

# Young Lives

An International Study of Childhood Poverty

**INDIA**

**GUIDELINES FOR RESEARCHERS**

**2010**

# YOUNG LIVES SCHOOL SURVEY: GUIDELINES FOR RESEARCHERS

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## 1 Introduction to the Manual

This manual is designed to introduce you to the Young Lives school-based survey in Andhra Pradesh, India. It will not take you through each question in each component, but will instead equip you with the necessary information to administer the survey components with care and efficiency. It will also tell you how to conduct the survey once you arrive in the specific communities, and what to do in particular circumstances. If at any point during the training, the pilot or whilst you are in the field you are unsure of how to proceed, please ENSURE THAT YOU ASK YOUR SUPERVISOR OR THE MANAGEMENT AT CESS.

### 1.1 Purpose of school-based survey

We are collecting data on the schools of a subsample (approximately 1100 of 2000) of the Younger Cohort of Young Lives children. We are hoping to find out about the quality of education these children experience and how this differs across regions, school type, and many other factors. This will complement the rest of the Young Lives household survey which you have already been involved in.

### 1.2 Overview of survey components

This survey has **eight** main components (plus a roster) which all aim to gather different types of data and include different people within each school (see Table 1).

Table 1: Overview survey components

Components	Purpose
0. School roster	Identification of school, teachers, YL children & classrooms
1. Principal questionnaire	Personal details of the principal General school information Information about teachers Information about students Link to higher authorities and community School management Personal attitudes
Math teacher questionnaires: 2. General questionnaire	Personal details of math teacher(s) of YL child General information about class of YL child Information about teaching Personal attitudes
3. Teacher analysis of students responses	Subject knowledge – Maths
Child questionnaires: 4. General questionnaire 5. Child test	Personal attitudes Opinion about school Subject knowledge – Maths and Language
6. School observation	General information about school School management
7. Child observation	YL child specific behaviour in class Classroom specific observations

8. Teacher observation	Teacher behaviour in class Teaching methods Language of instruction YL child specific questions YL class specific questions
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## 2 Fieldworker and Supervisor conduct

### 2.1 Basic Principles

There are a number of basic principles that the fieldworker must follow throughout the survey:

1. Ensure participants have seen information sheets and understood why you are conducting a survey in their school
2. For questionnaires that you administer, ensure you ask the questions exactly as they appear in the questionnaires
3. Make sure that you thoroughly check self-administered items and follow-up on any incomplete sections
4. Never make answers or information up
5. Keep a neutral attitude with the respondents
6. Avoid any harm to the respondent
7. Treat everything the respondent tells you as confidential.
8. Never make promises to participants that you cannot keep

### 2.2 General Conduct

#### **CONDUCT OF THE FIELDWORKER**

1. 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.
2. Avoid disturbing or upsetting anyone by your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. Arrive at the stated time, and never keep the respondents waiting.
5. Never attempt to sell anything to the child or school and its representatives
6. Never lend or borrow money or goods from the or school and its representatives
7. Never bribe the child or school in order to get them to cooperate

## 2.3 The role of the field supervisor

You should always follow the instructions given to you by your supervisor, who is the representative of the Young Lives Project research co-ordinator. S/he will assign you work at the beginning of each sentinel site. Your Supervisor will accompany teams to field sites, establish contact with MEOs/other education officials, and will introduce fieldworkers to schools. Supervisors will then circulate between their teams but will MEET EVERY DAY to check progress, ensure schedules have been correctly completed, and to alert fieldworkers to any potential errors.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

## 3 Ethics and consent

### Introduction

This section should remind you about the ethical issues arising through research with children, which you have already considered in depth through involvement in previous rounds of the Young Lives work, and on the procedure we are using to ensure informed consent.

### 3.1 Ethics

There are several ethical points fieldworkers need to remember when doing research with children.

#### **The fieldworker must:**

1. Explain who he/she is and what the school-based survey is about
2. Ensure the child has seen the information sheet and given it/ explained it to their parents/ caregivers
3. Explain that all information the child gives is confidential and anonymous
4. Respect the child and be patient
5. Thank the child and explain what will happen next

#### **The fieldworker must never:**

1. Spend time alone with children – be always in sight of another adult
2. Hit, beat or slap a child even if this is local practice
3. Never make promises to the child that he/she can not keep
4. Engage in any form of physical contact
5. Act in a way that may place a child at risk of abuse (for example sharing information the child gave in private).
6. Make suggestions or give advice which is inappropriate, offensive or abusive
7. Behave physically in an inappropriate or sexually provocative manner.
8. Act in ways intended to shame, humiliate, belittle or degrade children

## 3.2 Consent procedure

In order to inform the participants in the school survey about the nature of our study and who we are, we are distributing information sheets.

Please distribute the information sheets which you have been given to the following study participants:

- the DEO and MEO
  - the Principal / HM
  - Math teacher(s) of YL child/children (this may involve more than one teacher per school)
  - All Young Lives children selected for observation in a school
  - All OTHER children in a Young Lives child's class (this may involve more than one class per school)
- 
- These sheets should be distributed AS SOON AS YOU ARRIVE IN A COMMUNITY, when you make initial visits to all schools you will be surveying in that site. Since children must take these sheets home to inform their parents about the study, they must be issued AT LEAST 24 hours prior to the commencement of the survey.
  - Sheets can be given to teachers, principals and government officials for them to read, but it may be necessary for you to read out the sheet and explain it to groups of participating children as clearly as possible. You will then give each participant and child an individual information sheet about the study and ask them to give it to/read it with/to their parents or caregivers in order to inform their parents about the nature of the study, and to enable parents to withdraw their child from the study if they choose. IT IS VERY IMPORTANT THAT YOU HAVE CLEARLY EXPLAINED THE FORM so that should principals, teachers, children/parents who do not wish to participate may 'opt out' at any time.

No fieldworker or supervisor should pressurise, coerce or deceive respondents in an effort to ensure their participation and fieldworkers should also try to ensure that respondents are not pressurised by other members of the school. Fieldworkers should not make any promises they cannot or are unlikely to keep.

Whilst the study procedures are designed to ensure that consent is informed and voluntary the only person who can really ensure that is you, the fieldworker. You must make every effort to make sure the participants understand the study and feels free not to take part or to withdraw if they wish to.

## 4 Conducting the survey

### 4.1 Arriving in a community, and finding schools and participants

- You will have a list of schools and communities in which you must conduct research so that we can complete the school survey within the allotted fieldwork period.

- The fieldwork will be conducted from the beginning of December to 15<sup>th</sup> until March 2011 at the latest.
- When you first arrive in a community please ensure that your Supervisor, possibly aided by you, visits the appropriate District Education Officer (DEO); then the Mandal Education Officer (MEO) upon instruction from the DEO and explain to them the nature of the school survey, showing them your letter from SSA/SCERT and giving them a copy of the information sheet.
- You then need to make an initial visit to each of the schools you must visit in the area and talk to the respective principals. When there, provide information leaflets to the principal, and math teacher(s) of the YL child/children and to the YL child/children and all other students in their classes to take home with them to give to their caregivers. You should explain this leaflet to classes of children to ensure they have understood (see the section on Ethics and Consent in the manual).
- You must introduce yourself to the school, show them your letter from SSA/MEO and explain what you will be doing in the school. You then need to complete the participant roster which lists the YL children we EXPECT to be at the particular school (based on Round 3 data) so that you know how many of the YL children may have dropped out or moved schools which will impact the amount of time you need to stay in each school.
- Please ensure you feedback to your supervisor when children have dropped out or moved schools since we need to keep track of how many children we are actually going to be following.
- **SUPERVISORS:** you must keep a list of ALL children who have not participated because they have moved schools or dropped out and FEED BACK to management at CESS EVERY WEEK so that we can log this in Oxford.

**During fieldwork you may face numerous different scenarios which may complicate the conduct of the survey. You MUST NOT drop or not visit any of the schools on your list unless any of the following scenarios occur and you have the agreement of your supervisor.**

- If the supervisor cannot help you in this matter or has any doubts himself/herself, he or she should contact CESS for clarification.

**Scenario 1: The school does not exist**

- Please see if there is a school with a similar name in your site or in the mandal in which your site is or the neighbouring mandal. You could do this by, for example, asking the MEO who you have already contacted, who may be able to put you in touch with other officials familiar with the region. It is important to use your relationships with the different communities to do your best to locate each school.
- If you find that the school exists, see if the Young Lives child attends that school and proceed as normal.
- If you are certain the school does not exist in your site or in the mandal in which your site is or in the neighbouring mandal, please call your supervisor. If the supervisor cannot help you in this matter or has any doubts himself/herself, he or she should contact CESS for clarification.

**Scenario 2: The school says that all or some of the Young Lives children who are listed in the school have dropped out of the school or moved schools.**

- Please fill out a participant roster for this school.
- Please record the names and IDs of the children, record where some (or all) of the children have dropped out of the school or moved schools and provide the reasons for drop-out or moving (if known). Please inform your supervisor about this.
- **SUPERVISORS:** please keep a list of all children who have dropped out or moved schools and feedback EVERY WEEK to management at CESS about how many and which children are affected by this so that they can feedback to Oxford.
- **If ALL children in this school have dropped out or moved you need ONLY complete a participants roster.**
- **If SOME YL children are still attending this school, continue with the survey as normal.**
- **For those children who have MOVED schools, please try to find out the name and address of the school which this child now attends.**
  - **If this school is already on your list of schools to visit** when you visit this school include this child on the participants roster for the NEW SCHOOL. Write the child ID and name on the participants roster under the list of YL children which has been provided. Make sure to clearly explain the situation in the debriefing form you complete with your supervisor.
  - If the school is not already on your list, please note down the child ID and the name and address of the school the child is attending. Please inform your supervisor about this. If the supervisor cannot help you in this matter or has any doubts himself/herself, he or she should contact CESS for clarification. **DO NOT VISIT THIS SCHOOL**

**Scenario 3: The school is closed**

- If you go to a school and it is closed, please return each day while you are in the community.
- If the school is closed on every day that you try to visit, a few days before you leave the community, please notify your supervisor that the school is closed and make a decision about what to do. If the supervisor cannot help you in this matter, or has any doubts himself/herself, he or she should contact CESS for clarification.
- **SUPERVISORS:** if a school is consistently closed, and you are advised by CESS not to proceed, please ensure they note which school has been affected and FEEDBACK to Oxford so that we can keep track of which schools have been affected.

**Scenario 4: Young Lives children are absent from the school**

- If there is one YL child in the school and they are absent on the first day of the survey, enquire as to whether the school knows the reason for absence. If the child is expected back the next day, or if you use your judgement to determine that the child may come back the next day, return the next day. If this one child is absent throughout the fieldwork period, fill in the participant roster noting child was consistently absent, and DO NOTHING FURTHER. Record this on the debriefing form.



- If there is more than one YL child in the school, and NOT ALL (e.g. 1 or 2) are absent try to return at another day if you can expect the absent YL child/children to be back at school by then. You can enquire as to whether the school knows the reason for absence of the particular child/children and use judgement to choose a day to return to do the survey. On the second attempt, even if some children (but not ALL) are absent, continue with the school survey and classroom observation regardless and make a note of the affected YL child's absence and notify your Supervisor.

#### **Scenario 5: The regular math teacher of the YL child's class is absent**

- If the regular math teacher of the YL child's class is absent on the first day on which you try to conduct the classroom observation, do not conduct the observation. Instead, enquire with school management as to reason for absence and use your judgement to determine a subsequent day on which to come back and do the observation.
- If the teacher is also absent on the second attempt, enquire as to regularity of attendance of teacher. If the teacher is reasonably expected to return before you finish fieldwork in that site, return at an arranged date in the future and conduct the teacher and classroom observation.
- If the teacher is consistently absent throughout the fieldwork period conduct the classroom observation with the substitute teacher (if there is one), but take a note of this and inform your Supervisor.

**SHOULD ANY OTHER COMPLICATED SCENARIOS ARISE, CONSULT YOUR SUPERVISOR WHO WILL BE ABLE TO ADVISE ON THE BEST COURSE OF ACTION.**

## **5 Survey components (for every school)**

At each school on your list where there is a Young Lives child attending school, researchers must **complete at least one set of all 8 survey components**. In some cases more than one set of the child and teacher observation, teacher questionnaire and teacher analysis of student responses.

### **5.1 Number of survey components to be completed per school**

The table below (Table 2) will help you decide how many components need to be conducted in each school and which versions of the headmaster and teacher questionnaire needs to be used.

For each school AT LEAST one of each survey component needs to be conducted.

- In general always only ONE component of the school roster, principal/HM questionnaire and school observation is needed for EACH school.
- The number of Math teacher questionnaires, teacher observations and teacher tests depends on whether the YL children in the school are in different classes and have different Math teachers. However we need at least one of each of these components to be completed for each school and should have one that corresponds to each YL child in the school.
- All Young Lives children in the school will be captured. The number of child questionnaires and child tests is dependent on the number of YL children at the school. Each YL child at the school should complete a child test and child questionnaire and should be observed during a child observation. However, the maximum number of YL children we can observe within a **single class/section** (note, not in the school but specific classes) is restricted to 18 because of the

nature of the child observation instrument (3x6=18) which is explained in detail in the respective section.

Table 2: Number of survey components to be completed per school

Component	Remember...	How many of these components do you need to complete for each school?
<b>0. School roster</b>	This must be filled in for all schools	<b>1</b>
<b>1. Principal/HM questionnaire</b>	<p>In some private schools there is a principal/HM and a <b>correspondent</b>. It might be that you have to also visit the correspondent to answer the questions on school income, etc. if the principal/HM is not able to answer these questions</p> <p>Remember that the principal/HM could also be the math teacher of a YL child, so we have two versions:</p> <p>Version A1: Principal is not a Math teacher of a YL child. Version A2: Principal is a Math teacher of a YL child.</p>	1
<b>2. Math teacher questionnaire</b>	<p>Remember that the principal/HM could also be the math teacher of a YL child, so we have two versions:</p> <p>Version B1: Math teacher of YL child/children is not the principal/HM Version B2: Math teacher of YL child/children is also the principal/HM</p>	Depends on how many math teacher's there are for the YL children in the school, min. 1
<b>3. Child observation</b>	For up to 6 children per observation Remember that we have separate versions for observation 1, 2 and 3 and an additional module for the homework book observation.	Min. 1 for each YL child's class and up to 3 per class (if there are more than 6 YL children in the class)
<b>4. Teacher observation</b>	of each Young Lives child's teacher teaching a maths lesson to the Young Lives' child's class (1 researcher)	1 for each Math teacher of a YL child. If the same Math teacher teaches YL children from different classes 1 observation for <u>each</u> class.
<b>5. Teacher analysis of student responses</b>	That each Math teacher of a YL child has to fill this in but only once, even if the teacher is teaching YL in different classes	1 for each Math teacher of a YL child, min. 1

<b>6. School observation</b>	Remember that the school observation is an ongoing protocol	1
<b>7. Child questionnaire</b>	For every YL child in the school (administered in a group)	1-x (one for every YL child in the school)
<b>8. Child test</b>	For every YL child in the school (administered in a group)	1-x (one for every YL child in the school)

## 5.2 Order and timing of survey components

### Introduction

It is important that you conduct the survey components in a certain order since they partly build on each other. The order is the following:

1. When you first arrive at the school you can distribute the questionnaire to the principal/HM and math teacher since they are self-administered. Make sure to distribute the math teacher questionnaire to all relevant math teacher(s). Remember to use a different version if the principal/HM is also a math teacher of a YL child.
2. Next you have to conduct the child and teacher observation;
3. Then conduct the teacher analysis of student responses and child test and child questionnaire.
4. The school observation can be conducted throughout your time at the school. Be aware, however, that one section requires you to do a specific observation on the 2<sup>nd</sup> day at the school (if it is not a Saturday). This will be further explained in the section regarding the school observation below.

Also note that:

- The child and teacher observation should be conducted at the same time, not in different sessions. Hence two fieldworkers are needed to conduct the instrument.
- The principal questionnaire and teacher questionnaires can be given to the respondents because they are self-administered. They **DO NOT** need to be completed on school premises.
- The child questionnaire and child test **must** be completed by children during school time and on the school premises with a fieldworker present at all time.
- The teacher analysis of student responses must be completed by the teacher during the school day, and they may not take it home or consult with anyone else in order to complete it.

**To illustrate this, here is an example of the procedure of a single school visit:**

1. Arrive at a site / community
2. Visit DEO and MEO (if appropriate) and hand out information leaflets. Locate and visit schools and distribute consent forms to the principal, math teacher(s) and YL child(ren) and their classmates. If any of the problems mentioned in Section 2.2 occur (i.e. child has dropped out, moved school, school does not exist, school is closed, etc.), supervisor / CESS needs to be informed so that a decision can be made.
3. Check whether all YL children are still visiting the school and fill in the roster
4. Check which version of the principal and teacher questionnaire you need to use. This depends on whether the principal is also the math teacher.

5. Further, be sure that you know how many of each of the components you need to conduct at the specific school you are at. This depends on the number of YL children and how they are spread across classes and whether the math teacher teaches more than one class / section with a YL child (see Table 2 for an overview).
6. Conduct the school survey and remember:
  - The principal questionnaire and teacher questionnaire can be given to the principal to take home
  - The teacher and child observation(s) must take place before the teacher analysis of student responses, child test and child questionnaire can be conducted.
  - The teacher and child observation(s) need to be conducted by **two** fieldworkers in the same Maths session (with the Math teacher of the YL children teaching).
  - Do child test and questionnaire with all YL children at the same time. This must take place **during school hours** and **on the school premises**. Check whether the children have informed their caregivers (where possible).
  - The teacher analysis of student responses can be given to the teacher after the observation, but must be completed during the school day and under semi-supervision to ensure the teacher does not enlist any help in completing it.
  - The school observation should take place near to the end of the stay at the school
7. Check the principal questionnaire and teacher questionnaire for problems, mistakes, missing values and if there are such cases probe the principal or teacher.
8. Thank all participants for their participation and give gifts
9. Thank the MEO before you leave the sentinel site / community
10. Leave for the next sentinel site / community

## 6 Manuals for survey components

### Introduction

The roster is mainly for data management purposes, but is also essential for you since it provides information about the school you need to visit, about the number of YL children expected to be at the school and because it helps you to identify how many different classes you have to observe.

Note that:

- If a YL child listed in the roster is not enrolled in the school anymore, please report this to your supervisor who has to report it back to the team at CESS. If it is a school with only one YL child you will then **not** conduct the school survey in that school since we will not track the YL child.
- If you find a YL child in the school which is not listed in the roster, please add it to the roster and integrate it in the child specific survey components (child questionnaire, child observation and child test).

### 6.1 School roster

Each fieldworker/supervisor will be provided with a School Roster. Some information will be 'pre-printed' or provided while other information will need to be filled in/collected when you are visiting the school. This should be filled out for EVERY school you visit.

### Basic School Information

The following information about the school will be provided/pre-printed in your school roster. This data was collected from the R3 Education History of the YL child and from the R3 Community Questionnaire.

- YL School Code – This starts with INSC### and should be used on all the questionnaires data handling forms.
- School Name
- School Code (if it exists)
- School Type
- Where the School is located
- Community ID and Name
- District

Below is an example of what this will look like:

<b>Young Lives School Code: INSC002</b>			
<b>School Name:</b>	<b>M.P.P.SCHOOL CHALLAVEEDI</b>		
<b>School Code:</b>	0119054	<b>School Type:</b>	Public (Government)
<b>Where is the school:</b>	MANDALVEEDI		
<b>Community ID:</b>	IN101	25TH WARD	<b>District:</b> SKLM
<b>Telephone:</b>	<b>HM Mobile/Landline:</b>		

If for some reason this information or a portion of this information is NOT provided in the roster, please collect the missing information. If some of the information is incorrect – please correct it.

### Teaching Staff Participant Roster

You will need to fill this out for ALL members of the schools staff (Primary Level) even if they are NOT answering any of our questions.

The ID listed in the left hand column is the same ID you will use to identify the respondent in the headers of the various surveys as well as in the child and classroom rosters below.

**Teaching Staff Participant Roster:**

Staff ID:	Staff Participant Name:	Position in School: 01=Principal/ HM 02=Acting Principal / HM 03=Regular Teacher 04=Vidya Volunteer 05=Community/ Informal teacher; 06=NGO sponsored teacher 07= Other (specify)	Permanent or temporary contract?  01=Permanent 02=Temporary	Caste  01=SC 02=ST 03=BC 04=OC 05=MM	Religion  01=Hindu 02=Muslim 03=Christian 04=Other, Specify	Gender  01=Male 02=Female	Highest General Education  00=None 01=Matriculation passed (10th) 02=Higher Secondary Passed (12th) 03=College / Degree (Bachelor) 04=Masters (other post graduation), 05=Ph.D., 06=Other (specify)	Highest Teacher Qualification  00=None 01=Dip. Ed./TTC/ Any diploma 02=B.E.d./TPT/ HPT 03=M.Ed. 04=Other, Specify	Years of experience as a teacher
01	_____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____
02	_____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____
03	_____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____
04	_____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____	[__] _____

**Child Roster**

The below will list the YL Children we would EXPECT to be at this School. It will also include:

- The Name of the YL Child
- Gender of the YL Child
- Age of the YL child **IN ROUND 3**
- Class/Grade of the YL child **from ROUND 3**

This information will help you locate and identify the YL Child within the school. The following information you will need to fill in:

- Q5. Class in SS – This means the class that the Child is currently attending (during the School Survey – SS).
- Q6. If the Child is still enrolled in this school. If the answer is 00=No, Skip to ‘Q10. If Child is no longer enrolled, has this child dropped out of education or moved schools?’. If the answer is 01=Yes then please fill in the Q7. Section, Q8. Shift and Q9. ID of Maths teacher then skip to the next child. (This will help you locate the child for the classroom observations).
- Q9. ID of the Maths Teacher for the Child – Please use the appropriate ID from the Staff Roster above to fill this in.
- If the answer to Q6. is 00=No, you will need to fill out Q10 and Q11. the codes for Q11 are listed below (and on a separate page in the rosters).

**Young Lives Children Expected at School:**

<b>CHILD ID:</b>	<b>1. Name of Child</b>	<b>2. Gender</b>	<b>3. Age in R3</b>	<b>4. Class in R3</b>	<b>5. Is the child still enrolled in this school?</b>  00=No; 01=Yes; if No go to Q10.	<b>6. Class now</b>	<b>7. Section A, B, C, D</b>	<b>8. Shift</b>  01=Full Day 02=Morning Shift 03=Afternoon Shift	<b>9. ID of Maths Teacher for this child</b>	<b>10. If child is no longer enrolled, has this child dropped out of education or moved schools?</b>  01=Dropped out 02=moved schools 03=other, specify ??=N/K	<b>11. Why has the child dropped out or moved schools?</b>  For drop out use codebox 1 For Moved schools use codebox 2
IN030071	SURESH TEETI	Male	7	1	[__]	[__]	[__]	[__]	[__]	[__]	[__]

As stated in the text for Q11. If the answer to Q10 is 01=Dropped out, you will need to use the codes listed in Codebox 1 as the answers for Q11. If the answer to Q10 is 02=Moved Schools, you will need to use the codes listed in Codebox 2 as the answers for Q11.

**Codebox 1**

- 01= School costs (e.g. fees, books, uniform, transport) too high
- 02= School too far from home
- 03= Not safe to travel to school
- 04= Lack of transport to school
- 05= Truancy, child does not want to go, not interested
- 06= Banned from school because of behaviour, poor attendance, etc.
- 07= Banned from school because of low achievement
- 08= Bullying/abuse from peers
- 09= Domestic work (including chores, caring for family members, looking after siblings)
- 10= Agricultural work (including farm work, harvest)
- 11= Paid work
- 12= Family Issues (e.g. Problems at home, parent disputes, etc)
- 13= Stigma and discrimination (child was not welcome because of ethnic group/socioeconomic group etc)
- 14= Migration
- 15= Disability
- 16= Ill Health
- 19= Other, specify

**Codebox 2**

- 20= Shifted to private English-medium school in same community
- 21= Shifted to private English-medium school in different community
- 22= Shifted to government school in same community
- 23= Shifted to government school in different community
- 24= Shifted to hostel school
- 25= Other, specify
- ??= Not Known

**Classroom Roster**

The below should be filled out for EVERY classroom you conduct a Classroom Observation in.

You can fill this out by taking a look at the Child Roster and determining how many UNIQUE classrooms there are according to the class, section, shift and teacher ID from the Child Roster. For each UNIQUE class fill out the below information. This will help you determine how many observations you will need to do per school.

### Classroom Roster:

<b>Classroom ID:</b>	<b>Grade</b> 01= Grade 1, 02=Grade 2, 03=Grade 3, 04=Grade 4, 05=Grade 5, 00=Not applicable	<b>Section:</b> A, B, C, D	<b>Shift</b> 01=Half day; 02=Morning Shift; 03=Afternoon Shift; 04=Full Day	<b>ID of Mathematics Teacher</b> (from staff participant roster)	<b>Number of YL children in this class</b>
01	[__]	[__]	[__]	[__]	[__]
02	[__]	[__]	[__]	[__]	[__]
03	[__]	[__]	[__]	[__]	[__]
04	[__]	[__]	[__]	[__]	[__]
05	[__]	[__]	[__]	[__]	[__]
06	[__]	[__]	[__]	[__]	[__]
07	[__]	[__]	[__]	[__]	[__]
08	[__]	[__]	[__]	[__]	[__]
09	[__]	[__]	[__]	[__]	[__]
10	[__]	[__]	[__]	[__]	[__]

The Classroom ID (01-10, etc.) is the ID you will list in the Classroom Observation Data Handlers Section. Again, you will need to identify the grade, section and shift you are observing. You will also need to fill in the ID of the Maths teacher you are observing (again you get this ID from the staff roster).

## 6.2 Principal/HM and Math teacher questionnaire

### 6.2.1 Principal/HM questionnaire

The principal/HM questionnaire is **self-administered** and can be given to the principal/HM to take home to be completed in their own time as has been explained earlier. If the headmaster is absent from the school for the whole time you are in the community ask the **acting principal/HM** to fill in the questionnaire.

#### **REMEMBER that:**

1. Before you hand out the instrument you need to make sure which version you distribute. As shown in Table 2, there are two different versions of the principal/HM questionnaire: One if the principal/HM is also the Math teacher of a YL child.
2. When you collect the questionnaires check them thoroughly. It is important that you go through each question and ask the headmaster if you spot any problems, mistakes or missings. Please clarify these and fill in the answers. Be sure to check the whole instrument.

### 6.2.2 Math teacher questionnaire

The math teacher of the YL students is asked two components, a questionnaire and a teacher analysis of student responses. The specific things you need to be aware of are laid out in the following.



- Each math teacher of the YL child/children in the school needs to fill in one of these questionnaires.
- The teacher questionnaire can be handed to the teacher and completed when it is convenient for the teacher. This does not need to happen on the school premises and during school hours.
- Make sure to use the specific version if the teacher is also the principal/HM of the school
- Please thoroughly check the teacher questionnaire when it is returned to you. Please make sure that there are no problems, mistakes or missing values. If there are any problems please probe the teacher and clarify these and enter them in the questionnaire.

### 6.2.3 Guideline for checking principal and teacher questionnaire

As soon as the principal and/or teacher questionnaires are returned to you, you must check that ALL sections have been filled out correctly and legibly and that there is no missing information. If there are any incomplete sections, go back to the participant and clarify why the section has not been filled in. It may be necessary for you to explain the question more thoroughly, and to probe for an answer.

Your checking must be done immediately after the questionnaires are returned to you. We have given examples below of where some common entry errors are made to help you ensure your questionnaires are comprehensively completed.

#### Check: missing values

Make sure that there are no missing values. In the example below the respondents answer 4.1.3 with yes, but does not answer the follow question ‘If yes, how manageable was the situation?’

4.1	<b>During the last school year (2009 - 10), have you faced any of the following challenges with the class/es you teach and if so, how manageable was the situation?</b>	<b>Have you faced this challenge in the last school year 2009-10?</b>  00=No 01=Yes	<b>If yes, how manageable was the situation?</b>  01=Manageable, 02=Manageable with some difficulty, 03=Not manageable
4.1.1	Students with different academic abilities	[ 00 ]	[ _ _ ]
4.1.2	Students who come from a wide range of backgrounds or social groups (e.g. economic, language)	[ 01 ]	[ 02 ]
4.1.3	Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities)	[ 01 ]	[ _ _ ]
4.1.4	Students with other difficulties in learning, shown by poor marks in tests and homework	[ 00 ]	[ _ _ ]

#### Check: all that apply

Please check that all fields are filled-in. In the example below the respondent only indicated the yes, but not the ‘No’ answers. Please complete this section by entering ‘00’ for 1.5.4-1.5.7.

1.5	<b>Can you write a letter in the following languages?</b>	00=No; 01=Yes	
-----	---	---------------	--

1.5.1	Telugu	[ 01 ]	
1.5.2	Hindi	[ 01 ]	
1.5.3	English	[ 01 ]	
1.5.4	Urdu	[ ]	
1.5.5	Kannada	[ ]	
1.5.6	Oriya	[ ]	
1.5.7	Other (specify)	[ ] Specify _____	

**Check: one option only**

Please make sure that in questions like the one below **only one** code is recorded. If there is more than one, please probe the principal/HM or teacher and correct the form so that only one code is entered.

1.8	<b>What is your native place?</b> 01=This village/town, 02=Village in this mandal, 03=Town in this mandal, 04=Village in this district, 05=Town in this district, 06=Village in another district in AP, 07=Town in another district in AP, 08=Outside AP	[ 04 ]
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**Check: right code(s) for a complex situation**

In rather complex questions like the one below, respondents might forget to fill in all relevant sections. Please check them thoroughly. In the example below, the respondent answered 3.5.2 with 'Recognition' but did not specify the source.

3.4	<b>Did you receive any rewards / incentives for good performance during the last three years in cash, in kind or in recognition?</b> 00=No; 01=Yes	[ 01 ]	
3.5	<b>If you have received any rewards / incentives in the last three years in cash or kind...</b>	<b>What type of rewards /incentives did you receive?</b> 01=Transfer, 02=Promotion, 03=Additional Increment, 04=Recognition (e.g. Best Teacher Award), 05=Other (specify)	<b>What was the source of the reward(s)/incentive(s) given</b> 01=School, 02=Community, 03=Mandal, 04=District, 05=State, 06=NGO, 07=Other (specify)
3.5.1	Reward 1	[ 02 ] Specify _____	[ 01 ] Specify _____
3.5.2	Reward 2	[ 04 ] Specify _____	[ ] Specify _____

**Check: 'other (specify)'**

A common mistake is also that respondents might answer 'Other (specify)' but forget to specify the actual answer as the example below illustrates.

8.0	<p><b>What is the main approach or strategy used in convincing parents who are reluctant to send their children to school?</b></p> <p>01=Repeated home visits by teachers          02=Reporting to higher officials          03=Involve peers, 04=Involve NGOs          05=Involve VEC / SEC/ AMC          06=Involve PTA, 07=Involve SHGs          08=Involve PRI, 09=Give up          10= Parents requested to come to school          11=Other specify, 88=Not applicable</p>	<p>[ 11 ]</p> <p>Specify _____</p>
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**Check: options**

Please also check whether the options are chosen correctly as in the example below. If the school has two official mediums of instruction, namely Telugu and English this should be recorded in the way shown below.

4.7	<p><b>Please specify the official medium/s of instruction of this school:</b></p> <p>01=Telugu, 02=English, 03=Urdu, 04=Hindi, 05=Kannada, 06=Oriya, 07=Other (specify)</p> <p><i>Example: if it is just Telugu, enter 01. If it offers both Telugu and English, enter both 01 and 02, etc.</i></p>	<p>1st [01]          Specify _____          2nd [02]          Specify _____          3rd [ _ _ ]          Specify _____</p>
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**Check: skips**

The principal/HM and math teacher questionnaire contain a lot of skips. Make sure the respondents did not make a mistake. In the example below the respondent answers 6.4 with 'Yes' which would mean that he or she should also answer 6.4.1-6.5. Either the respondent got 6.4 wrong (No instead of Yes) or simply forgot to fill in 6.4.1-6.5. In such instances ask the respondent again to fill in the missing sections.

6.4	<p><b>Did you receive a teaching and learning grant this academic year?</b> 00=No; 01=Yes <i>(If no, skip to 7.0)</i></p>	<p>[01]</p>
6.4.1	<p><b>If yes, how much was the teacher and learning grant you received this year?</b></p>	<p>Rs. [ _ _ _ _ ]</p>
6.4.2	<p><b>If yes, did you receive your grant for teaching and learning materials on time?</b> 00=No; 01=Yes</p>	<p>[ _ _ ]</p>
6.5	<p><b>Was the grant given for teaching and learning materials sufficient?</b> 00=No; 01=Yes</p>	<p>[ _ _ ]</p>
6.5.1	<p><b>If no, in your view what is the amount required for Teaching and Learning Materials?</b></p>	<p>Rs. [ 2,000 ]</p>

**Check: Attitudes section**

The attitude sections in both questionnaires requires specific attention, since they are quite complex. Please check them thoroughly. In the example below the respondent has not fully completed the question 20.2. This is a common mistake. Please probe the respondent on these questions.

20.2	<b>What do you think are the <u>three most important</u> indicators of a good school?</b>		
	<b>Order of importance</b>	<b>Indicators of a good school</b>	<b>How do you rate your school on this indicators compared to other schools?</b> 01=Better than other schools in the mandal 02=Same as other schools in the mandal 03=Worse than other schools in the mandal
20.2.1	First	[ 03 ] Specify _____	[ ]
20.2.2	Second	[ 12 ] Specify _____	[ ]
20.2.3	Third	[ 16 ] Specify _____	[ ]
<b>Codebox</b> 01=School is easily accessible geographically 02=Provision of food and safe drinking water 03=Good school infrastructure, e.g. current, quality of buildings, sanitation facilities, playground 04=Provision of basic school supplies (blackboard, chalks, etc.) 05=Preparation and use of TLMs (teaching & learning materials) 06=Gender sensitive classrooms 07=Social category sensitive classrooms 08=Good teacher management 09=Good school management 10=Good teacher attitude 11=Good learning achievement / exam results of children 12=Good teacher qualification 13=Good community support 14=High parental engagement 15=Strong links to higher authorities 16=English medium of instruction 17=Other (specify)			

**In the following attitude questions you need to make sure that the respondent has circled their chosen answer.**

Please read the following statements and circle whether you strongly agree, agree, neither agree nor disagree, disagree and strongly disagree.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<b>Children do better in school if they learn to read and write in their mother tongue</b>	1	2	3	4	5
<b>Children who have not been taught with English as a medium of instruction will find it more difficult to get good jobs in the future</b>	1	2	3	4	5

## 6.3 Child and teacher observation (classroom observations)

### 6.3.1 Introduction to observations

- This manual should be read together with the Young Lives (YL) child and teacher observation component.
- The child and teacher observation aims to capture student’s and teacher’s activities during a **Mathematics** lesson.

- For this purpose, the classroom observation is divided into **two** parts, a child observation and a teacher observation. Please decide who will conduct each observation.
  - The teacher should be the **regular math teacher**. If the regular math teacher is absent, try to wait until the regular teacher has returned i.e. conduct the observation on a different day. If this is not possible, mark in the respective section on the teacher observation module.
  - The lesson should be an ordinary lesson and not a test, exam, or remedial class.
- One researcher should record the activities of always **six children** over a period of **30 minutes at regularly timed intervals**. The other researcher should record the language/s the teacher is using and the activities of the teacher over a period of **30 minutes at regularly timed intervals**. You will have the opportunity to compare notes at the end and answer some general questions about things that you have observed in the classroom.
- The fieldworker observing the teacher should also ask the teacher some questions at the after the lesson and should conduct the teacher analysis of student responses. The fieldworker conducting the child observation is asked to collect homework books at the end of the lesson from the YL children in the classroom which has been observed for review. When the researcher reviews the work books he/she will be asked to answer some general questions based on their observations. The fieldworker observing the children will also conduct the child test and child questionnaire after the child observation.

#### THINGS TO DO BEFORE YOU BEGIN OBSERVATION & GENERAL CONSIDERATIONS:

- Explain to the teacher that you want them to carry on with their lesson as **normal**, and not to change it because of the observation.
- Explain that you don't want the teacher to talk to the observers during the lesson (except as an initial introduction), and you don't want to talk with the children during the lesson. Agree with the teacher where you will sit, so that you are not in the teacher's way.
- Normally, try to sit to one side, ideally in a position where you can see children's faces and get a sense of their level of engagement, but make sure that the children are not distracted by you.
- Once you have briefly introduced yourself to the class or been introduced by the teacher, please try to blend into the background, as far as is possible.
- When the lesson has started, do not move around and do not talk to the teacher or students. If the students talk to you, reply politely, saying that you are busy and not able to talk to them right now. Thank the teacher and pupils when you leave, but please avoid making any comment on anything you have seen.

### 6.3.2 Child observation

You will have a list of Young Lives children in each school, whom you are supposed to observe. Some of these children will be in the same class, and you will observe at least 6 children in each class with YL children.

#### 6.3.2.1 Selection of YL children

- You must observe children in a math lesson for each class where there is at least one YL child
- In total six children should be observed during **EACH** lesson observation.
- However, sometimes there are more than 6 YL children in the same class, or less than 6 YL children in the same class. In these circumstances you may have to select non-YL children for observation using the **randomisation protocol**.

- IT IS VERY IMPORTANT THAT THE TEACHER DOES NOT KNOW EXACTLY WHICH CHILDREN YOU ARE OBSERVING, SINCE THIS MIGHT CHANGE THE WAY THEY CONDUCT THE LESSON. To avoid this, please follow the procedures outlined below.

The following instructions will guide you what to do in each scenario.

### **6 Young Lives children or less in class**

If there are 6 YL children or less in a class, two researchers only need to observe **one** lesson. (*If there are more than 6 children please skip to the next section of instructions.*) Before the class starts, you need to identify the YL children for observation, and identify additional ‘random’ children using the **randomization protocol** outlined below.

If you have exactly **6 YL children** in the class:

- Select them all for observation. Write their names on a piece of paper.
- Consult the class register to add an additional **6 random** names to the list. Give this list to the teacher and ask her to call out the names. Make a note of which children are the YL children for observation so that you know who to observe. It is very important that the teacher does not know exactly which children you are observing.

If you have between **1 and 5 YL children** in the class:

- Select them all for observation and write their names on a piece of paper.
- You now need to select additional **random** children to observe using the **randomization protocol**. You must add enough children to ensure you will observe **6 children in total**.
- So, if you have 3 YL children in a class, you need to use the randomisation protocol to select an additional 3 children for your observation. If you have 5 YL children in a class, you need to use the randomisation protocol to select an additional 1 child for your observation and so on.
- Once you have successfully selected 6 children for your observation and have written their names down on a list, you must use the class register to add an additional 6 random names to the list of your choice (if there are too few children on the register to add an additional six children, ask the teacher to read out ALL names on the register)
- **Then** give this list to the teacher and ask him/her to read out the names the names. Make a note of which children are the YL and non-YL children selected for observation so that you know who to observe. IT IS VERY IMPORTANT THAT YOU DO THIS SO THAT THE TEACHER NEVER KNOWS EXACTLY WHICH CHILDREN YOU ARE OBSERVING.

Ideally, the other children selected using the randomisation protocol should not be seated next to the Young Lives child/children as this may influence their behaviour (e.g. if the Young Lives child is chatting, then their neighbours will be chatting as well). You do not have to fill in the child’s name – just call them boy 1, boy 2, girl 1, girl 2, etc.

### 6.3.2.2 Randomisation Protocol

In circumstances where you have to include non-YL children in a classroom observation to reach a total of 6 children per observation, you **MUST USE THE RANDOMISATION PROTOCOL**. This is because it is **VERY** important that the extra children observed are a **RANDOM SAMPLE** from each class.

- To do this you will need the **RANDOM NUMBER LISTS** you have been given, and the **CLASS REGISTER** for the class you are observing.
- Please select the random number list which most closely matches the number of children in the classroom you are observing.
  - E.g if there are 8 students in a class, select the random number list with 10 children. If there are 36 students in a class, select the random number list with 40 children.
- Place this random number list next to the class register.
- Decide whether you will use the highest numbers or the lowest numbers on the list. **IT DOES NOT MATTER WHICH YOU SELECT, IT IS YOUR CHOICE.**
- Then, starting with either the highest or lowest number on the selected random number list, select the child's name next to the highest/lowest number for observation, and write it down on the list together with the names of the YL children. Repeat the process using the second highest/lowest number, then the third highest/lowest number and so on, until you have selected the required number of additional children for observation.
- Ideally, the other children selected through this method should not be seated next to the Young Lives child/children as this may influence their behaviour (e.g. if the Young Lives child is chatting, then their neighbours will be chatting as well). You do not have to fill in the child's name – just call them boy 1, boy 2, girl 1, girl 2, etc.
  - If the children you select randomly are seated next to YL children, please select the child's name on the register next to the next highest/lowest number on the random number list.

#### **Example:**

<b>Classroom register</b>		<b>Random number list for class size up to 10</b>
<i>N. Sirisha</i>		2
<i>S. Krupa</i>		1
<i>A. Shapnu</i>		10
<i>P. Narender</i>		5
G. Anusha		9
A. Likitha		7
A. Pavan		4
K. Renuka		3
P. Kiran		6
		8

- There are 9 children in the class so **SELECT** random number list for class size up to 10 and place the two lists next to each other, as above.
- 1 child in the class, *A. Likitha*, is the only YL child in the class, hence the Fieldworker must select 5 **OTHER RANDOM CHILDREN**.

- Fieldworker decides to work with the HIGHEST NUMBERS on the random number list.
- To select the first child the fieldworker finds the highest number on the list, 10, and sees which child's name is next to the number. The fieldworker writes this child's name on the list.
- To select the second child, the fieldworker finds the next highest number on the list, 9, and sees which child's name is next to the number. The fieldworker writes this child's name on the list.
- To select the third child, the fieldworker finds the next highest number on the list, 8, and sees which child's name is next to the number. The fieldworker writes this child's name on the list.
- To select the fourth child, the fieldworker finds the next highest number on the list, 7, and sees which child's name is next to the number. **In this case, this child is the YL child, so the fieldworker goes to the next highest number, 6, and selects this child.** The fieldworker writes this child's name on the list.

The fieldworker continues this process until he/she has added enough non-YL, random children to the YL children in the class so that he/she has 6 children to observe.

### 6.3.2.3 Frequency of child observations and activity codes

- You will observe each of the 'target' children in turn.
- The space between the observations is dependent on the total length of the session. The following table should be used as a guide to establish how much time you should leave between the observations:

Length of Lesson	CONDUCT ONE OBSERVATION:
30 minutes	EVERY 120 SECONDS /2 MINUTES
35 minutes	EVERY 140 SECONDS/2.20 MINUTES
40 minutes	EVERY 160 SECONDS/2.40 MINUTES
45 minutes	EVERY 180 SECONDS/3 MINUTES
50 minutes	EVERY 200 SECONDS/3.20 MINUTES
55 minutes	EVERY 220 SECONDS/3.40 MINUTES
60 minutes	EVERY 240 SECONDS/4 MINUTES

If you observe a math lesson which is 45 minutes long, but your introduction to the teacher and the identification of the target children has taken 10 minutes there are 35 minutes for observation left. Hence you have to observe the children in turn every 2.20 minutes for 15 times.

### 6.3.2.4 Conducting the observation

- Ensure you have decided the appropriate frequency of observations using the table above.
- Record the time you begin the observation and start the stopwatch
- Observe each child and decide which ACTIVITY CODE best describes what they are doing with reference to the activity code definitions below. Record this in the table and move on to the next child and repeat the process Do this until you have observed all 6 children.
- Wait until the beginning of the next time period. Repeat the process until you have made 15 observations for each child and the lesson has finished.



- Record the time you complete the observation.

### 6.3.2.5 Activity Codes

Before you begin please ensure you HAVE PRACTICED USING THE ACTIVITY CODES AND KNOW THEM FROM MEMORY. In the following they are explained in detail.

**01=LISTENING/ WATCHING TEACHER** - (e.g. where the child is silent but appears actively engaged in lesson, for example, they are watching the blackboard)

**02=OFFERING TO TEACHER** - to answer question/instruction (e.g. raising hand or other signal to show ready to answer a question)

**03=CHANTING** - in unison (e.g. as part of whole class 'call and response' activity, such as reciting sequences or chanted responses to teacher's instructions or questions, applauding other students who have answered questions)

**04=RESPONDING IN WHOLE CLASS ENVIRONMENT** - Making an individual contribution to the lesson (e.g. asking a question relating to the content of the lesson, answering teacher's question to the class, solving a problem or writing an answer on the blackboard in front of the whole class. Also use this code if one or two other children also contribute)

**05= TALKING TO TEACHER INDIVIDUALLY** - (including responding to teacher, question/answer exchange with teacher about lesson or some aspect of their learning, including guidance/tuition/praise from teacher (one to one or in small group, i.e. not part of whole class teaching)

**06= TEACHER LED INDIVIDUAL WRITING/DRAWING** – in exercise books, on individual slates etc. (e.g. copying notes from blackboard, writing down teacher's dictation, or completing another mechanical task set to all children in the class.).

**07= CHILD LED INDIVIDUAL WRITING/ DRAWING** – task/activity (where each child is working independently on self-directed tasks on paper or using a keyboard, e.g. working on problem, drawing, or project including moving around within classroom to get materials need for learning activity such as books or pencils, completing maths questions completing a written or verbal test, worksheet or other task set to all children in class). The main factor in deciding between codes 06 AND 07 is how far the task is set by teacher and the same for all the children, versus individualized and with the child having some control over what they do, when they do it.

**08= GROUP TASK/ACTIVITY** - in which children are working together and collaborating. (e.g. 2-5 children working together on a problem, drawing, or project) N.B. this is not children just sitting in groups, they must be working together

**09=NOT CONCENTRATING ON TEACHER** - class is involved in whole class activity but student is daydreaming, sleepy, distracted etc

**10=NOT CONCENTRATING ON INDIVIDUAL WORK** - children are completing individual tasks but student is daydreaming, sleepy, distracted etc

**11=WAITING** - for the teacher to return/waiting for instructions on what to do next/waiting for other children to finish work/waiting while teacher gives out or collects text or exercise books, registers or other routine administrative tasks

**12=ALTERNATIVE FOCUS** – engaging in alternative activity e.g. playing a game under the desk or chatting with friends (not related to learning) or engaging in disruptive activity e.g. shouting, fighting, teasing other children

**13=DISCIPLINED BY TEACHER** - Being scolded, threatened with physical punishment, or actually hit or beaten by teacher (individually or as part of group)

**14= OTHERS** - e.g. child has briefly left the classroom, e.g. to use the toilet/ on an errand

**Make sure that you enter the observations column by column from Time 1 to Time 15. It is**

**essential to complete all 15 observations. After the final observation you need to answer the questions regarding your observations of the whole class and the teacher which are part of the Child Observation I protocol.**

### **Observation Protocol of the whole class and the teacher**

Please answer the following questions after the classroom observation.

<b>Timetable</b>	
19.0	Please record whether the class lasted the timetable length (Yes '01'), was shorter (No, it was shorter '02') or was longer (No, was longer '03').
19.1 & 19.2	Please answer the questions with either No ('00') or Yes ('01').
<b>Use of teaching and learning materials and resources</b>	
20.0	Please answer this question with either No ('00') or Yes ('01'). If No ('00'), skip to 20.1.
20.0.1	If 20.0 is answered with Yes '01' please describe the availability of textbooks in the classroom using the codes provided.
20.1	Please answer this question with either No ('00') or Yes ('01'). If No ('00'), skip to 20.2.
20.1.1	If 20.1 is answered with Yes ('01') please describe the availability of textbooks in the classroom using the codes provided.
20.2	Please answer this question by entering the language codes provided. If more than one language was used in the period, please record the two mainly used languages, naming the most used first.
20.3	Please answer this question for all the listed items (20.3.1-20.3.8) with either No ('00') or Yes ('01').
<b>The learning environment</b>	
21.0	Please answer this question with either No ('00') or Yes ('01'). If No ('00'), skip to 21.1.
21.0.1	If 21.0 is answered with Yes ('01') describe the situation using the provided codes. If the codes do not describe your observation put '06' (Other (specify)) and describe the situation you have observed.
21.1-21.3	Please answer these questions with either No ('00') or Yes ('01').
21.4	Please answer the question using the provided codes.
21.5	Please answer these questions with either No ('00') or Yes ('01').
21.6 & 21.7	Please answer these questions with either No ('00') or Yes ('01') or Not applicable ('88').
21.8	Please answer these questions with either No ('00') or Yes ('01').
21.9	Please estimate the classroom size and record it in square feet.

**At the end of the 2<sup>nd</sup> lesson observation you need to collect the homework books of all the YL children you have observed across the 2 observations. You can observe them at any point after the 2<sup>nd</sup> child observation. (If you only completed one child observation, you can conduct this part of the observation immediately after the first observation)**

### 6.3.2.6 Homework book observations

After the child observation in the classroom you need to collect the YL children’s work books only. There can be between 1-18 YL children in a class which is observed, so this has to be done for all of these children. If there are 6 or less YL children in the class do it right after the child observation has taken place. If there are more than 6 YL children in the class, do it after the second observation for all children.

When you have collected all YL children’s homework books please take the books to a place where you can review them without being interrupted. Please review the pages of each homework book. When you have the homework books you need to look for the extent of teachers marking and the format this marking usually takes in the homework books. The following explanation does relate to all homework book observations for all YL children (up to 18).

1.1	Please enter the YL child’s ID which you can find in the school roster
1.1.1	Please enter the classroom ID which you can obtain from the school roster
1.2	Please enter No (‘01’) if the child has no workbook/exercise book and Yes (‘01’) if the child has one.
1.3	Please answer the question using the provided codes. Use ‘01’ if all, ‘02’ if most (75%), ‘03’ if up to half (50%), ‘04’ a few (less than 25%) and ‘05’ none of the specific child’s workbook/exercise book has been marked by the teacher. If none of the work has been marked skip to 2.1 (to child 2 workbook observation).
1.4	If some or all of the work has been marked, describe the way the teacher has marked the work with the codes provided. Put ‘01’ if it has been just ticked and does not contain any written annotations, ‘02’ if the marking includes simple grades like A, B, C, or 60%, 70%, etc.
1.5	Please record the language of any comment in the workbook / exercise book using the codes provided. If the comments are in different / a mixture of languages, please record the two main languages.
1.6	Please leave any comments on the book if you think an important element is missed by the questions above.

### 6.3.3 Teacher observation

#### 6.3.3.1 Introduction to Teacher observation

- The observer will focus on the teacher’s activities and language, recording their main activity and main language used at one minute intervals over the course of 30 minutes.
- As for student observations, observe for about ten-fifteen seconds in order to judge the language/s they are using, and record this in the table below. Then observe the teacher for another ten-fifteen seconds to decide the code for their main activity and record this in the table below.

#### 6.3.3.2 Frequency of observations

- BEFORE YOU BEGIN YOU NEED TO DETERMINE THE INTERVAL BETWEEN OBSERVATIONS. THIS WILL BE DETERMINED BY THE LENGTH OF LESSON:

Length of Lesson	CONDUCT ONE OBSERVATION
30 minutes	EVERY 60 SECONDS / 1 MINUTES

35 minutes	EVERY 70 SECONDS/1.10 MINUTES
40 minutes	EVERY 80 SECONDS/1.20 MINUTES
45 minutes	EVERY 90 SECONDS/1.30 MINUTES
50 minutes	EVERY 100 SECONDS/1.40 MINUTES
55 minutes	EVERY 110 SECONDS/1.50 MINUTES
60 minutes	EVERY 120 SECONDS/2 MINUTES

### 6.3.3.3 Conducting the observation

- Ensure you have decided the appropriate frequency of observations using the table above.
- Record the time you begin the observation and start the stopwatch
- Observe the teacher for 10-15 seconds and decide which LANGUAGE(S) (if any) they are using with reference to the language table below. Record this in the table.
- Then observe the teacher for a further 10-15 seconds to judge which ACTIVITY CODE best describes what they are doing with reference to the activity code definitions below. Record this in the table.
- Wait until the beginning of the next time period. Repeat the process until you have made 30 observations and the lesson has finished.

Record the time you complete the observation.

### 6.3.3.4 Language used

Record whether they are:

	Example	What you should write
Speaking in one language only	Only speaking Telugu	01
	Only speaking English	02
Speaking mostly in one language, but also using another language	Speaking mostly English but using one or two words from Telugu	02/01
	Speaking mostly Urdu but using one or two words of Telugu	03/01
Not speaking	Marking work	88

### 6.3.3.5 Activity codes

When you have recorded the language/s the teacher was speaking in during the sentences you listened to, please tick the activity code in the table, which represents the teacher's main activity during the ten-fifteen seconds you observed them. The activity codes used in the table above are defined below.

#### **Teacher-oriented whole class activities**

**1=Introducing / Summarising lesson** – Use this code when you observe that the teacher is introducing or commenting on the lesson, explaining to students what the focus of the lesson is and/or what activities they will do; also includes concluding the lesson, explaining to children what they have learned. Also use this code if the teacher is summarising the lesson at the end.

**2=Lecturing** - Use this code when you observe that the teacher is 'delivering' a lesson with minimal interaction with class (this includes lecturing or writing notes on the blackboard for children to copy)

- 3 = **Group call-and-response** - Use this code when you observe that the teacher is asking the class questions and students are chanting response in chorus or monitoring whole class reading out loud
- 4 = **Questioning individual child in front of the whole class** - Use this code when you observe that the teacher is asking an individual child to contribute to the lesson (e.g. Asking child to answer question to the whole class, solve a problem or write an answer on the blackboard in front of the whole class)
- 5 = **Setting work / homework** - Use this code when you observe that the teacher is asking children to solve problems from blackboard/ write down teacher's dictation, complete a written or verbal test, worksheet or other task set to all children in class. Tasks are to be completed during class time. Also use this code when the teacher is setting homework.

#### **Child-centred activities**

- 6 = **Discussion/ interaction with the whole class** - Use this code when you observe that the teacher is asking students open-ended questions or having a discussion with them (n.b. this refers to discussion during the class, used as a teaching method)
- 7 = **Guiding group work** - Use this code when you observe that the teacher is instructing, guiding or interacting with students in a small group, e.g. helping them solve a problem or play an educational game
- 8 = Talking / working with **individual student** - Use this code when you observe that the teacher is talking with or guiding an individual student about their work, e.g. helping child solve a problem, giving feedback or correcting child's work

#### **Other activities**

- 9 = **Disciplining student(s)** - Use this code when you observe that the teacher disciplines student(s) (e.g. scolding them, punishing them, or threatening to punish)
- 10 = **Administration** - Use this code when you observe that the teacher does administrative work such as writing a report, organizing teaching materials, books, etc.
- 11 = **Marking work** - Use this code when you observe that the teacher marks students' written work in their note/ work books
- 12 = **Chatting/ waiting** - Use this code when you observe that the teacher talks with other staff (in the classroom), answers mobile phone, does nothing/ waits for the lesson to end/bell to ring
- 13 = **Absent** - Use this code when you observe that the teacher has temporarily left the classroom

Following the teacher observation you should ask the teacher class YL children in his/her class) specific questions ideally directly after the lesson observed.

### **6.3.3.6 Class specific questions**

Following the teacher observation you should ask the teacher questions specifically about the lesson you observed, ideally directly after the lesson observed. This section focuses entirely on the class of the YL child(ren) observed during the teacher observation.

1. & 2.	The question should be answered with No ('00') or Yes ('01') only.
3.1 & 3.2	Enter the number of children enrolled by gender in the class
4.1 & 4.2	Enter the number of children absent to day by gender
5.	Please ask the teacher to record the two most important reasons for absenteeism in this particular class using the codes provided. Be careful when recording absenteeism because of work. '06' refers to work at home '07' refers to work in agriculture, and '08' solely refers to paid work.
6.	Please ask the teacher what actions he/she takes when students from this class are

	absent for long periods of time using the provided codes.
7.	Please ask the teacher whether the observed class was grouped together with other sections (A, B, C, etc.) for teaching with either No '00' or Yes '01'.
8.	Please ask the teacher whether the observed class was grouped together with other classes for teaching with either No '00' or Yes '01'. If no, skip to 8.2.
8.1	If the class observed was grouped together with other classes, please specify the grades by entering No '00' or Yes '01' for each class from 1-5.
8.2	Please ask the teacher whether the class is ever grouped together with other classes for teaching by entering No '00' or Yes '01', if No ('00'), skip to 9.
8.3	If yes, specify how often the observed class is grouped together with other classes using the provided codes.
9.	The question should be answered with No ('00') or Yes ('01') only. If No ('00') skip to 10.
9.1	Please answer the question using the codes provided.
10.	The question should be answered with No ('00') or Yes ('01') only.
11.1	Please ask the teacher what impact the teacher believes the syllabus had on him/her using the provided codes.
11.2	Please ask the teacher how he/she rates the impact the syllabus has on the children using the codes provided
11.3	Please ask the teacher how relevant the teacher feels the prescribed Math syllabus is for the class using the provided codes.
11.4	Please ask the teacher how manageable the teacher feels the prescribed Math syllabus is for the class using the provided codes.
12.	Please ask the teacher how frequently the children of the observed class are given homework using the provided codes.
13.	Please ask the teacher how frequently the teacher is correcting the homework of the children of the observed class using the provided codes.
14.	Please ask the teacher to estimate the proportion of the students he or she is able to satisfactorily mark or correct the homework for.
15.	Please ask the teacher about the main difficulty he/she is facing in correcting the children's homework for the observed class using the provided codes.
16.	Please ask the teacher about the action he/she takes if a student does not complete their homework using the codes provided.
17.	Please ask the teacher about the language of the math textbook in the observed class using the codes provided.
18.	Please ask the teacher about the main language used for teaching math in the observed class using the codes provided.
19.	Please also record all official languages the teacher uses for informal communication in the observed class with No ('00') or Yes ('01') for each language.
20.	Please ask the teacher to estimate the proportion of the children in the class observed with do not understand the official medium of instruction using the codes provided.
21.	Please ask the teacher about what course of action he takes regarding the children who cannot understand the official medium of instruction using the codes provided.
22.	Please ask the teacher to evaluate the different aspect of the maths textbook for the observed class using the provided scale.
23.	Please ask the teacher to report whether certain costs occur (No '00', Yes '01) for children in the current academic year (2010-11) and to estimate the average amount if they occur.

### 6.3.4 Child specific questions

- You also need to ask the teacher child specific questions.
- If there are fewer than 6 YL children in the class, these can be asked directly after the first observation.
- If there are more than 6 YL children in the class, please ask these questions after the second observation for ALL YL children in that class. This is very important, since if you ask them before you have completed all child observations, the teacher may have an idea of which children you are observing and may treat these children differently.

In this section only YL child specific questions are asked for each of the observed YL children in the class.

1.1	Enter child name which you can obtain from the school roster
1.1.1	Enter classroom ID which you can obtain from the school roster
1.2	Enter YL Child ID
1.3	Please ask the teacher whether the parent(s)/caregivers of the child ever attended PTA meeting in this school year (2010-11) and answer with No ('00'), Yes ('01') or Not applicable ('88').
1.4	Please ask the teacher whether the parent(s)/caregivers of the child visit to check on the child's progress (No '00' or Yes '01').
1.5	Please ask the teacher how he/she would describe the child's progress in this school year 2010-2011 using the provided codes
1.6	Please ask the teacher to provide the child's grade in the Quarterly Exams in Telugu / English or Urdu (1.6.1 depending on the medium of instruction) and Maths (1.6.2).
1.6.3	Please also ask the teacher about he overall grade in the Quarterly Exams.
1.7	Please ask the teacher whether he/she had to respond to any of the listed for the specific YL child and if yes, what course of action the teacher has taken using the codes provided.
1.8	Please ask the teacher to consider the child's behaviour over this academic year (2010-11) for each of the incidences listed.

## 6.4 Teacher Analysis of Student Responses

### Introduction

The 'Teacher Analysis of Student Responses' component aims to capture the subject knowledge of Math teachers. Please note that:

- Each math teacher of the YL child/children needs to complete a teacher test **AFTER** the teacher and child observation.
- They may do so in whichever language they feel most comfortable: Telugu, English or Urdu.
- If the same math teacher teaches YL children in different classes, **THEY ONLY NEED TO ANSWER THE QUESTIONS ONCE.**
- Explain to the teacher the purpose of the teacher analysis module and tell them that it is anonymous and is not used to evaluate him or her.
- The teacher analysis of student responses is self-administered and has no time limit.

- Hand out the teacher analysis to the teacher but make sure the teacher has no help from other persons while filling it out. It should only be the selected Math teacher answering the questions. You will need to partially observe the teacher whilst they complete this item in order to ensure these stipulations are met.
- Make sure that no one is helping the teacher If the teacher asks you for help, kindly tell him or her that you are not able to help.
- After the teacher analysis collect the answers and thank the teacher for his or her participation. MAKE SURE YOU COLLECT IT FROM THE TEACHER ON THE SAME DAY AS YOU GAVE IT TO THEM, THEY MAY NOT TAKE IT HOME.
- If the teacher is interested, hand out the answer sheet to him / her.
- Once you have collected the script, and are no longer in the presence of teachers or principals please ENTER THE TEACHER’S RESPONSES INTO THE INPUT FORM.

**Instructions for coding teachers responses on the input form**

- The fieldworker must write the EXACT response given by the teacher in the line that states “Teacher’s response”. Then the fieldworker must compare it with the correct response detailed in brackets. The figure below shows examples of correct (math item 1) and incorrect (math item 2) responses:

	01=correct 02=incorrect, 88=blank)
<b>Question 1.1</b> Teacher’s response:_____ A_____ (Correct answer: A)	[ <u>01</u> ]
<b>Question 1.2</b> Teacher’s response:_____ A_____ (Correct answer: B)	[ <u>02</u> ]

- In question 1.1 from the example the fieldworker wrote the exact response given by the teacher (21) in the appropriate space and compared it with the correct answer (correct answer: A) given. After that, fieldworker looked for the value for “correct” (01= correct), in the value options column and then wrote this code in the value column (01). Equally, for question 1.2 the fieldworker recorded the answer of the teacher (A) and then contrasted it with the correct answer for the item (Correct answer: B). After that, fieldworker selected the proper value for incorrect answer (02=incorrect) and wrote this code in the value column.

**6.5 Child test**

**Location of Administration**



The instruments will be administered to all YL children in the school as a group. You do NOT need to administer the test to NON-YL CHILDREN.

Whenever possible the test should be administered in a place that is away from distraction and teachers and with flat surface for the child to write on and for the field worker to show the items, it should not be excessively windy and must have good lighting.

### **Conditions of administration**

It is very important that the fieldworker guarantees appropriate conditions for assessment. This means that the child had the necessary conditions and responded to the best of his/her abilities.

### **Language used for administration**

The fieldworker must indicate the language in which the test was administered. This section of questions is at the start of the input form. The fieldworker must register a) language used by the fieldworker; b) language used by the child and c) language in which the test was written. If more than one language is used for administration mark the one that was used the most.

### **Duration of the administration**

The fieldworker *must* register the time of start and end of each test administered to the child, so that after the administration the average testing time for each test can be estimated. For this reason, the fieldworkers must have a watch at all times.

It is recommended that all the tests are administered in *one session*. However 5 minutes breaks can be taken between tests, so that the child may rest. If the participant is too tired or distracted the fieldworker may cut the test administration and return for a second session to complete the remaining tests (making a note of this). Every effort should be made to finish a test once it has started; in other words a test should be restarted in the second session only if the conditions in the first session were inadequate.

## **6.5.1 Purpose of Test**

The Mathematics Assessment measures various numerical abilities appropriate for children of this age and it has two parts. In the first part the fieldworker gives the child the test booklet child completes Q1-7 in their own time. The child then waits. In the second part the fieldworker explains the instructions found in there to him/her and gives the child a 6 minute period to complete Q8-21.

### **General Testing Guidelines**

- The fieldworker must not, under any circumstances solve doubts about the content of the questions, nor read the questions to the child or lead him/her to an answer. The fieldworker should just encourage him/her to give his/her best effort.
- The child is **NOT** allowed to use a calculator to solve any part of the test.
- Before the child starts working by him/herself tell him/her that he/she must **answer the questions in order**. Then let the child work by him/herself with the test under your

supervision. Do not interfere with his/her work unless he/she has a question about how to answer. The fieldworker must not read the questions to the child.

- The child can use the test to make notes and calculations.
- The tests must be picked up and **NOT** left with the participant. The items of the test should not be photocopied by anyone external to the project.

### **Testing time**

- It is very important that the fieldworker registers the exact time in which the administration of each part begins and ends in the Cognitive Development and Achievement Questionnaire. The fieldworker must have a watch that allows him/her to control the duration of the evaluation.
- Part 1 has no time limit but it should take about 4 minutes for the administration of items 1 to 9. **However Part 2 has a maximum duration of 6 minutes.**
- If the child seems frustrated with the items, the fieldworker should try to calm him/her down by saying *“Don’t worry, if you don’t know the answer to a question, why don’t you continue with the next one”* or *“This is a hard question, do your best but don’t feel bad if you don’t know an answer”*.
- **If the child finishes the entire test (20 items) before 3 minutes, the fieldworker must write down “21” in the question: *last item completed after 4 minutes.***
- As mentioned before it is very important that the fieldworker registers the exact time in which the administration of part 2 begins and ends in the INPUT FORM. Time spent on the explanation of instructions must not be considered.
- If the child requests to continue answering the test after 6 minutes because he is not done, the fieldworker must say kindly to the child that that’s not necessary and stop the administration. If the fieldworker notices the child is very upset or anxious he must try to calm her/him down by saying that what he/she did is enough and that is not necessary to complete all the items in the test.

### **Instructions for coding child responses on the INPUT form**

When you have administered the child test, and have collected scripts. You must transfer children’s responses to the INPUT FORM.

In both part 1 and 2, the fieldworker will write the exact response given by the child in the line that states “Child’s response”. Then the fieldworker must compare it with the correct response detailed in brackets below. The figure below shows examples of correct (math item 1) and incorrect (math item 2) responses:

	01= correct, 02=incorrect, 77=NK, 79=refused to answer, 88=NA
<b>Math Item 1: Please put a circle around number twenty one</b> Child's response: <u>  21  </u> (Correct answer: 21)	[ <u>01</u> ]
<b>Math Item 2: Please put a circle around number three hundred and twelve</b> Child's response: <u>  3126  </u> (Correct answer: 312)	[ <u>02</u> ]

In math item 1 from the example the fieldworker wrote the exact response given by the child (21) in the appropriate space and compared it with the correct answer (correct answer: 21) given. After that, fieldworker looked for the value for “correct” (01= correct), in the value options line and then wrote this code in the value column (01). Equally, for math item 2 the fieldworker recorded the answer of the child (3126) and then contrasted it with the correct answer for the item (Correct answer: 312). After that, fieldworker selected the proper value for incorrect answer (02=incorrect) and wrote this code in the value column.

## 6.6 Child questionnaire

### Introduction

The purpose of the child questionnaire is to explore the attitudes and views of the children on schooling. The child questionnaire will only be conducted with all YL children at the school, **no** other children.

- The child questionnaire should be administered to all YL children in the school AFTER the respective child and teacher observation.
- If there are more than 18 YL children in a class, administer the questionnaire only to the selected 18 of them at the same time.
- Please administer it with the children sitting apart so that their answers can not be influenced by their neighbour.
- The child questionnaire contains two parts: the first section focuses on the attitudes of the children, the second on their views / experiences of schooling. For each of these parts there are separate answer sheets (Answer Sheet 1 and Answer Sheet 2). First read the introduction out loud to the children to explain the test.
- Distribute Answer Sheet 1 for Part 1.
- This section uses a 4-point scale. The faces do not express happiness or sadness, but should indicate the level to which the children agree or disagree with the statements. It is very important that you explain the scale as follows, pointing to the pictures which the children have on Answer Sheet 1:

- **Say:** I am going to read some things that will tell us about your feelings and attitudes about school. Please think about whether you strongly agree, agree, disagree or strongly disagree with the statement. If it sounds like something you might agree with, please choose one of the smiley faces on this side (POINT TO THE FACE SECOND FROM RIGHT). If it sounds a lot like something you agree with, please choose the smiley face closest to this side (SHOW SMILEY FACE ON THE EXTREME RIGHT.) If it doesn't sound like something you would say, think or feel, choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM LEFT). If it sounds very unlike, or the opposite of you, please choose the smiley faces furthest over on this side (SHOW SMILEY FACE ON EXTREME RIGHT).



- Once you have completed Part 1, distribute Answer Sheet 2 and read out the instructions.
- The second answer sheet for the general views part only has two answer options: 'Agree' and 'Disagree', which is much easier to understand.

On each of the answer sheets we have put a thicker line after each five questions. Please take a moment after each five questions and look into every child's answer sheet to see if all have reached this line. If the children answer the questions but mark the answers in the wrong lines, we cannot use their answer sheets for analysis. A common problem is also that children often cross or tick more than one answer on the same line. In such circumstances remind the child to only mark one answer per question.

## 6.7 School observation

### Introduction

This manual should be read together with the Young Lives (YL) school observation protocol. The school observation focuses on easy to obtain measures regarding the facilities, resources and organisation of the school you are visiting. If this observation is taking place in a branch school, please only note what you observe in the school premises you are at (and not the premises of the main school).

The school observation aims to:


1. identify the characteristics of the school;
2. record the facilities the school possesses;
3. provide information on the resources the school has control over;
4. provide some information regarding school organisation, management and 'school climate' (e.g. how children are treated by teachers);
5. make a general evaluation of the school.

The school observation has been constructed in a way that one enumerator can provide all the necessary information needed

Please only note what you observe **in the school premises where there is a Young Lives child attending school.**

- The school observation can take place during the entire time you are at a specific school.
- If the school has two compounds which are relatively close together that could both be used by a Young Lives child e.g. one compound on each side of a road, one compound down the road from the other compound, then conduct your observation including both compounds. For example, if the school has two compounds but one compound is for primary and one compound is for secondary, or one compound is for kindergarten and one compound is for primary, then observe only the compound which the Young Lives child will be allowed to use.
- If the school is a shift school, complete one observation only.
- The school observation can be completed by one fieldworker.

<b>I. School infrastructure</b>																	
<b>Section 1 General school information</b>																	
1.0	Please answer this question using the provided codes.																
1.1	Question should be answered with No ('00') or Yes ('01'). If No ('00'), skip to question 1.2.																
1.1.1	If 1.1 is answered with yes, please answer this question by entering the time the students assemble in minutes.																
1.2	Question should be answered with No ('00') or Yes ('01'). If each period is of the same length (e.g. 45 minutes), please answer with Yes ('01')																
1.2.1 & 1.2.2	If each session is of the same length specify the length of the standard period in 1.2.1 in minutes and specify how many of these periods are there in a typical school day at primary level in 1.2.2. If question 1.2 is answered with No '00', please skip to question 1.3.																
1.3	Please only answer this question if 1.2 was answered with No ('00').																
1.3.1 & 1.3.2	If the sessions are different in length, please note down the different length of the periods and how many of these periods are there (for each period in the rows 1.3.1, 1.3.2 and 1.3.3) on a normal school day at primary level. With 1.3.1, 1.3.2 and 1.3.3 there is space for three different length types of periods																
<p><i>Example: If there are two different kind of periods, one 45 period five times a day, and one 50 minutes one time a day, you would enter under Period 1 '45' in the column 'Length in minutes' and specify '5' in the column 'No. of periods'. Then you would enter under Period 2 '50' in the column 'Length in minutes' and specify '1' in the column 'No. of periods'.</i></p> <p><i>Example Table if there are periods with different lengths</i></p> <table border="1"> <thead> <tr> <th>1.3</th> <th><b>If no, how long are the different periods and how many periods are there of each length?</b></th> <th>Length in mins</th> <th>No of periods</th> </tr> </thead> <tbody> <tr> <td>1.3.1</td> <td>Period 1</td> <td>( 45 ) Mins</td> <td>[ 5 ]</td> </tr> <tr> <td>1.3.2</td> <td>Period 2</td> <td>( 50 ) Mins</td> <td>[ 1 ]</td> </tr> <tr> <td>1.3.3</td> <td>Period 3</td> <td>( ___ ) Mins</td> <td>[ ___ ]</td> </tr> </tbody> </table>		1.3	<b>If no, how long are the different periods and how many periods are there of each length?</b>	Length in mins	No of periods	1.3.1	Period 1	( 45 ) Mins	[ 5 ]	1.3.2	Period 2	( 50 ) Mins	[ 1 ]	1.3.3	Period 3	( ___ ) Mins	[ ___ ]
1.3	<b>If no, how long are the different periods and how many periods are there of each length?</b>	Length in mins	No of periods														
1.3.1	Period 1	( 45 ) Mins	[ 5 ]														
1.3.2	Period 2	( 50 ) Mins	[ 1 ]														
1.3.3	Period 3	( ___ ) Mins	[ ___ ]														
1.4	Please answer this question by entering the sum total of all break times during a normal school day at primary level.																
<b>Section 2 School Infrastructure and Observation</b>																	
2.0	Please enter the number of rooms which are fully covered with a roof, but do not count in																

	the verandahs.
2.1	Please enter the number of verandahs which are used for teaching.
2.2	Please observe whether there are any classes in open space (excluding verandah). This means a space outside a building structure, e.g. under a tree, on the playground, etc. Please answer the question with No ('00') or Yes ('01').
<i>Example of class in open space</i>	
	
2.3	Please walk through the school and observe whether any of the facilities exist. Please note for each either No ('00') if it does not exist or Yes ('01') if it exists at the school.
2.4	Please observe in the classroom of primary classes whether there are textbooks available to the children. Please answer the question with No '00' or Yes '01' and skip to question 2.6 if no such books exist in the classrooms.
2.4.1.1-2.4.1.6	Please answer this question with No ('00') or Yes ('01') for each of the types of books listed under 2.4.1.1 – 2.4.1.6.
2.4.2.1-2.4.2.7	Please answer this question with No ('00') or Yes ('01') for each of the languages listed. If it is another language not listed, specify it under 2.4.2.7 'Other (specify)'.
2.5	Please answer the question with either '01' if the books appear to be unused, i.e. seem to have not been used by the students and as '02' if they seem to be in use by students. This should indicate whether the children are actually able to use the books and make use of them.
2.6.1-2.6.14	Please answer this question with No ('00') or Yes ('01') for each of the items listed. Please make sure that you only list them as 01 if you have observed that the items are working.
2.6.15	If the school has computers for students, please provide the number
<i>Example: If the school has one telephone, but it is not working, list it as No (00'). If a school has two telephones and only one of them is working, list it as Yes ('01') because the school has at least 1 working telephone.</i>	
2.7	Please observe whether the school compound has a secure fence or wall, i.e. that the compound has boundaries which prevent children from danger.
<i>Example: A fence which prevents children from getting too close to a river, stream or pond, etc. or a wall to a busy road which prevents children from running into traffic while playing.</i>	
2.8	Please answer this question with No ('00') if the school is not connected to any power grid or Yes ('01') if it is (even if there is a power cut at the time of observation).
2.9	Please observe whether there are alternative sources for electricity in cases of a power cut and answer it with No ('00') or Yes ('01').
2.10	Please observe whether drinking water is available on the school premises and answer the question with No ('00') or Yes ('01'). If you have answered this question with No ('00') skip to 3.0.
2.10.1-2.10.2	If there is a drinking water source on the school premises, please specify the kind of drinking water source using the list provided (2.10.1) and whether there is drinking water available from this day on the day of observation (2.10.2).
<i>Example picture</i>	



**Section 3 Classroom Facilities Observation**

3.0	Please record the kind of building structure for each classroom for class 1 to 8 using the codes given. Record this for all classes even if different classes (e.g. 1&2) are sharing one classroom. In cases where there is more than one section per class (1a, 1b, 1c, etc.) and where the building structure differs between them, record the <u>lowest</u> level of building structure for the class.
3.1	Please answer this question with either No ('00') or Yes ('01'). If No ('00'), skip to question 3.2, if yes, answer question 3.1.1.
3.1.1	Provides a table which has been designed to capture which classes are sharing a classroom with other classes. Record whether class 1 (first line) shares a classroom with class 2, 3, 4, 5, 6, 7, or 8 by entering No ('00') or Yes ('01') and then move on to class 2 (2 <sup>nd</sup> line), class 3 (3 <sup>rd</sup> line) , class 4 (4 <sup>th</sup> line), etc. up to class 7.

*Example: If there is a school where classes 2, 3 and 5 and 7 and 8 are combined you would enter it the following way:*

*Class 1 is not combined with other classes, therefore it only contains '00's.*

*Class 2 is combined with Class 3 and Class 5, therefore you need to enter '01' where Class 2 and Class 3 and Class 2 and Class 5 overlap. Again you need to enter '01' where Class 7 and Class 8 overlap. For all other classes you then again enter only '00's.*

If yes, which classes share the same classroom?  00=No; 01=Yes	Class						
	2	3	4	5	6	7	8
Class 1	[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]
Class 2		[ 01 ]	[ 00 ]	[ 01 ]	[ 00 ]	[ 00 ]	[ 00 ]
Class 3			[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]
Class 4				[ 00 ]	[ 00 ]	[ 00 ]	[ 00 ]
Class 5					[ 00 ]	[ 00 ]	[ 00 ]
Class 6						[ 00 ]	[ 00 ]
Class 7							[ 01 ]

3.2	In this question you should record what each class from 1-8, HM and Teacher office (if they are in separate rooms) is lacking / missing. For each item listed (3.2.1-3.2.7) either enter No ('00') if they do not lack it and Yes ('01') if they lack it.
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**Section 4 Sanitation facilities**

4.0	Please answer this question with either No ('00') or Yes ('01'). If no, skip to 5.0, if yes,
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	answer whether these toilets are on the school premises (4.0.1).																		
4.0.1	Again answer this question with either No ('00') or Yes ('01') and if no, skip to 5.0.																		
4.1.1	Please record the number of latrines/toilets (4.1.1), the number of working latrines/toilets (4.1.2), and the degree of privacy for each group (4.1.3) (students and staff, boys only, girls only, all students, staff only) in the table.																		
<p><i>Example: If a school has 4 toilets, two for all students, and 1 for girls only and one for staff you would record it the following way in 4.1.1 (see table below):</i></p> <p><i>If all of these four toilets are working, except one of the ones for all students you would record it in the following way in 4.1.2 (see table below):</i></p> <p><i>If the toilet for the girls is a latrine with drainage you would enter a '2' in 4.1.3</i></p>																			
4.1	Sanitation facilities																		
	<table border="1"> <thead> <tr> <th>4.1.1 Number of latrines/toilets</th> <th>4.1.2 Number of working latrines/toilets (not broken, full or unusable)</th> <th>4.1.3 Degree of privacy in the latrines/toilets 01=Full privacy 02=Partial privacy 03=No privacy</th> </tr> </thead> <tbody> <tr> <td>For students and staff (if not segregated)</td> <td>[ __ ]</td> <td>[ __ ]</td> </tr> <tr> <td>For boys only</td> <td>[ __ ]</td> <td>[ __ ]</td> </tr> <tr> <td>For girls only</td> <td>[ 1 ]</td> <td>[ 1 ]</td> </tr> <tr> <td>For all students (not gender segregated)</td> <td>[ 2 ]</td> <td>[ __ ]</td> </tr> <tr> <td>For staff only (if segregated)</td> <td>[ 1 ]</td> <td>[ __ ]</td> </tr> </tbody> </table>	4.1.1 Number of latrines/toilets	4.1.2 Number of working latrines/toilets (not broken, full or unusable)	4.1.3 Degree of privacy in the latrines/toilets 01=Full privacy 02=Partial privacy 03=No privacy	For students and staff (if not segregated)	[ __ ]	[ __ ]	For boys only	[ __ ]	[ __ ]	For girls only	[ 1 ]	[ 1 ]	For all students (not gender segregated)	[ 2 ]	[ __ ]	For staff only (if segregated)	[ 1 ]	[ __ ]
4.1.1 Number of latrines/toilets	4.1.2 Number of working latrines/toilets (not broken, full or unusable)	4.1.3 Degree of privacy in the latrines/toilets 01=Full privacy 02=Partial privacy 03=No privacy																	
For students and staff (if not segregated)	[ __ ]	[ __ ]																	
For boys only	[ __ ]	[ __ ]																	
For girls only	[ 1 ]	[ 1 ]																	
For all students (not gender segregated)	[ 2 ]	[ __ ]																	
For staff only (if segregated)	[ 1 ]	[ __ ]																	
4.2	Please observe and answer the question with either No ('00') or Yes ('01'). If Yes ('01'), skip to 4.3, if no, answer 4.2.1.																		
4.2.1	Please observe and answer the question using the codes provided. If none of the codes match your observation, use ('09') Other (specify) and specify the reason.																		
4.3	Please observe and answer the question with either No ('00') or Yes ('01'). If Yes ('01'), skip to 4.3, if no, answer 4.3.1.																		
4.3.1	Please observe and answer the question using the codes provided. If none of the codes match your observation, use ('09') Other (specify) and specify the reason.																		
4.4	Please observe and answer the question using the codes provided. If none of the codes match your observation, use ('07') Other (specify) and specify the reason.																		
4.5	Please observe and answer the question with either No ('00') or Yes ('01').																		
4.5.1	Please observe and answer the question with either No ('00') or Yes ('01').																		
4.5.2	Please observe and answer the question with either No ('00') or Yes ('01').																		
4.5.3	Please observe and answer the question with either No ('00') or Yes ('01').																		
<b>Section 5 Mid-day Meal Observation</b>																			
5.0	Please answer the question with either No ('00') or Yes ('01'). If No ('00'), skip to the next section																		
5.1	Please answer the question with ('01') or ('02').																		
5.2	Please answer the question using the provided codes. If ('05') Other (specify), specify where the mid-day meal is served in the provided space.																		
5.3	Please estimate the proportion of children take the mid-day meal using the provided codes.																		
5.4	Please answer the question for each of the persons listed with either No ('00') or Yes ('01').																		



<b>Section 6 School Management / Organization</b>	
6.0	This section should be filled-in on the <b>second day</b> you are at the school, but <u>not</u> if it is a Saturday. To be able to make the required observations you need to be there at the beginning and end of this particular school day.
6.0.1 – 6.0.2	Please observe and answer the question with either No ('00') or Yes ('01').
6.1	Please observe whether on the day after the first teacher observation each of the Math teachers (up to 6) you have observed have arrived on time in the morning. Enter each Math teacher ID and '00' if they have not arrived in time in the morning and '01' if have arrived in time in the morning.
6.2-6.5	Please observe and answer the question with either No ('00') or Yes ('01').
6.6	The following should be filled in at the end of your stay at the school.
6.6.1-6.6.4	Please answer the question with either No ('00'), Yes ('01') or NA ('88'). Question 6.6.3 refers to remedial class(es) for either Telugu, English or Urdu, depending on the medium of instruction of the school. <i>Example: If it is a Telugu medium school, please observe whether remedial classes in Telugu are offered.</i>
6.6.4	During your time at the school, please make a note if you have observed a lesson with the observed Math teacher being absent from school Please answer this question for all the observed teachers (up to 6) in 6.4.1.1-6.4.1.6.
<b>Section 7 School environment and infrastructure</b>	
7.0	This question entirely depends on your evaluation. Try to be as objective as possible. If you have doubt, discuss it with your fieldwork partner and try to come to a conclusion. Answer this question either with No ('00') or Yes ('01').
7.1-7.2	Please answer the questions with either No ('00') or Yes ('01').
7.3–7.4	Please answer the questions using the codes provided.
7.5	Again these questions entirely depend on your evaluation. Try to be as objective as possible. If you have doubt, discuss it with your fieldwork partner and try to come to a conclusion to answer 7.5.1-7.5.7 with either No ('00') or Yes ('01').
7.6-7.7	Please answer the questions with either No ('00') or Yes ('01').
7.8	This question entirely depends on your evaluation. Try to be as objective as possible. If you have doubt, discuss it with your fieldwork partner and try to come to a conclusion. Answer this question either with No ('00') or Yes ('01'). Breeding grounds for mosquitoes are stagnant waters such as lakes, puddles, etc.

## 7 Debriefing forms

When you finish fieldwork in each school and then in each site you need to complete a debriefing form. YOUR SUPERVISOR WILL HAVE A COPY OF THIS. You must complete one per site, and another for each school in which you conduct the survey. This will enable us to understand where there are gaps in the data, and any problems you are encountering during the fieldwork period.

## 8 Supervisor guidelines for data management

### 8.1 Rosters

Supervisors will need to ensure that each school roster is filled out properly. Please see the section on rosters in the first section of the fieldworker manual

### 8.2 Paper Questionnaires

At the end of each day, you will also need to check that the IDs on the following documents are correctly filled in and match the IDs on the rosters

**Child Questionnaires** – the Child IDs and Names on each child questionnaire answer sheet should match the Young Lives child roster for the school. If there are spelling errors, the correct amendments should have been made on the paper roster.

**Classroom Observations** – both the school code and the class ID from the rosters should be correct. There should be up to three observations of children for each class, and one observation of the teacher for each class.

Please check to make sure that all the questionnaires (including the correct versions of questionnaires)/Observations are filled out for each school.

This includes checking the IDs of all respondents (Staff members and children on all documents) against the School Rosters.

## 9 Glossary

Clap – Child learning assessment program

LEP – Learning enhancement program

SMT – State Monitoring Team

AMC – Academic Monitoring Committee

NCERT – National Council of Educational Research and Training

SCERT – State Council of Educational Research and Training

VEC – Village Education Committee

NCF – National Curriculum Framework

SEC – School Education Committee (now AMC)

PTA – Parent-teacher association

PRI – Panchayat Raj Institution

AMC – Academic Monitoring Committee

SC – Scheduled Caste

ST – Scheduled Tribe

BC – Backward Caste

OC – Other Caste

HM – Headmaster

Constructivism -

Academic calendar –

