer Sheet for the test you are about to administer. The different Answer Sheets will be printed on different colour paper to make this easier.
- You will need to complete three Answer Sheets for each Class 9 student: one for Maths, one for English, and one for Transferable Skills (either Problem Solving or Critical Thinking).
- All students recorded on the Student Roster should complete all three tests (i.e., all students who were in the survey classes at Wave 1). If a student is absent or does not wish to participate in the test, record this on the Answer Sheet using the relevant code and keep the blank Answer Sheet with completed Answer Sheets for this class.

**Student Roster**

School ID: 5001  
 Section ID: 1

1. Student ID  
 2. Child Name (as shown in school records)  
 3. Was this child included in the Wave?

స్కూల్ ఐడి  
 స్కూల్ పేరు (పాఠశాల రికార్డులలో చూపిన దాని ప్రకారం)  
 పాఠశాలను చేరినా

**Student Test Answer Sheet- ENGLISH**  
 To be completed by Fieldworkers పేల్ వర్కర్ల పూరించాలి :

SCHOOL NAME: St Theresa's Girls High School

YL School ID Number స్కూల్ ఐడి	INSC 5001	Section ID (from Section Roster) సెక్షన్ ఐడి (సెక్షన్ రోస్టర్ నుండి)	C 01	Student ID (from Student Roster) విద్యార్థి ఐడి (విద్యార్థి రోస్టర్ నుండి)	CH 01
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If the instrument is not completed, what is the reason why? ఈ ప్రశ్నావళి నింప లేక పోయినట్లయితే కారణం ఏమిటి? [ \_ \_ ]  
 01=Respondent absent : 02=Respondent refused to participate (if instrument completed, leave blank)

**Instructions for Students:** Carefully read each question in your test booklet. On this answer sheet, find the question number and write a cross ('X') on the option you want to select. Be very careful to check that you are writing the answer for the correct question number. Only select one option for each question. Do not write on the test booklet.

ప్రశ్నాపత్రం ధీమాగా ప్రశ్న శ్రద్ధగా చదవండి. సమాధాన పత్రంలో, ప్రశ్న సంఖ్య ఎదురుగా మీరు ఎంచుకున్న సమాధానం మీద 'X' వేయండి. సమాధానం సరివైన ప్రశ్నకు వ్రాస్తున్నారో లేదో జాగ్రత్తగా గమనించండి. ఒక ప్రశ్నకు ఒక సమాధానం ఎంచుకోండి. ప్రశ్నాపత్రం పై ఏమీ వ్రాయకండి.

Example	A	B	<input checked="" type="checkbox"/>	D
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Question	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D

Question	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D

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**2. Administering the Test to Students:**

- Explain to students that this is not a school test. The results of the test are confidential and will not be linked to the student's name. Give the students an explanation of Young Lives and why we are conducting the test (see Appendix 1 for details) and answer any questions they may have.
- You will need to rearrange students or the classroom seating to make sure that students are not able to copy each other's answers. Some classrooms are very full and so this will be difficult. You may need to ask the head teacher or another teacher if you can move extra benches and desks into the classroom, or if there is a larger room which you can use. You could also ask some children to sit on the floor. Make sure that you are able to move around the room easily to supervise. Make sure that you can observe all children so you know if they are talking to each other or copying.
- Give the correct Test Answer Sheet to each child on the Student Roster. **Note that the student names are not written on the Answer Sheet so you must be sure that the correct sheet is given to the correct student according to the Student ID against their name on the Student Roster.**
- Only if a child is not present or does not want to participate, write the relevant code in the box labelled 'If this instrument is not completed, what is the reason why?'. Otherwise, leave this box empty.
- Explain to the class how to complete the Answer Sheet. The correct answer should be crossed as in the example on the sheet. Draw the following example on the blackboard to make sure that all students understand.



**Example test question**

1. Which is the smallest number?

A. 6  
B. 11  
C. 3  
D. 12

**Test Answer Sheet**

1	<b>X</b>	B	C	D
---	----------	---	---	---

Explain to the class that if they want to change their answer they should shade in the old box and then cross a new answer. Draw the following example on the blackboard to make sure that all students understand.

**Example test question**

1. Which is the smallest number?

A. 6  
B. 11  
C. 3  
D. 12

**Test Answer Sheet**

1		B	<b>X</b>	D
---	--	---	----------	---

- Explain to students that they need to carefully keep track of the question number they are answering to make sure that they are looking at the correct question on the Answer Sheet.
- Explain to students that they should not write on the Test Booklet. Provide each student with a sheet of rough paper for notes or calculations.
- Check that all students understand how to complete the Test Answer Sheet before you continue any further. This is very important as if students do not understand then they will not be able to answer questions to the best of their ability.
- Distribute the Test Papers to children face down. Don't let children turn over their papers until you have distributed all of the papers and are ready to start the test.
- Instruct children that they should try to answer all questions. If they cannot answer a question, they should select what they think appears to be the best answer and then move to the next question.
- Begin the test. Write the start and end time on the blackboard (60 minutes for Maths and English, 45 minutes for Transferable Skills).
- Walk around the classroom to supervise. Make special care to check that all children are comfortable using the Test Answer Sheet, especially in the first few minutes of the test.
- Tests must take place in **test conditions** – that means no speaking, no looking in textbooks, and no use of calculators. Students will need their own pen or pencil.

- **Watch carefully to make sure children are not talking amongst themselves or copying each other's answers. It is your responsibility to make sure that children do not cheat or copy.**
- Whilst students complete the test, you should monitor the classroom quietly and be ready to help students if they have any **administrative queries** (e.g. how to complete the Test Answer Sheet).
- **You must not help students to answer Test questions, guide them about how they should approach a question, read a Test question aloud to them, or provide any language help or translation. This would interfere with the test data and would make the tests unfair.**
- The class teacher should not be present in the classroom while the test is taking place as this may interfere with the test data.
- If students complete the test early, they should remain in their seat and wait quietly until the end of the test.
- 10 minutes before the end of the test, ask students to check their answers to see if they have finished.
- Once the time is completed, collect in all student Test Answer Sheets and Test Papers. Keep all the answer sheets for that section together and label the package carefully with the school ID, school name, section ID, test subject and date of instrument completion.
- **Make sure you have collected all Test Papers back in and do not leave any at the school.**

### **Students who were not included in Wave 1**

There may be students in Class 9 who are not recorded on the Student Roster or who did not participate in Wave 1. These students will not be part of Wave 2.

When administering the tests, it will be easiest if you provide these students with a blank answer sheet (i.e. one which does not have the School ID, Class ID and Student ID completed) and ask them to complete the tests along with the rest of the students. Do not return these answer sheets for data collection with the rest of the completed answer sheets. Keep them separately, and dispose of them discreetly after you leave the school.

You should also do the same thing for the Student Questionnaires. Ask students who were not part of Wave 1 to complete the questionnaire but do not complete the cover sheet. Keep these questionnaires separate and dispose of them discreetly after you have left the school.

## **8. Compensation for Schools**

CESS will provide guidance to the Team Supervisor on how to compensate schools in the school survey. Please follow these instructions carefully.

## **9. Fieldworker Conduct**

Please read this section carefully and follow the guidance given.

## 9.1 Basic principles

- Ensure that all participants have been informed about the survey and understand why you are in their school
- Questionnaires are to be self-completed by principals and students. However, if you need to read any questions from a questionnaire to a participant, make sure that you ask the questions exactly as they appear in the questionnaires.
- Make sure that you thoroughly check tests and questionnaires and follow-up any incomplete sections.
- Never make up any answers or information.
- Keep a neutral attitude with respondents.
- Avoid any harm to the respondent.
- Treat everything the respondent tells you as confidential.
- Never make promises to the participants that you cannot keep.
- Avoid 'leading' the respondent to any particular answer. For questionnaire questions, you should however clarify the meaning of the question if required, using the information from the manual.
- Do not provide students with help to answer any questions in the Maths, English or Transferable Skills tests. This includes reading the question to them or helping with translation.

## 9.2 General Conduct

- Be polite towards everyone and treat all participants with respect. Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
- Avoid disturbing or upsetting anyone by your behaviour.
- Be properly dressed so that the respondent will be inclined to trust you as a reliable and responsible person.
- Arrive at the stated time and never keep respondents waiting.
- Never attempt to sell anything to the child or school and its representatives.
- Never lend or borrow money or goods from the school and its representatives.
- Never bribe a child or school in order to get them to cooperate.

## 10. What If...?

We will address any questions you have during the training.

If you have any questions during fieldwork which are not answered by this manual, you should speak to your team supervisor, or to a member of the CESS team.

## Appendix 1: Information about Young Lives and the School Survey

*Please use this information to explain the Young Lives study and the School Survey to all participants (including children taking part in the tests and questionnaires). Use a language which the participants understand, and make sure your explanation is simple and clear. Try to answer any questions which participants have.*

- Young Lives is a study looking at how poverty affects children in four countries: Ethiopia, India, Peru and Vietnam. The project is based at the University of Oxford in the UK, and there are project offices in each of the four countries.
- The study is being funded by international donors working in cooperation with the Indian Government and AP/Telangana State Governments. The researchers collecting the information work for the Centre for Economic and Social Studies in Hyderabad.
- As part of the Young Lives study, we are collecting information on some schools, their teachers and students. This information will be used to find out more about what makes schools work well. These findings will be shared with the Government to help them make further improvements to schools.
- You are being asked to participate in this survey because you participated in Wave 1 of the survey in July-August 2016 (or, for teachers, because your Class 9 students are participants in this survey)
- We are collecting information about the whole school and about each Class 9 section. For each of these classes we are asking all students to complete a questionnaire. These include questions about the child's background and questions which ask about their opinions and views on various topics. Each questionnaire will take around 30-45 minutes to complete.
- Students will also be asked to complete a Maths test (60 minutes), an English test (60 minutes) and a Transferable Skills test (45 minutes). These tests are for our study only – students' scores on the tests will be anonymous and will not be shared with their teachers or anyone else at the school. We do not want students to write their name on the test paper.
- The information we collect in this study will be anonymous. We will make sure that we remove all names so that individual children, teachers, head teachers, schools and communities cannot be identified.
- Your participation in this survey is voluntary – you may choose not to participate and you may withdraw at any time if you choose to do so. Your participation is very valuable to the long running Young Lives project so we really appreciate your time if you do choose to participate. If you do not want to participate, please let one of the researchers know.

## Appendix 2: Fieldwork Checklist

Before leaving each school, you **must** make sure the following instruments are completed correctly:

ROSTERS		√
1	School Roster	
2	Section Roster	
3	Teacher Roster	
4	Student Roster <i>(1 per Class 9 section)</i>	
5	Student Ability Roster <i>(Maths and English; 1 per subject per Class 9 section)</i>	
6	School Facilities Observation	
HEAD TEACHER		
7	Head Teacher Questionnaire	
TEACHER		
8	Teacher Background Questionnaire <i>(1 for each Class 9 Maths and English teacher)</i>	
9	Maths Teacher Professional Knowledge Questionnaire <i>(1 for each Class 9 Maths teacher)</i>	
STUDENT		
10	Student Background Questionnaire <i>(1 for each Class 9 student who participated in Wave 1)</i>	
11	Maths Test & Test Answer Sheets <i>(1 for each Class 9 student who participated in Wave 1)</i>	
12	English Test & Test Answer Sheets <i>(1 for each Class 9 student who participated in Wave 1)</i>	
13	Transferable Skills Test & Test Answer Sheets <i>(1 for each Class 9 student who participated in Wave 1 - half of the students will do Problem Solving, half will do Critical Thinking)</i>	