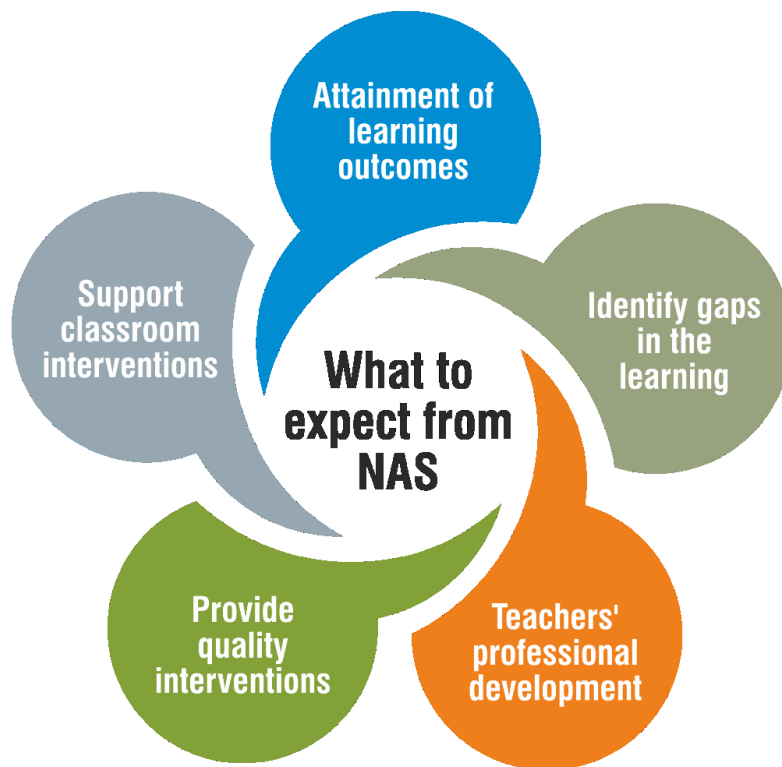


National Achievement Survey - NAS (2017)
(Survey of Learning Outcomes)
Classes III, V and VIII
Operational Guidelines-cum-Training Manual





The National Achievement Survey (NAS) evaluates a representative sample of schools from all districts in India to understand the health of the education system in government and government aided schools.

Findings from the NAS used as inputs in policy, planning and designing pedagogical interventions to improve the students' learning outcomes.

NAS is not designed to assess the individual student performance.

For the first time:

- Learning Outcomes are the basis of the assessment tools developed for the conduct of NAS.
- Classes 3, 5 and 8 assessed in the same academic year on the same day.
- Identification of learning gaps in all the districts of the country.
- Design and implement district level pedagogical interventions to bridge the identified learning gaps.
- Capacity building in the State/UT by training a cadre of State Level Master Trainers (SLMTs) and District Level Master Trainers (DLMTs).
- Use of technology to give immediate feedback.

It has now been realised that mere expansion of schooling facilities is not enough for achieving the goals of Universalisation of Elementary Education (UEE). There is a need to bring out improvement in the learning levels of students. The children should acquire the requisite competencies to meet the challenges of the future. They need to analyse, reason and communicate effectively and develop capacity for being life-long learners. In this direction, a periodic and technically robust assessment of the levels of competencies acquired by the students assumes significance.

The NCERT has been conducting nation-wide achievement surveys at different stages of school education since 2001. These surveys gave us hints about the health of school education in the country. However, the results of these surveys were not utilised for diagnostic and feedback purposes. The survey results did not percolate down at the grass root level and were also not used for bringing out improvement in the teaching-learning process, teacher training, and material development. For the National Achievement Surveys (NAS) to be meaningful, it should generate evidence about (a) the competencies developed by the students, (b) factors affecting the development of those competencies, and (c) changes in the developed competencies over the years and across the classes. The proposed NAS for classes III, V, and VIII is an attempt in this direction.

The NAS will be conducted in all the districts of the country by selecting representative sample of the schools. It will assess learning competencies of students with a view to provide feedback and bring improvement in their learning levels. To conduct the NAS uniformly and in a standardised manner in all the districts, the present Operational Guidelines-cum-Training Manual has been developed. The Manual contains description of the work to be undertaken by various functionaries at different levels for conducting NAS.

The NCERT puts on record its appreciation for the cooperation extended by the MHRD, UNICEF, Central Square Foundation, and the Department of Education/ SCERTs/ SIERTs/ SIEs in developing the manual. The Faculty of Educational Survey Division of NCERT also deserves appreciation.

Place : *New Delhi*
Date: September, 2017

Dr. Hrushikesh Senapaty
Director
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Acronyms

CWSN : Children with Special Needs	OMR : Optical Mark Recognition
DC : District Coordinator	OthD : Other Disabilities
DEO : Data Entry Operator	PMU : Project Management Unit
DIET : District Institute of Education and Training	PQ : Pupil Questionnaire
DRC : District Report Card	RS : Random Start
DMU : District Monitoring Unit	SCERT : State Council of Educational Research and Training
DPC : District Project Coordinator	SI : Sample Interval
DRC : District Report Card	SIE : State Institute of Education
ESD : Educational Survey Division	SPD : State Project Director
EVS : Environmental Studies	SQ : School Questionnaire
FI : Field Investigators	SSA : Sarva Shiksha Abhiyan
HI : Hearing Impairment	S&LD : Speech & Language Disability
ID : Intellectual Disability	SLMTs : State Level Master Trainers
LD : Locomotor Disability	TQ : Teacher Questionnaire
MIS : Management Information System	UDISE : Unified District Information System for Education
NCERT : National Council of Educational Research and Training	UT : Union Territories
NAS : National Achievement Survey	VI : Visual Impairment

For any system to function in a healthy manner, it is essential that it is periodically evaluated and any shortcomings or malfunction noticed, be addressed through necessary preventive measures, onsite maintenance or remedial steps.

Educating the emerging young India is probably one of the largest undertakings being taken anywhere on the planet in terms of its sheer numbers or quantity. It is also one of the most vital endeavors instituted to improve the quality of our student population. The National Achievement Survey (NAS) becomes an essential and important implement to understand the educational health of the various districts of this country, diagnose maladies if any, determine the lacunae and institute measures to fill them, thereby improve the overall robustness of the country's educational standards.

NAS is primarily aimed at evaluation of the educational systems prevailing in the various parts of the vastness of this country. It is a herculean enterprise to train the master trainers from all the districts which is more than seven hundred in number, randomly selecting the schools and then selecting student samples from Classes III, V, and VIII. Consequently, more than hundred thousand schools, which are either run by the state governments or aided by the state government are being subjected through this exercise. The conduct requires to maintain exacting standards through protocols developed over lengthy and laborious processes at the National Council of Educational Research and Training (NCERT) in consultation with experts from varied subjects and domains, stakeholders of all the states and union territories.

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I. Introduction

NCERT has initiated the National Achievement Survey (NAS) for 2017 in Classes III, V and VIII, subsequent to completing four rounds of the survey for government and government-aided schools in key curricular areas viz. Language, Mathematics, EVS/Science and Social Science. For NAS 2017, national school sample drawn through the Population Proportionate to Size (PPS) methodology, includes nearly 3.6 million children from 120,000 schools spread across all districts in India.

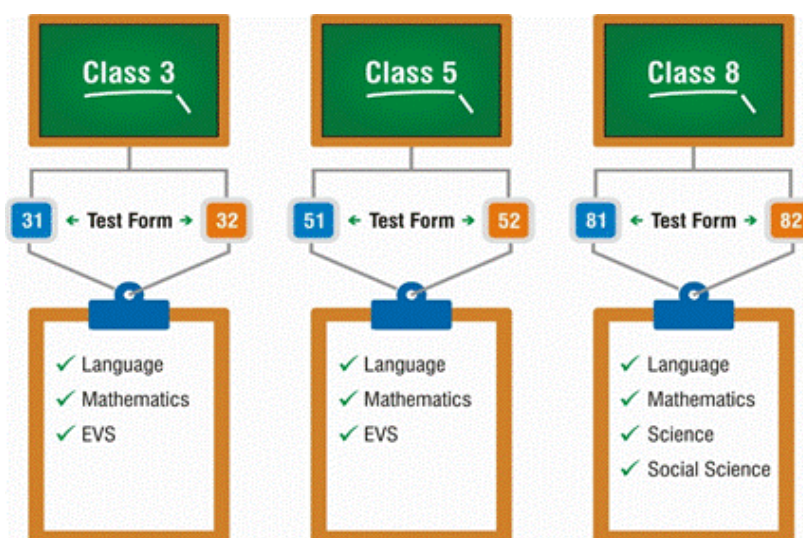
In the current cycle of NAS 2017, for the first time:

- National Achievement Survey is linked to the learning outcomes;
- Assessment is being conducted for classes 3, 5 and 8 on a single day across the country, as the National Assessment Day;
- District is the unit for reporting, automated reports will be generated at district level;
- Pedagogical interventions will be provided in the same academic year.

II. NAS Assessment Areas

In NAS, assessment will be done for classes III and V in Language, Mathematics & EVS and for class VIII in Language, Mathematics, Science & Social Science. NCERT has developed two sets of test booklets (Test Forms 1 and 2) per class as exhibited in figure 1. There are total 45 questions in Classes III and V and 60 questions in class VIII in each test form. The assessment time for each class is 2 hours approximately. Apart from this, to derive an understanding of factors influencing learning, students contextual and school background information is being collected through three questionnaires–Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ).

Figure 1: NAS Classes: Subjects and Test Forms (TF)



Internationally accepted technical standards and practices are being adhered to while planning, designing and implementing of NAS to ensure its robustness and sustainability. NCERT is working in close collaboration with the states and other stakeholders to strengthen and to ensure timely implementation of the National Achievement Survey.

Besides understanding the learning level of children, the NAS is building the systemic capacity in learning assessment at all levels in the country.

III. NAS Team Structure

NCERT leads the National Achievement Survey (NAS) at the national level while at the state level Sarva Shiksha Abhiyan (SSA) project team and SCERTs/SIEs/DIETs are providing the necessary guidance and support for its implementation. The roles and functions of each of the institutions / functionaries have been explained and defined in this manual. It is expected that all functionaries will ensure confidentiality and fairness while managing and handling the NAS survey material and procedure, this includes test booklets, questionnaires and data.

Roles and Functions of Different Institutions / Functionaries

National Team

The National team is led by MHRD, NCERT, UNICEF and Project Management Unit (PMU). The national implementation of NAS is the responsibility of Educational Survey Division (ESD) at NCERT. The Head of ESD is the National Coordinator and is supported by the NCERT faculty. The roles and functions of the national team are to:

- i.** Hold consultations at national level to finalize the objective, policy decisions and design;
- ii.** Hold consultations with state institutions to reach an agreement and inform the assessment criteria and development of assessment framework;
- iii.** Build capacity at the State/UT level by training a cadre of State Level Master Trainers (SLMTs). The SLMTs will in turn train the district & block level functionaries for implementation of NAS 2017;
- iv.** Develop the survey tools (achievement tests; questionnaires – Pupil (PQ), Teacher (TQ) and School (SQ); OMR sheets; Operational Guidelines-cum-Training Manual; Field Notes; Proforma for Monitoring the Administration of Tools; Module of Test Administration (for field investigators and observers) and student sampling protocol as per the agreed assessment framework;
- v.** Facilitate translation and linguistic control of tests in Hindi and regional languages with the help of States;
- vi.** Conduct field trial, review and quality assurance of NAS tests and questionnaires;
- vii.** Finalize the tools in consultation with state institutions, and stakeholders;
- viii.** Develop sampling framework and manual;
- ix.** Draw the sample and provide the list of sampled and replacement schools for each district to all States/UTs for the main survey;
- x.** Develop Operational Guidelines-cum-Training Manual;
- xi.** Design and develop a NAS web application for data collation, monitoring of NAS state implementation and timely generation of reports;
- xii.** Develop District Report Card (DRC) template for NAS web application;
- xiii.** Develop a state activity progress tracker for monitoring and reviewing the progress of NAS;

- xiv.** Establish Control room at NCERT to:
- address all queries related to NAS within 24 hours with documentation.
 - be functional for 24 hours, five days before the Day of Assessment.
 - respond to queries received at esdhead@gmail.com and 011-26865909.
- xv.** Conduct workshops to train State and District Coordinators for administration, data collection and management and use of web application;
- xvi.** Coordinate test administration with the SCERTs/ SIEs;
- xvii.** Coordinate monitoring of NAS activities with the SPD/SSA's office;
- xviii.** Monitor test administration in the schools on the Day of Assessment;
- xix.** Develop framework to analyze data and report findings;
- xx.** Data preparation, verification and management for psychometric analysis;
- xxi.** Analyze NAS data with support from States/UTs;
- xxii.** Develop State and National Reports and Policy briefs;
- xxiii.** Develop an action plan to facilitate implementation of quality interventions based on NAS findings;
- xxiv.** Track the progress of NAS implementation at the National, State and District levels.

Activity Checklist - National Team

Sr. No.	List of Activities	
1	Development of the survey tools (achievement tests; questionnaires– Pupil (PQ), Teacher (TQ) and School (SQ); OMR sheets; Operational Guidelines and Training Manual; Field Notes; Pro Forma for Monitoring and Administration of Tools; Module for Test Administration (for field investigators and observers) and student sampling protocol as per the agreed assessment framework	<input type="checkbox"/>
2	Facilitation of translation and linguistic control of tests in Hindi and regional languages with the help of States	<input type="checkbox"/>
3	Conduction of field trial, review and quality assurance of NAS tests and questionnaires	<input type="checkbox"/>
4	Finalization of tools in consultation with state institutions and stakeholders	<input type="checkbox"/>
5	Development of sampling framework and manual	<input type="checkbox"/>
6	Drawing of samples for each State/ UT and providing them with a list of sampled and replacement schools for each district	<input type="checkbox"/>
7	Development of Operational Guidelines and Training Manual	<input type="checkbox"/>
8	Design and development of a NAS web Application for data collation, monitoring of NAS state implementation and timely generation of reports	<input type="checkbox"/>
9	Development of District Report Card (DRC) template for NAS web application	<input type="checkbox"/>
10	Development of a state activity progress tracker, for reviewing the progress made by states with regards to the implementation of NAS activities	<input type="checkbox"/>
11	Establishment of a Control Room at NCERT	<input type="checkbox"/>
12	Organization of workshops to train State and District Coordinators for administration, data collection, management and use of web application	<input type="checkbox"/>
13	Coordination of test administration with the SCERTs/ SIEs.	<input type="checkbox"/>
14	Coordination of monitoring of NAS activities with the SPD/SSA's office	<input type="checkbox"/>
15	Monitoring of test administration in the schools on the Day of Assessment	<input type="checkbox"/>
16	Development of framework to analyze data and report findings	<input type="checkbox"/>
17	Data preparation, verification and management for psychometric analysis	<input type="checkbox"/>
18	Analysis of NAS data with support from States/UTs	<input type="checkbox"/>
19	Development of State Reports, National Reports and Policy briefs	<input type="checkbox"/>
20	Development of an action plan to facilitate implementation of quality interventions based on NAS findings	<input type="checkbox"/>
21	Tracking the progress of NAS implementation at the National, State and District levels	<input type="checkbox"/>

State Level Coordinator – Monitoring (SPD-SSA)

The State Project Director – *Sarva Shiksha Abhiyan* (SSA) will coordinate/ facilitate the monitoring of NAS at state level. Her/His role is to monitor all activities related to NAS in the State/UT. These include establishing infrastructure and quality monitoring activities like printing, training and administration of NAS. Detailed list of activities to be undertaken is provided below:

- i. Facilitate and support the state level coordinator-implementation to implement a technically robust NAS at the state and district levels.
- ii. Monitor and review progress of NAS activities in the state against timeline provided by MHRD/NCERT.
- iii. Ensure timely release of funds (as per State/NCERT norms) for the NAS activities at the State and the Districts to meet the expenses of the survey as per the activity timelines provided.
- iv. Identify and nominate a MIS coordinator for each district. Inform the name and contact details to the NCERT.
- v. Ensure procurement and availability of data capturing software and scanners for OMR scanning (Achievement Tests, questionnaires– PQ, TQ, SQ) at district level well before the Day of Assessment.
- vi. Monitor and assure the quality of the Field Investigator trainings at the district level.
- vii. Send an advisory note / circular to the list of sampled government and government-aided school Heads, informing them about NAS, and the need to ensure that all students enrolled in Classes III, V and VIII of their schools are present on the Day of Assessment.
- viii. Ensure that Aadhaar Number of all the students for Classes III, V and VIII is available with Schools' Head Teacher/Principal one week before the Day of Assessment.
- ix. Facilitate the short-listing and selection of the Observer by the Chief Secretary of the State/UT (at least one observer in each block) for monitoring the administration of the test in each sampled section/class (**Proforma annexed**).
- x. Constitute a District Monitoring Unit (DMU) at district level to monitor day to day activities related to the survey.
- xi. Conduct orientation workshop for observers and District Monitoring Unit (DMU) on quality monitoring protocol. Provide school details, Proforma for Monitoring the Administration of Tools and Module of Test Administration to District Project Coordinator – SSA's office for distribution to the observer for quality monitoring.
- xii. Along with observers, the state level coordinator – monitoring will also nominate the members of the district monitoring unit. The district monitoring unit will monitor all the survey activities.
- xiii. Inform the state coordinator (SCERT/SIE) regarding the role of the district monitoring unit and advise them to provide a space for the DMU.
- xiv. Advise District Coordinator to make available suitable space for scanning of OMRs at the district office.

- xv. Coordinate with the State Coordinator-Implementation on a daily basis to ensure that the MIS team from all districts are deputed for scanning, verification of OMR sheets with physical sheets (Hard copy) of Achievement Tests, Questionnaires and Field Notes.
- xvi. Monitor the progress of uploading of student data (‘.csv’ file) into the NAS Web Application which is to be uploaded within 15 days of the administration of tools at the district level.
- xvii. Monitor that MIS team at district level uploads the ‘number of students enrolled in the class’, ‘number of students present’, ‘number of participated students’, ‘number of sampled schools’ and ‘number of teachers’ for each sampled school as per the filled-in Field Notes on the Web Application.
- xviii. Update the monitoring progress on the NAS State Tracker as per schedule.
- xix. Develop a state summary monitoring report and email it to: **esdhead@gmail.com**.
- xx. Retain filled-in Monitoring Proforma at state level coordinator’s office at least for six months from the day of assessment.
- xxi. Develop an action plan in synergy with national and state team to implementation the pedagogical/quality interventions based on NAS findings.

Nomination and role of observers and District Monitoring unit for NAS Quality Monitoring

Monitoring Personnel	Nomination	Roles & Responsibilities
Observer	<ul style="list-style-type: none"> • Observers are deputed by the Chief Secretary of the State/UT. At least one observer in each of the blocks for the day of assessment. • Observers can be: <ul style="list-style-type: none"> - inter-ministerial official - officials from SSA unit/ DEOs • The Observers should not be the officials from SCERTs/SIEs & DIETs, i.e., conducting agencies of NAS. • The Observer should be conversant with the medium of instruction of the school nominated to him. 	<ul style="list-style-type: none"> • Monitoring the administration of the test in the sampled schools at block level on the Day of Assessment. • Ensure to receive the school details and module for Test Administration and Proforma for monitoring the administration of Tools from the state level coordinator, before visiting sampled schools. • Understand the module for test administration and Monitoring Proforma for smooth conduct of the Survey. • Ensure that filled-in Monitoring Proforma are submitted to the state level coordinator’s office post the administration of test.
District Monitoring Unit (DMU)	<ul style="list-style-type: none"> • State level coordinator-monitoring will nominate the members of the district monitoring unit. • The District Monitoring unit includes district education officer, block education officer and cluster resource coordinator. 	<ul style="list-style-type: none"> • The district monitoring unit will monitor the day to day implementation and progress of NAS activities as per the checklist provided. • Report to SPD-SSA regarding the implementation and progress of NAS activities. • Observe & Report quality of FI training. • SPD-SSA’s office to send a state level summarized report at: esdhead@gmail.com

Activity Checklist – State Coordinator – Monitoring (SPD-SSA)

Sr. No.	List of Activities	
	Timely release funds (as per State/NCERT norms) for the NAS activities at the State and the Districts levels to meet the expenses of the survey as per the activity timelines provided	<input type="checkbox"/>
	Procurement and availability of data capturing software and scanners for OMR scanning (Achievement Tests, questionnaires– PQ, TQ, SQ) at district level one month before the Day of Assessment.	<input type="checkbox"/>
	Monitoring the quality of the Field Investigator trainings at the district level	<input type="checkbox"/>
	Send an advisory note / circular to the list of sampled government and government-aided school Heads, informing them about NAS, and the need to ensure that all students enrolled in Classes III, V and VIII of their schools need to be present on the Day of Assessment	<input type="checkbox"/>
	Facilitate the short-listing and selection of the Observer by the Chief Secretary of the State/UT (at least one observer in each block) for monitoring the administration of the test in each sampled section/ class.	<input type="checkbox"/>
	Conduct orientation workshop for observers and District Monitoring Unit (DMU) on quality monitoring protocol. Provide school details, proforma for monitoring the administration of tools and module of test administration to District Project Coordinator – SSA's office for distribution to the observer for quality monitoring	<input type="checkbox"/>
	Ensure that AADHAR number of all the students for Classes III, V and VIII is available with Schools' Head Teacher/ Principal one week before the Day of Assessment.	<input type="checkbox"/>
	Nominate the members of the District Monitoring Unit (DMU)	<input type="checkbox"/>
	Inform the State Coordinator (SCERT/SIE) regarding the role of the DMU and advise them to provide a contact point for the unit for the coordination	<input type="checkbox"/>
	Advise District Coordinator to make available suitable space for scanning of OMRs at the district office	<input type="checkbox"/>
	Coordinate with the State Coordinator-Implementation on a daily basis to ensure that the MIS team from all districts are deputed for scanning, verification of OMR sheets with physical sheets (Hard copy) of Achievement Tests, Questionnaires and Field Notes	<input type="checkbox"/>
	Monitor the progress of uploading of student data ('.csv' file) into the NAS Web Application which is to be uploaded within 7 days of the administration of tools at the district level	<input type="checkbox"/>
	Monitor that MIS team at district level, updates the "number of students enrolled in the class", "number of students present" and "number of participated students", "number of teachers" for each sampled school as per the filled-in Field Notes on the Web Application	<input type="checkbox"/>
	Develop a state summary monitoring report and email it to the following IDs: esdhead@gmail.com	<input type="checkbox"/>
	Retain filled-in Monitoring proforma at state level coordinator's office for six months from the day of assessment.	<input type="checkbox"/>
	Develop an action plan in synergy with national and state team to implementation the pedagogical / quality interventions based on NAS findings	<input type="checkbox"/>

Activity Checklist - Observer

Sr. No.	List of Activities	
1.	Receive the school details and module for Test Administration and Pro forma for monitoring the administration of Tools from the state level coordinator, before visiting sampled schools.	<input type="checkbox"/>
2.	Monitor the administration of the test in sampled schools at block level on the Day of Assessment	<input type="checkbox"/>
3.	Understand the Module for Test Administration and Monitoring Pro forma for smooth conduct of the Survey.	<input type="checkbox"/>
4.	Ensure that filled-in Monitoring Proforma are submitted to the state level coordinator's office post the administration of test.	<input type="checkbox"/>

Activity Checklist – District Monitoring Unit (DMU)

Sr. No.	List of Activities	
1.	Nomination of 2 Associate State Coordinators	<input type="checkbox"/>
2.	Verification of Sampled schools (Class 3)	<input type="checkbox"/>
3.	Verification of Sampled schools (Class 5)	<input type="checkbox"/>
4.	Verification of Sampled schools (Class 8)	<input type="checkbox"/>
5.	Translation of items and vetting (Class 3) (to be sent back to NCERT)	<input type="checkbox"/>
6.	Translation of items and vetting (Class 5) (to be sent back to NCERT)	<input type="checkbox"/>
7.	Translation of items and vetting (Class 8) (to be sent back to NCERT)	<input type="checkbox"/>
8.	Receipt of soft copies of the translated items in other medium papers from neighboring States	<input type="checkbox"/>
9.	Dispatch of softcopies of translated tests to NCERT	<input type="checkbox"/>
10.	Nomination of District Coordinators and two Assistant Coordinators	<input type="checkbox"/>
11.	Assignment of venue for scanning OMR Sheets	<input type="checkbox"/>
12.	Procurement of OMR scanners and software	<input type="checkbox"/>
13.	Receipt of the verified list of sampled schools from District Coordinators	<input type="checkbox"/>
14.	Printing of survey material	<input type="checkbox"/>
15.	Distribution of survey material to districts	<input type="checkbox"/>
16.	Appointment of Field Investigators(FIs)	<input type="checkbox"/>
17.	Training of Field Investigators(FIs)	<input type="checkbox"/>
18.	Report quality of FI training (as per proforma to SPD & SCERT)	<input type="checkbox"/>
19.	Appointment of Observers	<input type="checkbox"/>
20.	Appointment of State Level Control Room	<input type="checkbox"/>
21.	Updating of contact details of Field Investigators on the NAS Web Application	<input type="checkbox"/>
22.	NAS Administration on the Assessment Day	<input type="checkbox"/>
23.	Receipt of used and unused of NAS material	<input type="checkbox"/>
24.	Submission of the filled in monitoring proforma from all districts at the State SPD Office	<input type="checkbox"/>
25.	Upload of survey data on NAS Web Application	<input type="checkbox"/>
26.	Generation of district report cards and dissemination of result at District level	<input type="checkbox"/>
27.	Development of intervention plan based on the learning gaps identified	<input type="checkbox"/>
28.	Implementation of intervention plan by states at district level	<input type="checkbox"/>

State Coordinator – Implementation (SCERT/SIE Director)

SCERT/SIE Director is the State/UT Coordinator and is responsible for the implementation of NAS. This includes translation and vetting of survey tools, printing and dispatch of survey materials, and other related tasks of NAS. S/he will nominate two associate State/UT coordinators for implementation of NAS in state. Details of role include:

- i. Translation of tests in regional languages.
- ii. Vetting of test items translated in regional languages from source language, i.e., English. Vetting should be conducted from the perspective of pedagogical and grade appropriateness.
- iii. Send five copies of translated tests and send the same (containing all tests with supporting links and fonts except English and Hindi language) to **esdhead@gmail.com** or on a CD to **The Head, ESD, NCERT**, Sri Aurobindo Marg, New Delhi 110016 as per the timeline provided by NCERT.
- iv. Identify and nominate one District Coordinator and one Assistant District Coordinator for each district. Inform the name and contact details of the District Coordinator to the NCERT and State level Coordinator – Monitoring (SPD-SSA).
- v. Provide list of sample schools to District Coordinators for verifying the class-wise medium(s) of instruction and the number of students per class/section level.
- vi. Ensure that the verified lists of sample schools are received from the District Coordinators within 7 days and the same are emailed to the State Level Coordinator-Monitoring (SPD-SSA).
- vii. Organise and ensure in coordination with SPD (SSA) office, participation of all district coordinators and MIS coordinators in the training programme on implementation of NAS .
- viii. Plan and organize printing of the tools as per the applicable medium of instruction and student numbers in schools as per the verified list of sampled schools, one month before the day of the assessment.
- ix. Printing (in collaboration with SPD) of tests, Questionnaires (Pupil, Teacher, and School), OMR sheets, Field Notes, and Module of Test Administration as per the Operational Guidelines-cum-Training Manual and requirement.
- x. Packaging and dispatch of tests (**sealed class wise in separate packets**), Questionnaires (Pupil, Teacher, and School), OMR sheets, Field Notes to the district coordinators.
- xi. Assemble the district coordinators at the place of printing and ensure that the school wise bundle are prepared containing the required NAS test material. Ensure personal involve in preparing the bundles have no access to any phone or camera. The entire process need to be videographed.
- xii. Each bundle for school will be sealed including a message pasted on the envelop for the head master of the school mentioning that he/she will be responsible if the seal is found tempered at the time of test administration.
- xiii. The above message is to be translated in regional language and pasted on the sealed packets

- xiv. Provide all survey material such as Operational Guidelines-cum-Training Manual and Module of Test Administration (for FI) during the conduct of FI training at district level.
- xv. Ensure packaging of the survey material (**Packets of Achievement Tests should be sealed separately**) as per medium of instruction verified for each sample school as below:

Class-wise (for one School) Quantity of Survey material

Survey Material		Number of Material		
		Class III	Class V	Class VIII
Field Notes		1	1	1
Achievement Tests	Test Form-31	15	–	–
	Test Form-32	15	–	–
	Test Form-51	–	15	–
	Test Form-52	–	15	–
	Test Form-81	–	–	15
	Test Form-82	–	–	15
Questionnaires	Pupil (PQ) (one to each FI)	1	1	1
	Teacher (TQ)	3	3	4
	School (SQ)	1	1	1
OMR Sheets	Achievement Tests	30	30	30
	PQ	30	30	30
	TQ	3	3	4
	SQ	1	1	1

Note: 1. For each class add EXTRA copies: Each Test Forms – 2; Test OMRs – 5; PQ – 2; PQ-OMRs – 5.

2. If the medium of instruction in the sampled school is more than one the quantum of material given in above table will increase proportionally

xvi. Establish Control room at SCERT to:

- address all NAS related issues/queries within 24 hours with documentation. The control room should be established fifteen days before the conduction of NAS and should be functional for fifteen days post the administration.
- be functional for 24 hours three days before the Day of Assessment.
- State Coordinator should train the personnel(s) in handling the Control room and ensure that they are able to tackle NAS related issues/queries.

xvii. Communicate the contact details (phone number and email) to all the concerned officials at the district level for NAS activities.

xviii. Inform the State level coordinator – monitoring’s office (SPD-SSA) regarding replacement/ cancellation of sample school(s), if any, immediately on receiving confirmation of the same from District Coordinator.

- Every sample school in the list is supplemented with two replacement schools (replacement 1 and replacement 2).
- If original sample school is not in a situation (i.e. school has collapsed due to natural disasters) to conduct the assessment, then the District Coordinators should facilitate to conduct the assessment in replacement 1 school and if the replacement 1 school is also in similar situation then to go in replacement school 2.
- However, under no circumstances, the replacement should exceed more than 15%.
- At the time of school verification by the District Coordinator, if a school is found to have enrolment of less than 5 students in class 3, 5 and 8, the DC should consider replacement school 1 OR 2 (which ever has the larger enrolment). Such situations have to be documented and permission to do the same, needs to be sought from the Head, ESD, NCERT through mail at esdhead@gmail.com
- Although the desired student sample size per class is 30, if the number of students in the sampled section is less than 30, the FI should continue to test the students.
- If FI found zero presence in a sampled school on the Day of Assessment then FI should record the information in Field Notes and same is to be submitted to District Coordinator.
- No replacement of schools will be permitted on the Day of the Assessment
- Combining of sections is not permitted

xix. Check with the district coordinators that the Field Investigators have returned used and unused survey material after the administration of tools, and the same has been duly counted and scrutinized by the District Coordinator.

xx. Ensure that only scanning method is used to scan and capture data from OMR sheets.

xxi. Get the information from MIS coordinator that the scanning of OMR sheets of achievement tests and questionnaires, conducted data cleaning and has verified the scanned OMRs with physical sheets, as instructed, (hard copy) of achievement tests and Field Notes, and uploaded the data (Refer NAS Web Application Manual for Uploading '.csv' file and Generating District Report Card) as '.csv' file onto the NAS Web Application by the district level MIS coordinator.

xxii. Ensure the '.csv' files of questionnaires (PQ, TQ and SQ) are received from MIS Coordinator and email the same to esdhead@gmail.com ('.csv' files of PQ, TQ, SQ in one zip file/folder) in OR send CD to The Head, ESD, NCERT, Sri Aurobindo Marg, New Delhi 110016.

xxiii. Coordinate with the MIS coordinator at district level to confirm uploading of the ‘number of students enrolled in the class’, ‘number of students present’ and ‘number of participated students’ for each sampled school as per Field Notes on the Web Application as per the directions received from NCERT

xxiv. Ensure that funds provided for survey purposes are spent judiciously and in accordance with the State/NCERT norms.

xxv. Coordinate and monitor the implementation plan as per the checklist provided.

xxvi. Implement quality interventions as per the state action plan developed based on NAS findings.

Activity Checklist - State Coordinator – Implementation

Sr. No.	List of Activities	
1.	Translation of tests in regional languages	<input type="checkbox"/>
2.	Vetting of the translated test items translated in regional languages from source language, i.e., English. Vetting should be conducted from the perspective of pedagogical and grade appropriateness	<input type="checkbox"/>
3.	Conduct a small pilot of the translated tests and check if the translations are appropriate.	<input type="checkbox"/>
4.	Dispatch of five hard copies of translated tests to ESD, NCERT. Send the soft copies of the same (containing all tests with supporting links and fonts except English and Hindi language) on a CD to esdhead@gmail.com as per the timeline provided by NCERT.	<input type="checkbox"/>
5.	Identification and nomination of one District Coordinator and one Assistant District Coordinator for each district. Inform the name and contact details of the District Coordinator to the NCERT and State level Coordinator – Monitoring.	<input type="checkbox"/>
6.	Provide list of sample schools to District Coordinators for verifying the class-wise medium(s) of instruction and the number of students per class/section level	<input type="checkbox"/>
7.	Receipt of verified lists of sample schools from the District Coordinators within 7 days and the same are emailed to the State Level Coordinator-Monitoring	<input type="checkbox"/>
8.	Planning and organization of printing of the tools as per the applicable medium of instruction and student numbers in schools as per the verified list of sampled schools, one month before the day of the assessment	<input type="checkbox"/>
9.	Printing (in collaboration with SPD) of tests and Questionnaires (Pupil, Teacher, and School), OMR sheets, Field Notes, and Manual for Test Administration as per the national guidelines and requirement.	<input type="checkbox"/>
10.	Organization and ensuring of participation of all District Coordinators in a two-day field administration training program on implementation of NAS, conducted by National team	<input type="checkbox"/>
11.	Provide survey material as per verified list of sampled schools, i.e., Achievement Tests as per medium in the school/class, Questionnaires (Pupil, Teacher, and School), OMR sheets (for Achievement Test and Questionnaires), Field Notes, Manual for Test Administration, and expenditure norms (State/UT Norms) to District Coordinator(s). State will also have to print test administration manual, sampling guideline and training materials	<input type="checkbox"/>
12.	Establish control room at SCERT	<input type="checkbox"/>
13.	Communicate the contact details (phone number and email) to all the concerned officials at the district level for NAS activities.	<input type="checkbox"/>
14.	Advise the State level coordinator – monitoring's office regarding replacement/cancellation of sample school(s), if any, immediately on receiving confirmation of the same from District Coordinator	<input type="checkbox"/>
15.	Check with the district coordinators that the Field Investigators have returned used and unused survey material after the administration of tools, and the same has been duly counted and scrutinized by the District Coordinator.	<input type="checkbox"/>
16.	Ensure that only scanning method is used to scan and capture data from OMR sheets	<input type="checkbox"/>
17.	Ensure that the MIS coordinator has completed the scanning of OMR sheet of achievement tests and questionnaires, conducted data cleaning and has verified the scanned OMRs with physical sheets, as instructed, (hard copy) of achievement tests and field notes, and uploaded the data as '.csv' file onto the NAS Web Application by the district level MIS coordinator.	<input type="checkbox"/>
18.	Ensure the '.csv' files of questionnaires (PQ, TQ and SQ) are received from MIS Coordinator and emailed to esdhead@gmail.com ('.csv' files of PQ, TQ, SQ in one zip file/folder) OR in a CD to The Head, ESD, NCERT, Sri Aurobindo Marg, New Delhi 110016.	<input type="checkbox"/>
19.	Coordinate with the MIS coordinator at district level to confirm uploading of the "number of students enrolled in the class", "number of students present", "number of participated students" and "number of teachers" for each sampled school as per Field Notes on the Web Application as per the directions received from NCERT	<input type="checkbox"/>
20.	Ensure that funds provided for survey purposes are spent judiciously and in accordance with the State/NCERT norms.	<input type="checkbox"/>
21.	Implement quality interventions as per the state action plan developed based on NAS findings	<input type="checkbox"/>

District Coordinator

Principal of the DIET is the district coordinator. In case a DIET is not present in a district then the State Coordinator – Implementation will nominate a senior college lecturer or senior faculty member as District Coordinator. The District Coordinator is responsible for the ground level implementation of NAS and training of Field Investigators. Details include:

- i.** Verify the existence of sample schools, medium(s) of instruction in classes III, V and VIII in the school and number of students in the sample school with the school's UDISE code and report discrepancy, if any, within 7 days, to the State Coordinator.
- ii.** Ensure that school wise bundle prepared at state level containing the required NAS test material (Test and questionnaires) is safely handed over to school head of sampled schools before 3 days of the Day of the Assessment.
- iii.** Ensure that a confidentiality agreement (annexed) letter signed by the head teacher before handing over the NAS test material.
- iv.** Communicate the Day of Assessment for test administration in sampled schools to the School Head one week before the test date so that all the students should be present on the Day of Assessment and instruct them to collect the survey material from the District coordinator three working days prior to the conduction of the test.
- v.** While handing over the survey material to the School head teacher for the administration of the achievement survey in the sampled school, inform the school head teacher that the survey material needs to be kept under lock and key by him/her. The seal on the envelope containing the test papers for the different classes needs to be broken on the day of assessment only and in the presence of Field Investigator. If the Field Investigator (FI) is not reaching the school on the Day of Assessment head teacher should inform to the District Coordinator.
- vi.** Select two Field Investigators (FIs) for Classes III & V and one for Class VIII for each sampled school. Allot them schools ensuring that the FI is well conversant in the medium in which the test is to be conducted and as per verified list of Sample Schools.
- vii.** Ensure that at least 15 additional field investigators were trained and stand ready in case of absence of selected Field Investigators.
- viii.** Provide printed copy of duly signed letter of introduction to each Field Investigator.
- ix.** Organise training workshop for the Field Investigators one week before the test administration. The training should be conducted as per the instructions provided.
- x.** Ensure that all the selected Field Investigators attend the training workshop for test administration. Only those FIs who have attended the training workshop can visit the sampled schools for Survey activities.
- xi.** Inform the State level coordinator – Monitoring and State coordinator – implementation the dates of the training.
- xii.** Test administration and number of Field Investigators will depend upon class(s) in the schools as per the criteria stated below:
 - a.** Sampled schools having Classes III, V and VIII shall have a team of three Field Investigators (two FIs for Classes III & V and one for Class VIII);

- b. Sampled schools having Classes III and V shall be visited by two Field Investigators;
- c. Sampled schools having Classes III and VIII or Classes V and VIII shall be visited by three Field Investigators;
- d. Sampled schools having only Class III or Class V shall be visited by two Field Investigators;
- e. Sampled schools having only Class VIII shall be visited by one Field Investigators.

xiii. Agenda of FI Training

- Sampling
- Conduction of Test (Pre-During-Post Test)
- Monitoring of Test
- Roles and Responsibility of FIs
- Quiz

xiv. The training of Field Investigators is aimed to explain in detail the procedure to administer the test, selection procedure of section and students (if there are more than one section in a class and more than 30 students in a section/class), sitting plan, distribution of tools and their administration.

xv. Provide a letter of introduction to the Field Investigators for the school;

xvi. Explain that each Field Investigator has to visit the school for two days (**As per Schedule provided to them**):

- **On 1st day will be referred to as the Preparatory Day.** The FI is expected to complete the following tasks on the Preparatory Day:
 - ✓ filling up of School Questionnaire and Teacher Questionnaire;
 - ✓ check the room where the test will be conducted. Ensure that the room has proper lighting, is clean and there is enough place for students to sit
 - ✓ inform the Head of School to make available drinking water for students near the room, arrange for extra ball pens in case the students need during the test;
 - ✓ inform the Head of School to ensure that all students from Classes III, V and VIII are present on the Day of the Assessment
- **On 2nd day, i.e., on the Day of Assessment** the FI should:
 - ✓ Reach school before morning assembly;
 - ✓ Collect Aadhaar numbers for all sampled students studying in classes III, V and VIII.
 - ✓ Check seating arrangements, light and other settings in the room where test to be administered.
 - ✓ Select the section and students as per the guidelines provided by District Coordinator
 - ✓ Check that the achievement test package is sealed and seal is not broken. Open the package on the Day of Assessment. If the seal is broken report immediately to district coordinator and mention in the field note as well. However, continue to administer the tools.
 - ✓ Collect the survey material from the students and pack it after counting. Tally the used and unused material with the material received in the school.

- ✓ Transfer the students' responses to OMR sheets from test booklet (Classes III & V)
 - ✓ Carry back the packed material along with the filled OMRs and deposit the same with the District Coordinator.
- xvii.** Explain that the teacher questionnaire has to be filled up by all the concerned subject teachers teaching sampled students (if a teacher is teaching more than one subject then he/she has to fill only one teacher questionnaire) and the school questionnaire by the Head Teacher/principal of the school.
- xviii.** Provide hands-on practice during FI training using script provided by NCERT on guiding the students to respond and mark their answers in the answer script.
- xix.** Conduct a hands-on practice with the Field Investigator for filling up of Questionnaires (PQ, TQ, SQ);
- xx.** Conduct a hands-on practice with the Field Investigator for transferring student responses to OMR sheets using some sample answer scripts and OMR sheets. Inform the Field Investigator to transfer the student responses (for Classes III & V) as marked by the student and not to change anything; for eg if the student has marked two responses for a question then the Field Investigator should mark both the responses on the OMR sheet.
- xxi.** Receive back all used (arranged systematically) and unused material from Field Investigators class wise as below:

Class-wise Packing Details of Survey Material

Packet-1 (Used Material)	<ul style="list-style-type: none"> • Test booklets - Test Form-wise separately* • OMR sheets - filled-in OMR sheets test form-wise separately (arranged serially) * • Filled in OMR sheets of PQ, TQ & SQ (separately in three different packets, arranged serially) • Filled-in Field Notes 	To be packed and submitted to District Coordinator by Field Investigator
Packet-2 (Unused Material)	<ul style="list-style-type: none"> • Test booklets * • OMR Sheets • Field Notes • PQ, TQ & SQ 	

*** To be kept safely at District Level by District Coordinator for at least six months.**

- xxii.** Disburse payment as per State/NCERT norms to the Field Investigators immediately after receiving the bills & vouchers in original and after completion of the assigned task satisfactorily.
- xxiii.** Coordinate scanning of OMR Sheets (achievement tests, questionnaires– PQ, TQ, SQ) (Please refer Annexure-II: Data Capturing Manual) at District office in consultation with State/Associate State Coordinator.
- xxiv.** Share the detailed statement of expenditure with bills and vouchers in original and a brief survey report (field administration) to the State Coordinator - implementation.
- xxv.** Ensure the implementation of all the processes for NAS in the state as per the checklist provided.
- xxvi.** Ensure all survey material, used and unused is kept securely at least for six months.

Activity Checklist – District Coordinator

Sr. No.	List of Activities
1.	Verification of the existence of sample schools, medium(s) of instruction in classes III, V and <input type="checkbox"/>

Sr. No.	List of Activities	
	VIII in the school and number of students in the sample school with the school's UDISE code and report discrepancy, if any, within 7 days, to the State Coordinator	
2.	Ensure that school wise, sealed bundles of NAS test material (test and questionnaires) are prepared and collected 7 days before the day of the Assessment	<input type="checkbox"/>
3.	Ensure that a confidentiality agreement letter is signed by the head teacher before handing over the NAS test material to the school	<input type="checkbox"/>
4.	Communicate the Day of Assessment for test administration in sampled schools to the School Head one week before the test date so that all the students should be present on the Day of Assessment and instruct them to collect the survey material from the District coordinator two working days prior to the test	<input type="checkbox"/>
5.	Select two Field Investigators (FIs) for Classes III & V and one for Class VIII for each sampled school. Allot them schools ensuring that the FI is well conversant in the medium in which the test is to be conducted and as per verified list of Sample Schools	<input type="checkbox"/>
6.	Ensure that at least 15 additional field investigators were trained and stand ready in case of absence of selected Field Investigators	<input type="checkbox"/>
7.	Provide printed copy of duly signed letter of introduction for each field investigator	<input type="checkbox"/>
8.	Organize training workshop for the field investigators one week before the test administration as per the instructions in guidelines	<input type="checkbox"/>
9.	Ensure that all the selected Field Investigators attend the training workshop for test administration. Only those FIs who have attended the training workshop can visit the sampled schools for Survey activities.	<input type="checkbox"/>
10.	Inform the State level coordinator – Monitoring and State coordinator – implementation the dates of the training	<input type="checkbox"/>
11.	Ensure that the FI reaches the sampled school on two days	<input type="checkbox"/>
12.	Ensure packaging of the survey material (packets of Achievement Tests should be sealed separately) as per medium of instruction, verified for each sample school, as mentioned in the operational guidelines	<input type="checkbox"/>
13.	Receive back all used and unused material from Field Investigators	<input type="checkbox"/>
14.	After satisfactory completion of the assigned task, immediately, disburse payment as per State/NCERT norms to the Field Investigators, after receiving the bills & vouchers in original	<input type="checkbox"/>
15.	Coordinate scanning of OMR Sheets (achievement tests, questionnaires– PQ, TQ, SQ) at District office in consultation with State/Associate State Coordinator.	<input type="checkbox"/>
16.	Share the detailed statement of expenditure with bills and vouchers in original and a brief survey report (field administration) with the State Coordinator - implementation	<input type="checkbox"/>

Field Investigator

The Field Investigator should preferably be a DIET student. If the states have no or less number of DIET trainees, they can select the FIs from B.Ed./M.Ed. trainees from government colleges, B.Ed./M.Ed. trainees from Private Teacher Education Institutes (TEI), trained teachers who are not working in government schools, retired school teachers, Master of Social Work students, private school teachers in the given order. The role and responsibilities of the Field Investigator include ensuring standardized implementation of the NAS survey tools. The Field Investigator should complete the administration of all tests in all classes on the Day of Assessment. Details of the role are state below:

Pre-survey activities

- i. Attend the training workshop organised by the District Coordinator.
- ii. Collect letter of introduction, allocated sample school name and address with UDISE code and Module of Test Administration from District Coordinator;
- iii. Confirm from the District Coordinator that the Head Teacher/Principal of the concerned school has been informed well in advance about the Day of Assessment and purpose of visit;
- iv. Read the training manual carefully and seek clarifications, if any, from District Coordinator.



Activities on the Preparatory Day and Day of Assessment

- i. Reach the assigned sample school as per the instructions provided during the training and the two-day schedule, received from District Coordinator along with the **Letter of Introduction and Module of Test Administration.**

Schedule for Visiting Sampled School by Field Investigator

1 st Day Visit (Preparatory Day)	
On 1 st day of the visit and meet the head teacher and teachers teaching Classes III, V and VIII and fill the school and teacher questionnaires.	
2 nd Day Visit (Day of Assessment*)	
SESSION-I :Time 2 hours (Test Administration + PQ)	SESSION-II: Time 2 hours (Test Administration + PQ)
<p style="text-align: center;">1st & 2nd FIs: Class III</p> <ul style="list-style-type: none"> Selection of section (if more than one section) Selection of students (if more than 30 students) Filling up of Field Notes (Annexure-I) After test form distribution, divide the students (Classes III & V) in two groups, wherein one group will have all the students having test form 1 (31) and the other group will have test form 2 (32) to conduct the test. 1st FI will start conducting the test through Test Form 31 in Group-I as per the script (Test administration instructions) given in the Module of Test Administration. <p style="text-align: center;">AND</p> <p>2nd FI will start conducting the test through Test Form 32 in Group-II as per the script (Test administration instructions) given in the Module of Test Administration.</p> <ul style="list-style-type: none"> Filling up the front page of Test Forms Explain to students how to mark responses in test booklet. FI should not read aloud the passage given in the reading comprehension in the Language test. FI should instruct the students to read the passage silently by themselves Read only the questions and the options aloud to the students twice and give the students time to mark their responses in the booklets. FIs to follow the directions given in the test booklets After administration of tests, fill up the PQ by interview mode for each student one by one. 	<p style="text-align: center;">1st & 2nd FIs: Class V</p> <ul style="list-style-type: none"> Selection of section (if more than one section) Selection of students (if more than 30 students) Filling up of Field Notes (Annexure-I) After test form distribution, divide the students (Classes III & V) in two groups, wherein one group will have all the students having test form 1 (51) and the other group will have test form 2 (52) to conduct the test. 1st FI will start conducting the test through Test Form 51 in Group-I as per the script (Test administration instructions) given in the Module of Test Administration. <p style="text-align: center;">AND</p> <p>2nd FI will start conducting the test through Test Form 52 in Group-II as per the script (Test administration instructions) given in the Module of Test Administration.</p> <ul style="list-style-type: none"> Filling up the front page of Test Forms Explain to students how to mark responses in test booklet. FI should not read aloud the passage given in the reading comprehension in the Language test. FI should instruct the students to read the passage silently by themselves. Read only the questions and the options aloud to the students twice and give the students time to mark their responses in the booklets. FIs to follow the directions given in the test booklets After administration of tests, fill up the PQ by interview mode for each student one by one.
<p>Remaining work for 1st & 2nd FI (Class III & V) after completion of Session-II</p> <ul style="list-style-type: none"> Transfer of students' responses from Test Booklet to OMR sheet Arrange test booklets and OMR sheets class-wise then Test Form-wise, separately. Pack all the survey material as per packing instructions carefully. 	
FI 3 for Class VIII	

Session-I : 2 hours for Administration of Test	Session-II : Administration of PQ & remaining task
<ul style="list-style-type: none"> • Selection of section (if more than one section) • Selection of students (if more than 30 students) • Filling up of Field Notes (Annexure-I) • Ask the students to sit according to the seating arrangement • Fill the student information on OMR sheet for Class VIII students except students' responses. • Explain to students how to fill responses in the OMR sheet. 	<ul style="list-style-type: none"> • After administration of test, distribute PQ to students for filling up with the help of Field Investigator. • Arrange test booklets and OMR sheets Test Form-wise separately. • Pack all the survey material as per packing instructions carefully. • Complete remaining tasks, if any.

*** Administration of all tests in all classes should be completed on the Day of Assessment.**

- ii. Meet the Head of the school and show him/her Letter of Introduction, and explain the purpose of the visit. Request for assistance and cooperation in completion of survey activities, however ensure that the staff from the schools is not be involved in implementing the survey.
- iii. Ensure that the achievement test package is sealed and seal is not broken. Open the package on the Day of Assessment. If the seal is broken, report immediately to District Coordinator and mention in the Field Notes as well. However, continue to administer the tools.
- iv. On the Preparatory Day, get the school and teacher questionnaires filled by the school head and the teachers teaching Classes III, V and VIII.
- v. Inform the school head the number of rooms required to administer the test and ensure that the rooms allocated for conducting the test has light and proper ventilation.
- vi. On the Day of Assessment reach the school before the morning assembly.
- vii. If there are more than one section of a class then select a section through random sampling as explained in Field Notes (Annexure-I).
- viii. **Select Students:** If there are less than 30 students select all. If there are more than 30 students in the selected section, then note down their names serially in the Sheet-I of Field Notes (**Annexure-I**). Select 30 students using the sampling procedure specified in **Annexure-I** (for selection of the students). Allot Student ID serially in Sheet-I against each student.
- ix. Collect the AADHAR card numbers of all sampled students in Classes III, V and VIII
- x. The allocation of the test forms for class III, V and VIII students will need to be done as per the following procedure:

If the **UDISE code** of the sampled school is ending with **odd number**, then start the distribution of test form with **31/51/81**. In case, the UDISE code of sampled school is **even number**, then start the distribution of test form with **32/52/82**.

- xi. **After test form distribution, divide the students (Classes III & V) in two groups, wherein one group will have all the students having test form 1 (31/51) and the other group will have test form 2 (32/52) to conduct the test.**

- xii.** List all the students enrolled in the class (as per class register) in **Sheet-I**, transfer the names of **ONLY** the selected students (including absent student, if any) as per their allotted ID serially in **Sheet-II** of Field Notes and fill the required entries against each student, i.e., children with special Needs, Roll No. (as per class register), attendance (mark only absent student(s) as 'A'), gender, social category, and respective Test Form number in which the student is to appear.

Children With Special Needs (CWSN)

Facilitate these children in following manner:

- ✓ 30 minutes extra time will be given to complete the test.
- ✓ Facility of scribe or amanuensis will be given to the students.
- ✓ Resource teacher should be consulted for conducting the test.
- ✓ It should be ensured that suitable adaptations are made according to the child's needs as per the RPWD Act 2016.

Types of disabilities:

1. **LD** - Locomotor Disability
2. **VI** - Visual Impairment
3. **HI** - Hearing Impairment
4. **S&LD** - Speech & Language Disability
5. **ID** - Intellectual Disability
6. **OthD** - Other Disabilities

- xiii.** Fill the student information on Test Forms and OMR sheet for each student of Classes III and V.
- xiv.** Fill the student information on OMR sheet for Class VIII students except students' responses.
- xv.** Sheet-I and Sheet-II of the Field Notes are provided in this manual as Annexure-I and are also included in the Module of Test Administration (for FI).
- xvi.** The administration of the survey tools is to be completed in the school as per the schedule provided by the district coordinator.

xvii. Ensure that the required codes are filled on OMR Sheets (Achievement Test and PQ, TQ, SQ), for each student.

Example of filling different Codes:

UDISE Code: Use 11-digit UDISE school code as per the list provided by NCERT

0	2	0	2	0	1	0	8	3	0	1
State Code		District Code		Block Code		Village Code			School Code	

UDISE School Code

0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

Section: For example if the selected section is 'B', fill the bubble **B** as shown:

Section

<input type="checkbox"/>
<input type="radio"/>
<input checked="" type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

Student ID: Allotted by Field Investigator in **Sheet-I** of Field Notes against each selected student and thereafter, transferred into **Sheet-II**, Student ID wise serially arranged, i.e. 01-30 with other required fields available in Sheet-II of Field Notes.

Roll No.: As per Class Register of selected section for each selected student.

Example:































If a Student '**Rahul**' has **Roll No. 46** as per **Class Register** of selected section and his **Student ID** is **05** as per Survey procedure in the **Sheet-II** of Field Notes, then his Roll No. should remain same as per class register for other relevant documents of Survey, i.e., Test Form, OMR Sheet, Field Notes.

Test Form Code: Code for Test Form 1 (booklet 1) of **Class III**

3	1
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Medium Code: In which test to be administered, e.g., code for **English** (Refer Annexure-II)

1	3
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Example : Sitting Plan and Distribution of Test Forms for Class VIII Sampled Students					
Student ID	01	02	03	04	05
					
<i>Test Form No.</i>	81	82	81	82	81
Student ID	06	07	08	09	10
					
<i>Test Form No.</i>	82	81	82	81	82
Student ID	11	12	13	14	15
					
<i>Test Form No.</i>	81	82	81	82	81
Student ID	16	17	18	19	20
					
<i>Test Form No.</i>	82	81	82	81	82
Student ID	21	22	23	24	25
					
<i>Test Form No.</i>	81	82	81	82	81
Student ID	26	27	28	29	30
					
<i>Test Form No.</i>	82	81	82	81	82

Classroom Activities of Field Investigator:

- i. Given below are specific tasks to be completed by Field Investigator in an assigned class:
 - Ensure that the test form is distributed to each student as allotted in Sheet-II of Field Notes.
 - Use the script provided in the test administration manual to conduct the test.
 - Demonstrate using the blackboard and read out the example question provided, to explain how students should mark the right answer.
 - Explain that the correct answer is to be marked by
 - **encircling the correct answer** on the **test booklet** for **Classes III and V**; and
 - **Darkening circle of the option** in the **OMR sheet** for **Class VIII**.
 - Ask students to raise his/her hand, if there is any query regarding instructions.
 - Ask students to read the instructions once to understand. Give them sufficient time to read the instructions given on the front page of the test booklet.

- ii. Collect all the test booklets, and Pupil Questionnaire (PQ) from all the students before they leave the class.

How to use OMR Sheet?

- Distribute one OMR Sheet to each student along with Test Booklet in Class VIII.
- Ask students to use CAPITAL LETTERS of English only wherever required (Don't use regional language).
- The Field Investigator will ensure that all the entries have been filled properly in the front page of Test Booklets and in the OMR sheets (Achievement Test and PQ) before the start of the test.
- Field Investigator may fill the above mentioned entries him/herself before administration of the tests in the class.
- Explain to students how to mark their responses on the OMR sheet.
- Ask students to use ball point pen only (Black or Blue) for filling up of OMR sheet.
- Explain to students that NO OVERWRITING OR CORRECTION is allowed after darkening the circle against each entry.
- **Ensure that OMR sheet should not be folded or crushed, keep it neat and clean.**

Post-survey activities

- i. Record all remaining entries in the Field Notes for each class (if any).
- ii. Transfer student responses from the test booklet on to OMR Sheet for class III and V students
- iii. Ensure that Codes on test booklets, OMR Sheets and Field Notes must be the same as filled on Sheet-II of Field Notes.
- iv. Cross check all the entries made on all test booklets, questionnaires (PQ, TQ, SQ), OMR Sheets and Field Notes.
- v. Repack the entire material as per the instructions provided in the Class-wise Packing Details of Survey Material
- vi. The Field Investigator must return all material counted and completed in all respects to the District Coordinator/Assistant District Coordinator
- vii. Cross check that all activities as per the checklist provided in the Module of Test Administration, have been duly completed.
- viii. Submit the reimbursement form to receive payment.

Activity Checklist – Field Investigator (FI)

Sr. No.	List of Activities	
1.	Attend training workshop organized by the District Coordinator.	<input type="checkbox"/>
2.	Collect letter of introduction, nominated sample school name and address with UDISE code and manual for Test Administration from district coordinator after the training workshop	<input type="checkbox"/>
3.	Confirm from the District Coordinator that the Head Teacher/Principal of the concerned school has been informed well in advance about the Day of Assessment and purpose of visit	<input type="checkbox"/>
4.	Read the training manual carefully and seek clarifications if any from the district coordinator	<input type="checkbox"/>
5.	Reach the assigned sample school as per the instructions provided during the training and the two day schedule , received from District Coordinator along with the Letter of Introduction and Test Administration manual	<input type="checkbox"/>
6.	Meet the Head of the school and show him/her Letter of Introduction, and explain the purpose of the visit. Request for assistance and cooperation in completion of survey activities, however, ensure that the staff from the schools is not be involved in implementing the survey	<input type="checkbox"/>
7.	Ensure that the achievement test package is sealed and seal is not broken. Open the package on the Day of Assessment. If the seal is broken report immediately to district coordinator and mention in the field note as well	<input type="checkbox"/>
8.	On Day 1, get the school and teacher questionnaires filled by the school head and the teachers teaching classes III, V and VIII. Collect the list of student AADHAR numbers from the school head	<input type="checkbox"/>
9.	Inform the school head the number of rooms required to administer the assessment and ensure that the rooms allocated for conducting the test have light and are spacious enough for the students to sit comfortable	<input type="checkbox"/>
10.	On day 2, reach the school before the assembly. If there are more than one section of a class then select a section through random sampling as per guidelines	<input type="checkbox"/>
11.	Ensure that the test is conducted, as per instructions given in the guidelines manual	<input type="checkbox"/>
12.	Posttest conduction, complete all remaining entries in the Field Notes for each school (if any)	<input type="checkbox"/>
13.	Post Test Conduction, transfer student responses from the test booklet on to OMR Sheet Transfer all entries from pupil questionnaire on to the separate sheet of OMR	<input type="checkbox"/>
14.	Post Test Conduction , ensure that Codes on test booklets, OMR Sheets and Field Notes must be the same as filled on Sheet-II of Field Notes	<input type="checkbox"/>
15.	Post Test Conduction, cross check all the entries made on all test booklets, questionnaires (PQ, TQ, SQ), OMR Sheets and Field Notes.	<input type="checkbox"/>
16.	Post Test Conduction , repack the entire material as per the instructions provided in the guidelines	<input type="checkbox"/>
17.	Post Test Conduction, return all material counted and completed in all respects to the District Coordinator/Assistant District Coordinator	<input type="checkbox"/>
18.	Post Test Conduction, submit the reimbursement form to receive payment	<input type="checkbox"/>

MIS Coordinator

The MIS Coordinator is one of the two assistant District Coordinator who will be deputed by State Level Coordinator-Monitoring (SPD-SSA). S/he should have experience and knowledge of scanning OMRs and is expert in using computers and software. The responsibility of the MIS coordinator is to organize scanning of survey tools, cross check the scanned data with the field notes.

- i. MIS coordinator ensures attending training on the data capturing software and having an operation scanner in the office.
- ii. MIS coordinator to ensure that OMR sheets design (Achievement test and Questionnaires) provided by NCERT for Classes III, V and VIII must adhered to original design.
- iii. MIS coordinator to download the template for the data file from the NAS web application. Should ensure no changes are made to the format provided and the scanned data is submitted as per the format of the data file;
- iv. MIS team manages the scanning of achievement test and questionnaire OMR sheets separately;
- v. MIS coordinator to physically cross check two OMR sheets per school per class with the student answer script and field notes. In case if even one of the OMR data is found incorrect then all OMRs, filled by that field investigator, should be checked physically.
- vi. While scanning, MIS team to ensure that information of students' enrollment, presence and participation should be available in Field Notes.
- vii. MIS team to ensure that the Codes (e.g. Student ID) must be the same in Achievement Test and PQ for every sampled student.
- viii. After verification of OMR sheets with physical sheets of achievement Tests and Field Notes (Hard copy), upload the '.csv' file pertaining to achievement tests in Classes III, V and VIII on NAS Web Application and data management (Refer NAS Web Application Manual for Uploading '.csv' file and Generating District Report Card).
- ix. Ensure that the '.csv' files (in school wise folders) of Achievement tests, PQ, TQ and SQ in CDs (after completion of uploading process) of all schools are sent to the State Coordinator within a week's time from the Day of Assessment.
- x. **Please follow instructions given in the Data Capturing Manual (Annexed) for the entire process from designing of OMR sheets to uploading the '.csv' files.**
- xi. Cross check completion of all tasks as per the checklist provided.

Activity Checklist – MIS Coordinator

Sr. No.	List of Activities	
1.	Attends training on the data capturing software an operation scanner in the office.	<input type="checkbox"/>
2.	Ensure availability of an operational scanner at the district office	<input type="checkbox"/>
3.	Download the template for the data file from the NAS web application. Ensures no changes are made to the template provided and the scanned data is submitted as per the template of the data file	<input type="checkbox"/>
4.	Manage the separate scanning of achievement test and questionnaire OMR sheets separately	<input type="checkbox"/>
5.	Physically cross checks two OMR sheets per school per class with the student answer script and field notes. In case if even one of the OMR data is found incorrect then all OMRs, filled by that field investigator, should be checked physically	<input type="checkbox"/>
6.	Ensure that information of students' enrollment, presence and participation and number of teachers should be available in field note and is added in the web application	<input type="checkbox"/>
7.	Ensure that the Codes (e.g. Student ID) must be the same in Achievement Test and PQ for every sampled student	<input type="checkbox"/>
8.	After verification of OMR sheets with physical sheets of achievement Tests and Field Notes (Hard copy), upload the '.csv' file pertaining to achievement tests in Classes III, V and VIII on NAS Web Application and data management (Refer NAS Web Application Manual for Uploading '.csv' file and Generating District Report Card).	<input type="checkbox"/>
9.	Ensure that the '.csv' files (in school wise folders) of Achievement tests, PQ, TQ and SQ saved in CDs (after completion of uploading process) of all schools are sent to the State Coordinator within a fortnight from the Day of Assessment.	<input type="checkbox"/>

Field Notes

(TO BE FILLED BY FIELD INVESTIGATOR)

National Achievement Survey

Class III, V, VIII

Complete all entries before administration of tools, even if the enrollment of students is less than 30 (thirty) in a class.

1. Date of Survey [in **DD MM YYYY** format]

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

2. UDISE Code

--	--	--	--	--	--	--	--	--	--

3. Name of the School _____

4. Name of the State _____

5. Name of the District _____

6. Area Code of the School (**1** – Rural, **2** – Urban)

7. Is it a replacement school? If yes, reasons for replacement _____

8. Class, Section, Medium in which test administered (Use medium code as per sample list) :

Class

Section

Medium

9. Name of the Head Teacher/Principal _____

(Sign. of the Field Investigator)

(Name in capital letters) _____

10. a. In case, the class has only one section:

- i. Number of students enrolled in the class □□□
- ii. Number of students who took the test □□
- iii. Number of selected students absent on the day of testing □□

b. In case, the class has more than one Sections:

- i. Number of sections of the class □□
- ii. Number of students enrolled in all the sections of the class □□□
- iii. The serial number of the sampled section □□
- iv. Number of students enrolled in the sampled section □□
- v. Number of students who took the tests □□
- vi. Number of selected students absent on the day of testing □□

11. Details of teachers teaching the sampled section:

S.No.	Name of the Teacher	Subject(s)
1.		
2.		
3.		
4.		

12. Provide following information for all sections/class

Number of students belonging to different SOCIAL GROUPS	
Social Group	No. of Students Enrolled
SC	
ST	
OBC	
General	
Total Students	

Number of students belonging to different DISABILITY GROUPS	
Disability Group	No. of Students
LD -Locomotor Disability	
VI -Visual Impairment	
HI -Hearing Impairment	
S&LD -Speech & Language Disability	
ID -Intellectual Disability	
OthD -Other Disabilities	
Total Students	

Procedure for the Selection of a Section

(If the class has more than one section)

If there are **more than one section** in the selected school in a class then select only one section through random sampling method as specified below:

Note down the following information:

S.No. of Section	Section Name	Number of Students Enrolled	No. of Students Present on the Day of Assessment	Selected Section (Please tick <input type="checkbox"/> mark)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total Students				

UDISE Code System

0	1	1	2	0	3	1	2	3	1	3
State Code		District Code		Block Code		Village Code		School Code		

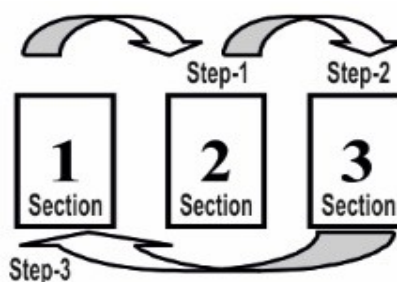
Stage-1: Add together the two digits of the district code and the two digits of the school code. Write down the result.

Example:

District code '12' and School code '13'

Result = 1 + 2 + 1 + 3 = 7

Stage-2: Write down the serial numbers of the sections in a line as shown in the figure. Starting from section '1', move to next section at a time in a cyclic fashion, and continue till you get to the number calculated at Stage-1 above as a result. The section where you stop is the section selected.



Starting at section sr. no. '1' to 7 steps bring us to section sr. no. '2' i.e. Section-B.
Test the students in section 'B'.

Procedure for the Selection of Students

If there are more than 30 students in the sampled section in a class, then select only 30 students as per procedure given below:

Step-1: List all the students of the sampled section/class as per school register in **Sheet-I**.

Step-2: Calculate the Sampling Interval (SI) by using formula given below or follow the table of SI:

$$\text{Sampling Interval (SI)} = \frac{\text{Total number of students enrolled in sampled section/class in the school}}{30}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 58, then

$$SI = \frac{58}{30} = 1.93 \text{ (rounded to 2)}$$

Example: Suppose the total enrollment in the sampled section/class in the school is 44, then

$$SI = \frac{44}{30} = 1.46 \text{ (rounded to 1)}$$

Note: If the value after decimal is more than or equal to 0.50 then it would be rounded to next whole number and if the value after decimal is less than 0.50 then it would be rounded to preceding whole number.

Table: Ready Reckoner for Sample Interval (SI)

Number of Students in the sampled section/class in the school	31-44	45-74	75-104
Sample Interval	1	2	3

Step-3: In order to select the first student by Random Start (RS) method, follow the procedure as below:

Example: If the **District Code** = 12
 and **School Code** = 13
 Add the **District code + School Code** = 1+2+1+3
 Then, Random start (RS) = 7

Step-4: Select your first student from serially arranged students' list (**Sheet-I**) at S.No.'7' (take reference of Step-3 above). The next student will be selected as per following method:

RS+SI; RS+2SI; RS+3SI; RS+4SI, likewise...

For example: If SI is 2, then the selected students would be at serial number 7, 9, 11, 13, 15, 17, 19...

RS	+	SI	=	9	;	RS	+	2SI	=	11	;	RS	+	3SI	=	13
7		2				7		4				7		6		

Step-5: If you get the end of list before getting 30 students, then continue the process from the beginning until you have selected 30 students.

Step-6: If by chance you get again to a student already selected in this process, then select the immediate next student and continue your counting following the same process until you get 30 students.

Step-7: Allot Student ID against each selected student in **Sheet-I**. Transfer students' names, Roll Nos. (As per class register), and other details in **Sheet-II** as per their Student IDs serially.

Sheet - II

List of 30 Selected Students arranged serially according to Student ID (in case the sampled section/class has less than 30 students, then list all the students and allot student ID)

Name of the Sampled Section _____

Student ID	Name of the Student	Roll No. as per Class Register	Attendance	Gender	Category	CWSN	Test Form Number
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

Note: 1. Please copy the Test Form Number from the Test Booklet given to the individual Student.
 2. Please mark absent 'A' in the column 'Attendance' for the sampled student who could not appear in the test.

GENDER: 1- Boy, 2- Girl ● **CATEGORY:** 1- SC, 2- ST, 3- OBC, 4-General

CWSN (Type of Disabilities) :

1- LD (Locomotor Disability); 2- VI (Visual Impairment); 3- HI (Hearing Impairment);
 4- S&LD (Speech & Language Disability); 5- ID (Intellectual Disability); 6- OthD (Other Disabilities).

TEST FORM NUMBER: Class III- 31, 32; Class V - 51, 52; Class VIII- 81, 82

Annexure-II

Medium Codes		
Sl.No.	Medium of Instruction	Code
1.	Assamese	11
2.	Bengali	12
3.	English	13
4.	Gujarati	14
5.	Garo	15
6.	Hindi	16
7.	Kannada	17
8.	Khasi	18
9.	Konkani	19
10.	Marathi	20
11.	Malayalam	21
12.	Manipuri	22
13.	Mizo	23
14.	Oriya	24
15.	Punjabi	25
16.	Tamil	26
17.	Telugu	27
18.	Urdu	28
19.	Bodo	29
20.	Kokborok	30

Annexure-III

ACHIEVEMENT TEST COVER PAGE FOR CLASS III (Sample)

2017

Class
3


National Achievement Survey

Achievement Test


Test Form No. 3 1	Medium of Instruction English
-----------------------------	--------------------------------------

<< TO BE FILLED IN BY FIELD INVESTIGATOR >>


UDISE School Code			
Student's ID		Student's Aadhaar Number	
Area Code 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>	Section <input type="checkbox"/>	Social Group 1 SC 2 ST <input type="checkbox"/> 3 OBC 4 General	CWSN 1 LD 2 VI 3 HI <input type="checkbox"/> 4 S&LD 5 ID 6 OthD
School Management 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>	Student's Gender 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>		
CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities			
Student's name			
School's name			
District			
State			



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2017

Class

3

National Achievement Survey

Achievement Test

Test Form No.

3 2

Medium of Instruction

English

<< TO BE FILLED IN BY FIELD INVESTIGATOR >>

UDISE School Code				<input type="text"/>			
Student's ID		Student's Aadhaar Number					
<input type="text"/>		<input type="text"/>					
Area Code		Section		Social Group		CWSN	
1 Rural <input type="checkbox"/>		<input type="checkbox"/>		1 SC		1 LD	
2 Urban <input type="checkbox"/>				2 ST <input type="checkbox"/>		2 VI	
School Management		Student's Gender		3 OBC <input type="checkbox"/>		3 HI <input type="checkbox"/>	
1 Govt. <input type="checkbox"/>		1 Boy <input type="checkbox"/>		4 General		4 S&LD	
2 Govt.-aided <input type="checkbox"/>		2 Girl <input type="checkbox"/>				5 ID	
						6 OthD	
<p>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</p>							
Student's name		<input type="text"/>					
School's name		<input type="text"/>					
District		<input type="text"/>					
State		<input type="text"/>					



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ACHIEVEMENT TEST COVER PAGE FOR CLASS V (Sample)

2017

Class

National Achievement Survey

5

Achievement Test

Test Form No.

5 1

Medium of Instruction **English**

<< TO BE FILLED IN BY FIELD INVESTIGATOR >>

UDISE School Code			
Student's ID		Student's Aadhaar Number	
Area Code		Section	Social Group
1 Rural <input type="checkbox"/>	2 Urban <input type="checkbox"/>	<input type="checkbox"/>	1 SC <input type="checkbox"/>
School Management		Student's Gender	CWSN
1 Govt. <input type="checkbox"/>	2 Govt.-aided <input type="checkbox"/>	1 Boy <input type="checkbox"/>	1 LD <input type="checkbox"/>
		2 Girl <input type="checkbox"/>	2 VI <input type="checkbox"/>
			3 HI <input type="checkbox"/>
			4 S&LD <input type="checkbox"/>
			5 ID <input type="checkbox"/>
			6 OthD <input type="checkbox"/>
<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>			
Student's name	<input type="text"/>		
School's name	<input type="text"/>		
District	<input type="text"/>		
State	<input type="text"/>		



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2017

Class

5

National Achievement Survey

Achievement Test

Test Form No.

52

Medium of Instruction **English**

<< TO BE FILLED IN BY FIELD INVESTIGATOR >>

UDISE School Code				<input type="text"/>			
Student's ID		Student's Aadhaar Number					
<input type="text"/>		<input type="text"/>					
Area Code 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>		Section <input type="checkbox"/>		Social Group 1 SC <input type="checkbox"/> 2 ST <input type="checkbox"/> 3 OBC <input type="checkbox"/> 4 General <input type="checkbox"/>		CWSN 1 LD <input type="checkbox"/> 2 VI <input type="checkbox"/> 3 HI <input type="checkbox"/> 4 S&LD <input type="checkbox"/> 5 ID <input type="checkbox"/> 6 OthD <input type="checkbox"/>	
School Management 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>		Student's Gender 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>		<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>			
Student's name		<input type="text"/>					
School's name		<input type="text"/>					
District		<input type="text"/>					
State		<input type="text"/>					



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ACHIEVEMENT TEST COVER PAGE FOR CLASS VIII (Sample)

2017

National Achievement Survey

Class

8

Achievement Test


Test Form No.	81	Medium of Instruction <u>English</u>
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<< TO BE FILLED IN BY FIELD INVESTIGATOR >>


UDISE School Code			
Student's ID	Student's Aadhaar Number		
Area Code 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>	Section <input type="checkbox"/>	Social Group 1 SC 2 ST <input type="checkbox"/> 3 OBC 4 General	CWSN 1 LD 2 VI 3 HI <input type="checkbox"/> 4 S&LD 5 ID 6 OthD
School Management 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>	Student's Gender 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>		

CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities


Student's name	
School's name	
District	
State	



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2017

Class

8

National Achievement Survey

Achievement Test

Test Form No. 8 2	Medium of Instruction English
-----------------------------	--------------------------------------

<< TO BE FILLED IN BY FIELD INVESTIGATOR >>

UDISE School Code			
Student's ID		Student's Aadhaar Number	
Area Code	Section	Social Group	CWSN
1 Rural <input type="checkbox"/>	<input type="checkbox"/>	1 SC	1 LD
2 Urban <input type="checkbox"/>		2 ST <input type="checkbox"/>	2 VI
School Management	Student's Gender	3 OBC <input type="checkbox"/>	3 HI <input type="checkbox"/>
		4 General <input type="checkbox"/>	4 S&LD <input type="checkbox"/>
1 Govt. <input type="checkbox"/>	1 Boy <input type="checkbox"/>	5 ID	5 ID
2 Govt.-aided <input type="checkbox"/>	2 Girl <input type="checkbox"/>	6 OthD	6 OthD
<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment; S&LD- Speech & Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>			
Student's name			
School's name			
District			
State			

Annexure-IV**Classes 3 and 5****Instructions for the Field Investigator**

(READ these instructions CAREFULLY before beginning the test)

- Write UDISE School Code, Student's ID, Student's Aadhaar Number, Area Code (Rural-1, Urban-2), School Management (Govt.-1, Govt. aided-2), Student's Gender (Boy-1, Girl-2), Social Group (SC-1, ST-2, OBC-3, General-4), CWSN : LD (Locomotor Disability) – 1; VI (Visual Impairment) – 2; HI (Hearing Impairment) – 3; S&LD (Speech & Language Disability) – 4; ID (Intellectual Disability) – 5; OthD (Other Disabilities) – 6; Student's Name, School's Name, District and State.
- Divide the total number of selected students into **two** groups.
- One test form should be distributed to one group of students.
- **Complete all the entries on the first page before distribution of the test booklet** taking help from the school register/class teacher.
- All entries are mandatory and should be in English only. Write all codes in international numerals, i.e., 1, 2, 3...
- Ensure that all the children are seated comfortably in their respective places.
- Ask the children to take out their pencils and erasers and keep them ready.
- Distribute the test booklet to the children. Tell the children not to open their booklets till it is told to do so.
- Give the following directions to the children **"Find the answer to the question from the options given.**

Circle the correct option.

- Do the following example on the board and explain how to mark the answer.

Q. Given the numbers 36, 28, 41 and 59 which is the largest?	
A	36
B	28
C	59
D	41

- The field investigator should tell the children that they should **Circle only one option as correct.**
- Give the following **Directions to the children, "Look at Question No.1, all of you read silently the given passage."**

Classes 3 and 5

LANGUAGE TEST (Q1 to Q15)

- The field investigator should facilitate the progress of the child from one question to the next.
- Ask the children to **read silently** the given passage, advertisement, poster or the calendar.
- The field investigator **should not** read these passages aloud.
- When the children have finished reading, only then read out questions one by one along with their options.
- Ask them to circle the correct option for each question.
- The field investigator should not hurry with the test.

ENVIRONMENTAL STUDIES (Q16 to Q30) AND MATHEMATICS (Q31 to Q45) TEST

- Give the following directions to the children **"Find the answer to the question from the options given. Circle the correct answer.**
- Give the following **Directions to the children, "I will read it aloud. All of you will read silently along with me."**

- | |
|--|
| <ul style="list-style-type: none">• Read aloud slowly the first question, so that the children are able to understand. If needed repeat the question but ONLY ONCE. |
|--|

- Each question should take approximately **20-30 Seconds to read aloud.**
- Give the following directions to the children, **"Now mark the correct option in your booklet"**.
- Let the child answer the question on his/her own.
- **Wait for approximately 45 Seconds**, for the children to understand the question and record the answer before proceeding to the next question.
- **DO NOT** help or give any clue to children in finding out the answer to the questions.
- Give the following directions to the children, **"Now you will do the next question. Pay attention to the next question."**
- It should take **approximately 2 minutes** for completing each question by following the above guidelines.
- Follow the same procedure for the entire questions one after the other till the end.
- The entire procedure should take approximately **90 minutes** to complete.
- After the completion of the test, collect all the test booklets from the children.
- Arrange the booklets in the increasing order of Student ID.
- Ensure the number of booklets distributed to the children, match with the number of children.

CLASS VIII

INSTRUCTIONS

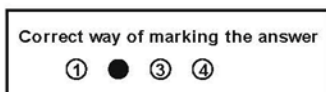
1. The field investigator/teacher should build a rapport with the students before administration the test.
2. This test is not assessing the teacher or quality of teaching. The test is designed to learn about what the child knows, understand and is able to apply in different contexts.
3. Write UDISE School Code, Student’s ID, Student’s Aadhaar Number, Area Code (Rural-1, Urban-2), School Management (Govt.-1, Govt. aided-2), Student’s Gender (Boy-1, Girl-2), Social Group (SC-1, ST-2, OBC-3, General-4), CWSN: LD(Locomotor Disability)–1; VI (Visual Impairment) – 2; HI (Hearing Impairment)–3; S&LD (Speech & Language Disability) – 4; ID (Intellectual Disability) – 5; OthD (Other Disabilities)–6; Student’s Name, School’s Name, District and State.
4. This booklet has **60** questions. Try to answer **all** the questions.
5. This test booklet has **4** subjects. Each carry **15** questions i.e. Language **1-15**; Mathematics **16-30**; Science **31-45** and Social Science **46-60**.
6. You have **120 minutes** to answer these questions. Mark your answers in the **OMR Sheet**.
7. To mark your answer, darken the circle of the option in the **OMR Sheet** against the question which according to you is the correct answer.
8. Use only **blue/black ball-point pen/HB Pencil** for darkening the circle in the **OMR Sheet**.
9. Each question has four options as '1', '2', '3' and '4'. Only one of them is correct answer.
10. Answer carefully on the **OMR Sheet** given to you as explained below:

Example:

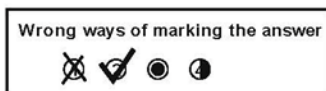
Q. Which one of the following is the largest number?

1. 273
2. 275
3. 257
4. 253

In the example, option 2 is a correct answer. Hence circle of option 2 is darkened as shown below:



11. Do not overwrite/change the answer once marked in the OMR Sheet because it will be treated as wrong answer.



12. You may do calculation work/rough work in this booklet itself.
13. If you have still any doubt, clarify it from field investigator/teacher right now.

Annexure-V**NATIONAL ACHIEVEMENT SURVEY (NAS) : 2017****PUPIL QUESTIONNAIRE (PQ)**

(Pupil Questionnaire to be filled in by Field Investigator only in an interview mode)

UDISE School Code	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Student ID	<input type="text"/>	<input type="text"/>
Sampled Class	(1- Class III; 2- Class V; 3- Class VIII)									<input type="text"/>	Sampled Section (e.g. A, B, C...)	<input type="text"/>	

GENERAL INSTRUCTIONS:

1. Darken the appropriate bubble in the OMR provided with this questionnaire for each question.
2. All entries are mandatory and should be in English language only. Write all codes in international numerals, i.e., 1, 2, 3...
3. This questionnaire is for the purpose of collecting student related information.
4. It is to be used for a National Study to understand the learning levels viz – a - viz other relevant information.
5. Use the **UDISE Code** mentioned on front page of Field Notes and **Student ID** as allotted in the Field Notes against each sampled student.
6. Ensure ALL the codes filled in achievement tests, field notes and PQ are exactly the same.
7. Complete some of the entries from School Register by taking the help of Class Teacher/ Principal/Head Teacher for all sampled students.
8. **Use the responses from the students to darken the bubble in the OMR sheet.**

Q1. Does the student belong to Below Poverty Line (BPL) family?

(mark only one)

- 1- Yes
- 2- No

Q2. Educational status of-

A. Mother/guardian (female)

B. Father/ guardian (male)

(mark only one response for each **A & B**)

1 - Not able to read and write

2 - Can read and/or write

School level-

3 - Pre-matric

4 - Matric

5 - Post-matric

6 - College level and above

Q3. Occupational status of-

A. Mother/ guardian (female)

B. Father/ guardian (male)

(mark only one response for each **A & B**)

1 - Unemployed

2 - Agricultural Labour/Domestic helper/
Daily Wager / Street Vendor

3 - Shopkeeper / Businesswoman,
Self employed

4 - Farmer/ agriculturalists

5 - Clerical/ Skilled Worker

6 - Government Officials

7- Teachers

8 - Professionals (Engineers/Doctors)

9 - Any Other

Q4. Do you like to come to school?

(mark only one)

- 1- Yes
- 2- No

Q5. What do you do most of the times in your games period?

(mark only one)

1 - Sit in the class;

2 - Go out and play

Q6. Do you find it difficult to travel to school?

(mark only one)

- 1- Yes
- 2- No

Q7. How many times were you absent from school in this session for more than 10 days continuously?

(mark only one)

- 1- Never
- 2- Once or twice
- 3- More than twice

Q8. Is the language spoken at home, the same as the language used by teacher while teaching in school?

(mark only one)

1- Yes

2- No

Q9. Are you able to understand what the teacher says in the class?

(mark only one)

1- Yes

2. No

3- Sometimes

Q10. How many brother(s) and sister(s) do you have?

(mark only one)

1- One

2- Two-Three

3- Four-Five

4- Six-Eight

5- Eight & above

6- None

Q11. Have you attended pre primary classes/ anganwadi?

(mark only one)

1- Yes

2. No

Q12. At which class did you enter school?

(mark only one)

1- Pre-primary

2- Class I

3- Class II

4- Class III

5- Class IV

6- Class V

7- Class VI

8- Class VII

9- Class VIII

Q13. Do you discuss and share the lessons taught in class at home?

(mark only one)

1- Yes

2- No

Q14. Do you read other materials in addition to textbooks?

(mark only one)

1- Yes

2- No

Q15. Do you get help in study at home?

(mark only one)

1- Yes

2- No

Q16. Do you participate in the classroom activities?

(mark only one)

- 1- Yes
- 2- No

Q17. Do you ask questions in the class?

(mark only one)

- 1- Yes
- 2- No

Q18. Which subject do you like the most?

(mark only one)

- 1- Language
- 2- Mathematics
- 3- EVS
- 4- Science
- 5- Social Science

Q19. Do you get to read books from your school library?

(mark only one)

- 1- Yes
- 2- No

Q20. Do you use Computer in the school

(mark only one)

- 1- Yes
- 2- No

Q21. Which of the following activities do you like the most?

(mark only one)

- 1 - Drawing/Painting/Sketching
- 2 - Dancing/Music/Singing
- 3 - Playing sports/games
- 4 - Watching television and videos
- 5 - Reading textbook/comic/magazine/storybooks
- 6 - Playing on computer
- 7 - None/Can't say

NATIONAL ACHIEVEMENT SURVEY (NAS) : 2017

TEACHER QUESTIONNAIRE (TQ)

(Teacher Questionnaire to be filled in by Field Investigator only in an interview mode)

UDISE School Code

Teacher Code

Sampled Class (1- Class III; 2- Class V; 3- Class VIII)

Sampled Section (e.g. A, B, C...)

GENERAL INSTRUCTIONS:

1. Darken the appropriate bubble in the OMR provided with this questionnaire for each question.
2. Use the **School UDISE Code** mentioned on front page of Field Notes and **Teacher Code** as below:
Teacher teaching **Language** as a Subject to sampled Students : **01**
Teacher teaching **Mathematics** to sampled Students : **02**
Teacher teaching **EVS/Science** as a Subject to sampled Students : **03**
Teacher teaching **Social Science** as a Subject to sampled Students : **04**
Teacher teaching **more than one subjects** to sampled Students : **05**
3. All entries are mandatory and should be in English language only. Write all codes in international numerals, i.e., 1, 2, 3...
4. This questionnaire is for the purpose of collecting information about the teacher background.
5. It has no bearing on individual teacher.
6. It is to be used for a National Study to know the health of the educational system of the country.
7. A separate teacher questionnaire is to be filled for each subject teacher who is teaching to the sampled students.

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Educational Survey Division

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND
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Sri Aurobindo Marg, New Delhi-110 016



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Q1. Which Class(es) do you teach?

1. III
2. V
3. VIII
4. III & V
5. V & VIII

Q2. Subject(s) taught to students:

1. English Language
2. Mathematics
3. EVS (Class III & V)
4. Science
5. Social Science
6. Language other than English
7. More than one subjects

Q3. Gender

(mark only one response)

1. Male
2. Female

Q4. Age:

(mark only one response)

1. Upto 30 years
2. 31-40 years
3. 41-50 years
4. Above 50 years

Q5. Highest Educational Qualification:

(mark only one response)

1. Higher Secondary
2. Graduation
3. Post Graduation
4. M.Phil.
5. Ph.D.

Q6. Professional Qualification:

(mark only one response)

1. Primary/Elementary Teachers Training (D.Ed., BTC)
2. Secondary Teacher Training (B.Ed.)
3. M. Ed.
4. No Professional Qualification

Q7. Are you teaching the same subject that you pursued during your highest degree course:

(mark only one response)

1. Yes
2. No

Q8. Total teaching experience (in years):

(mark only one response)

1. 0 to 5
2. 6-10
3. More than 10

Q9. Employment

(mark only one response)

1. Permanent
2. Adhoc
3. Part time/Contractual

Status:

Q10. How many In-service Training Programmes attended during past one year?

(mark only one response)

1. 1-2
2. 3-5
3. None

Q11. Is the Learning Outcome document available in your school?
(mark only one response)

1. Yes
2. No

Q12. Do you feel that the learning Outcome document reflects some of your ideas and views?
(mark only one response)

1. Very few
2. Some
3. All

Q13. Have you participated ever in any of the following activities during the last 12 months?
(mark your response as 1-Yes; 2-No)

- a. Participation in professional development program conducted by DIETs
- b. Individual or collaborative research on a topic of interest
- c. Mentoring and/or peer observation and coaching as part of a formal school management in BRCs/CRC
- d. Engaging in informal dialogue with your colleagues on how to improve your teaching in collaboration with Block Pedagogy Coordinator
- e. Learning Outcome

Q14. Have you interacted with your SMC members in the last six months?
(mark only one response)

- 1-Yes
- 2-No

Q15. How would you rate the following on a three point scale in your school?
(mark your response as 1-Low; 2-Medium, 3-High)

- a. Job satisfaction of teachers
- b. Understanding of the school's curricular goals to the teachers
- c. Teachers expectations for student achievement
- d. Parental support for students' achievement
- e. Parental involvement in school activities

Q16. What are the challenge/s in the classroom transactions as perceived by you-
(mark your response 1-Yes; 2-No)

- a. Large class size
- b. Classroom indiscipline
- c. Absenteeism of students
- d. Infrastructural facilities
- e. Work other than teaching

Q17. In your current school, how severe is each problem?

(mark your response as **1**- Not a problem; **2**- Minor problem; **3**- serious problem)

- a. Teachers do not have adequate instructional material and supplies
- b. Work overload
- c. School building needs significant repair
- d. Teachers do not have adequate workspace
- e. Lack of drinking water
- f. Lack of electricity
- g. Lack of adequate toilet facilities

Q18. Rate the following tools and techniques being used in assessing students?

(mark your response as **1**- Never; **2**- For some lessons; **3**- Almost every lesson)

- a. Oral tests
- b. Written tests (Long answer, Short answer)
- c. Multiple choice type questions
- d. Observation
- e. Home assignments
- f. Student self assessment
- g. Project work
- h. Peer assessment
- i. Portfolio

Q19. Do you have the resources to implement the following strategies in your classroom?

(mark your response as **1**- Not at all; **2**- Sometimes; **3**- Almost always)

- a. Classroom discussion
- b. Peer and group learning
- c. Role playing/simulation
- d. Project work
- e. Problem solving
- f. Laboratory activities
- g. ICT supported activities

Q20. Do you use the following teaching aids?

(mark your response as **1**- Regularly; **2**- Sometimes; **3**- Never; **4**- Not available)

- a. Teacher's Handbook
- b. Educational kits
- c. Self prepared TLM
- d. TLM from other sources
- e. Books other than textbooks



Educational Survey Division
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Sri Aurobindo Marg, New Delhi-110 016



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NATIONAL ACHIEVEMENT SURVEY (NAS) : 2017

SCHOOL QUESTIONNAIRE (SQ)

(School Questionnaire to be filled in by Field Investigator only in an interview mode)

UDISE School Code

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

GENERAL INSTRUCTIONS:

1. Darken the appropriate bubble in the OMR provided with this questionnaire for each question.
2. All entries are mandatory and should be in English language only. Write all codes in international numerals, i.e., 1, 2, 3...
3. This questionnaire is for the purpose of collecting information about the school background.

4. It has no bearing on the school.
5. It is to be used for a National Study to know the health of the educational system of the country.
6. Use the UDISE Code mentioned on front page of Field Notes
7. Provide section wise enrolment in OMR sheet.
8. **Use separate SQ for classes III, V and VIII**

Q1. Are the teachers in school aware about the Learning Outcomes document?

(mark only one response)

- 1- Fully aware
- 2- Partially aware
- 3- Not aware

Q2. Have the Learning Outcomes been communicated to the students?

(mark only one response)

- 1 - Yes
- 2 - No

Q3. Has the Learning Outcomes been shared in the School Management Committee (SMC) meetings?

(mark only one response)

- 1 - Yes
- 2 - No

Q4a. Is Continuous and Comprehensive Evaluation (CCE) being used by the teachers in your school?

(mark only one response)

- 1 - Always
- 2 - Sometimes
- 3 - Never

Q4b. Are these activities being done in the classroom?

(mark only one response)

- 1 - Creating rubrics with the help of students
- 2 - Maintaining a portfolio
- 3 - Self assessment by students
- 4 - Peer assessment by students

Q5a. Does School have a library?

(mark only one response)

- 1 - Yes
- 2 - No

Q5b. Who uses the library?

(mark only one response)

- 1 - Most of the children
- 2 - Some of the children
- 3 - Very few

Q6. Does your school organize/ participate in the following activities?

(mark your response as- 1-Yes; 2-No)

- a - Science Exhibition
- b - Art Club/ Art Activity
- c - Sports Activity
- d - Cultural Activity
- e - School Fair
- f - Literary activities
(such as School Magazine/ News Papers)

Q7. How much is your school's activities affected by a shortage or inadequacy of the following?

(mark your response as- 1-Not at all; 2-some; 3-totally)

- a - Instruction materials (e.g. textbooks)
- b - Lack of teaching staff
- c - Inadequately qualified teaching staff
- d - Lack of supporting staff
- e - Inadequate or poorly qualified assisting staff
- f - Audio - visual resources for delivery of instruction
- g - Library resources relevant to subject instruction
- h - Student Discipline

Q8. How would you characterize each of the following within your school?

(mark your response as–
1-High; 2-Medium; 3-Low)

- a - Teacher satisfaction
- b - Teacher's opportunities for professional development
- c - Teachers' expectations of student's achievement
- d - Teachers working together to improve student's achievement
- e - Parental involvement in school activities
- f - Parental support for student's achievement
- g - Student's desire to achieve
- h - Student's absenteeism

Q9a. How frequently did the Department of Education monitor your school in the academic year 2016-17?

(mark only one response)

- 1 - Not at all;
- 2 - Monthly;
- 3 - Quarterly;
- 4 - Half yearly;
- 5 - Yearly

Q9b. Which of the following activities are monitored?


- 1 - Classroom teaching learning processes;
- 2 - Infrastructure facilities;
- 3 - Teachers' absenteeism;
- 4 - Students' absenteeism

Annexure-VI

SAMPLE OMR SHEET (ACHIEVEMENT TEST) FOR CLASS III


Instruction:

Follow each and every instruction strictly. Pack/repack OMR sheets in polypack then in corrugated box so that these do not get folded/damaged.



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
National Achievement Survey : 2017 (Class III)



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Government of India
MHRD

All entries to be filled in by Field Investigator

School Name : _____

Student Name : _____

• USE ONLY BLACK OR BLUE BALL POINT PEN
• DO NOT USE INK / GEL PEN

1. While transferring responses from test booklet to OMR sheet, please darken the circles as marked by the student in test booklet.
Correct way of marking the answer
○ ○ ● ○

Wrong way of marking the answer
⊗ ⊘ ⊙ ⊛

2. Please do not overwrite because it will be treated as wrong answer.
3. Please **DO NOT FOLD / TEAR OMR SHEET.**

UDISE School Code

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Date of Birth

D	D	M	M	Y	Y
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Aadhar Number

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Year of Admission in the school

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Section

A
B
C
D
E
F

Student ID

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Social Group

SC	1
ST	2
OBC	3
GEN	4
CWSN	
LD	1
VI	2
HI	3
S&LD	4
ID	5
OthD	6

Medium

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Area Code

Rural	1
Urban	2

School Management

Govt.	1
Aided	2

Gender

Boy	1
Girl	2

Test Form

3	1
	2

Student Responses

Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses
1	A B C D	11	A B C D	21	A B C D	31	A B C D	41	A B C D
2	A B C D	12	A B C D	22	A B C D	32	A B C D	42	A B C D
3	A B C D	13	A B C D	23	A B C D	33	A B C D	43	A B C D
4	A B C D	14	A B C D	24	A B C D	34	A B C D	44	A B C D
5	A B C D	15	A B C D	25	A B C D	35	A B C D	45	A B C D
6	A B C D	16	A B C D	26	A B C D	36	A B C D		
7	A B C D	17	A B C D	27	A B C D	37	A B C D		
8	A B C D	18	A B C D	28	A B C D	38	A B C D		
9	A B C D	19	A B C D	29	A B C D	39	A B C D		
10	A B C D	20	A B C D	30	A B C D	40	A B C D		


CWSN: LD- Locomotor Disability ; VI - Visual Impairment; HI- Hearing Impairment;
S&LD- Speech & Language Disability; ID-Intellectual Disability;
OthD- Other Disabilities.

Invigilator's Sign. _____

SAMPLE OMR SHEET (ACHIEVEMENT TEST) FOR CLASS V


Instruction:

Follow each and every instruction strictly. Pack/repack OMR sheets in polypack then in corrugated box so that these do not get folded/damaged.



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National Achievement Survey : 2017 (Class V)



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MHRD

All entries to be filled in by Field Investigator

School Name : _____

Student Name : _____

• USE ONLY BLACK OR BLUE BALL POINT PEN
• DO NOT USE INK / GEL PEN

1. While transferring responses from test booklet to OMR sheet, please darken the circles as marked by the student in test booklet.
Correct way of marking the answer
○ ○ ○ ● ○
Wrong way of marking the answer
⊗ ⊘ ⊙ ⊛

2. Please do not overwrite because it will be treated as wrong answer.
3. Please **DO NOT FOLD / TEAR OMR SHEET.**

UDISE School Code

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Date of Birth

D	D	M	M	Y	Y
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Aadhar Number

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Year of Admission in the school

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Section

A
B
C
D
E
F

Student ID

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Social Group

SC	1
ST	2
OBC	3
GEN	4
CWSN	
LD	1
VI	2
HI	3
S&LD	4
ID	5
OthD	6

Medium

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Area Code

Rural 1
Urban 2

School Management

Govt. 1
Aided 2

Gender

Boy 1
Girl 2

Test Form

5	1
	2

Student Responses

Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses
1	A B C D	11	A B C D	21	A B C D	31	A B C D	41	A B C D
2	A B C D	12	A B C D	22	A B C D	32	A B C D	42	A B C D
3	A B C D	13	A B C D	23	A B C D	33	A B C D	43	A B C D
4	A B C D	14	A B C D	24	A B C D	34	A B C D	44	A B C D
5	A B C D	15	A B C D	25	A B C D	35	A B C D	45	A B C D
6	A B C D	16	A B C D	26	A B C D	36	A B C D		
7	A B C D	17	A B C D	27	A B C D	37	A B C D		
8	A B C D	18	A B C D	28	A B C D	38	A B C D		
9	A B C D	19	A B C D	29	A B C D	39	A B C D		
10	A B C D	20	A B C D	30	A B C D	40	A B C D		


CWSN: LD- Locomotor Disability; VI - Visual Impairment; HI- Hearing Impairment;
S&LD- Speech & Language Disability; ID-Intellectual Disability;
OthD- Other Disabilities.

Invigilator's Sign.

SAMPLE OMR SHEET (ACHIEVEMENT TEST) FOR CLASS VIII


Instruction:

Follow each and every instruction strictly. Pack/repack OMR sheets in polypack then in corrugated box so that these do not get folded/damaged.



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
National Achievement Survey : 2017 (Class VIII)



सर्वोदाय
Government of India
MHRD

Section A: Entries to be filled in by Field Investigator

School Name : _____

Student Name : _____

• USE ONLY BLACK OR BLUE BALL POINT PEN
• DO NOT USE INK / GEL PEN

1. There is only one correct answer for each question. While marking your answer, darken the circle which is correct answer, as shown in the example below:
Correct way of marking the answer
○ ○ ● ○
Wrong way of marking the answer
⊗ ⊘ ⊙ ⊛

2. Please do not overwrite because it will be treated as wrong answer.
3. Please **DO NOT FOLD / TEAR OMR SHEET.**

UDISE School Code

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Date of Birth

D	D	M	M	Y	Y
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Aadhar Number

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Year of Admission in the school

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Section

A
B
C
D
E
F

Student ID

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Social Group

SC	1
ST	2
OBC	3
GEN	4
CWSN	
LD	1
VI	2
HI	3
S&LD	4
ID	5
OthD	6

Medium

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Area Code

Rural ①
Urban ②

School Management

Govt. ①
Aided ②

Gender

Boy ①
Girl ②

Test Form

8	1
	2

Section B: Responses to be filled in by Student


Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses	Q.No.	Responses
1	① ② ③ ④	13	① ② ③ ④	25	① ② ③ ④	37	① ② ③ ④	49	① ② ③ ④
2	① ② ③ ④	14	① ② ③ ④	26	① ② ③ ④	38	① ② ③ ④	50	① ② ③ ④
3	① ② ③ ④	15	① ② ③ ④	27	① ② ③ ④	39	① ② ③ ④	51	① ② ③ ④
4	① ② ③ ④	16	① ② ③ ④	28	① ② ③ ④	40	① ② ③ ④	52	① ② ③ ④
5	① ② ③ ④	17	① ② ③ ④	29	① ② ③ ④	41	① ② ③ ④	53	① ② ③ ④
6	① ② ③ ④	18	① ② ③ ④	30	① ② ③ ④	42	① ② ③ ④	54	① ② ③ ④
7	① ② ③ ④	19	① ② ③ ④	31	① ② ③ ④	43	① ② ③ ④	55	① ② ③ ④
8	① ② ③ ④	20	① ② ③ ④	32	① ② ③ ④	44	① ② ③ ④	56	① ② ③ ④
9	① ② ③ ④	21	① ② ③ ④	33	① ② ③ ④	45	① ② ③ ④	57	① ② ③ ④
10	① ② ③ ④	22	① ② ③ ④	34	① ② ③ ④	46	① ② ③ ④	58	① ② ③ ④
11	① ② ③ ④	23	① ② ③ ④	35	① ② ③ ④	47	① ② ③ ④	59	① ② ③ ④
12	① ② ③ ④	24	① ② ③ ④	36	① ② ③ ④	48	① ② ③ ④	60	① ② ③ ④

CWSN: LD- Locomotor Disability; VI - Visual Impairment; HI- Hearing Impairment;
S&LD- Speech & Language Disability; ID-Intellectual Disability;
OthD- Other Disabilities.

Invigilator's Sign.


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SAMPLE OMR SHEET PUPIL QUESTIONNAIRE (PQ)



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Educational Survey Division
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Sri Aurobindo Marg, New Delhi
National Achievement Survey : 2017
PUPIL QUESTIONNAIRE (PQ)
(Pupil Questionnaire to be filled in by Field Investigator only in an interview mode)



समृद्धिं लब्धुम्
Government of India
MHRD

School Name : _____

Student's Name : _____

Sampled Class

3

5

8

INSTRUCTIONS FOR FILLING THE OMR SHEET

- USE ONLY BLACK OR BLUE BALL POINT PEN
- DO NOT USE INK / GEL PEN

1. While filling the OMR Sheet mark the OMR Bubbles carefully and completely.

Correct way of marking the answer

○ ● ○ ○ ○

Wrong way of marking the answer

✗ ○ ✗ ○ ✗

2. Please do not modify/overwrite because it will be treated as wrong answer.

3. Please **DO NOT FOLD / TEAR OMR SHEET.**

UDISE School Code

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Student ID

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Sampled Section

A

B

C

D

E


F

RESPONSES

<p>1 (1) (2)</p> <p>2A (1) (2) (3) (4) (5) (6)</p> <p>2B (1) (2) (3) (4) (5) (6)</p> <p>3A (1) (2) (3) (4) (5) (6) (7) (8) (9)</p> <p>3B (1) (2) (3) (4) (5) (6) (7) (8) (9)</p> <p>4 (1) (2)</p> <p>5 (1) (2)</p> <p>6 (1) (2)</p> <p>7 (1) (2) (3)</p> <p>8 (1) (2)</p>	<p>9 (1) (2) (3)</p> <p>10 (1) (2) (3) (4) (5) (6)</p> <p>11 (1) (2)</p> <p>12 (1) (2) (3) (4) (5) (6) (7) (8) (9)</p> <p>13 (1) (2)</p> <p>14 (1) (2)</p> <p>15 (1) (2)</p> <p>16 (1) (2)</p> <p>17 (1) (2)</p> <p>18 (1) (2) (3) (4) (5)</p>	<p>19 (1) (2)</p> <p>20 (1) (2)</p> <p>21 (1) (2) (3) (4) (5) (6) (7)</p>
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Invigilator's Sign

SAMPLE OMR SHEET TEACHER QUESTIONNAIRE (TQ)



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NCERT

Educational Survey Division
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Sri Aurobindo Marg, New Delhi
National Achievement Survey : 2017
TEACHER QUESTIONNAIRE (TQ)
(Teacher Questionnaire to be filled in by Field Investigator only in an interview mode)



समृद्धिं लब्धुम्
Government of India
MHRD

School Name : _____

Student's Name: _____

INSTRUCTIONS FOR FILLING THE OMR SHEET

- USE ONLY BLACK OR BLUE BALL POINT PEN
- DO NOT USE INK / GEL PEN

1. While filling the OMR Sheet mark the OMR Bubbles carefully and completely.

Correct way of marking the answer

○ ● ○ ○

Wrong way of marking the answer

⊗ ⊘ ⊙ ⊖

2. Please do not modify/overwrite because it will be treated as wrong answer.

3. Please **DO NOT FOLD / TEAR OMR SHEET.**

UDISE School Code

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Teacher Code

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Sampled Class

3

5

8

Sampled Section

A

B

C

D

E

F

RESPONSES

1 (1) (2) (3) (4) (5)	13c. (1) (2)	17a. (1) (2) (3)	18h. (1) (2) (3)
2 (1) (2) (3) (4) (5) (6) (7)	13d. (1) (2)	17b. (1) (2) (3)	18i. (1) (2) (3)
3 (1) (2)	13e. (1) (2)	17c. (1) (2) (3)	19a. (1) (2) (3)
4 (1) (2) (3) (4)	14 (1) (2)	17d. (1) (2) (3)	19b. (1) (2) (3)
5 (1) (2) (3) (4) (5)	15a. (1) (2) (3)	17e. (1) (2) (3)	19c. (1) (2) (3)
6 (1) (2) (3) (4)	15b. (1) (2) (3)	17f. (1) (2) (3)	19d. (1) (2) (3)
7 (1) (2)	15c. (1) (2) (3)	17g. (1) (2) (3)	19e. (1) (2) (3)
8 (1) (2) (3)	15d. (1) (2) (3)	18a. (1) (2) (3)	19f. (1) (2) (3)
9 (1) (2) (3)	15e. (1) (2) (3)	18b. (1) (2) (3)	19g. (1) (2) (3)
10 (1) (2) (3)	16a. (1) (2)	18c. (1) (2) (3)	20a. (1) (2) (3) (4)
11 (1) (2)	16b. (1) (2)	18d. (1) (2) (3)	20b. (1) (2) (3) (4)
12 (1) (2) (3)	16c. (1) (2)	18e. (1) (2) (3)	20c. (1) (2) (3) (4)
13a. (1) (2)	16d. (1) (2)	18f. (1) (2) (3)	20d. (1) (2) (3) (4)
13b. (1) (2)	16e. (1) (2)	18g. (1) (2) (3)	20e. (1) (2) (3) (4)

Teacher's Sign _____

Annexure-VII**DATA CAPTURING MANUAL FOR DISTRICT MIS COORDINATOR**

Data Capture, Extraction, Generating '.csv' files from NAS OMR Sheets–
Achievement tests, Questionnaires (Pupil-PQ, Teacher-TQ and School-SQ)

1. Key points to check, while procurement of OMR data capturing software and scanning device

The solution should comprise of OMR software and ADF scanner (support 300 dpi scanning) that will ensure successful processing of NAS OMR sheets.

Key features of solution should be:

- Completely customized to automatically configure and process NAS Classes III, V and VIII OMR sheets (as per OMR design provided by NCERT) of Achievement tests and Questionnaires– Pupil (PQ), Teacher (TQ) and School (SQ).
- The solution should have been successfully used to process OMR sheets in educational surveys.
- Should provide automatic error detection and correction module.
- Software should process minimum 300-500 OMR sheets in a minute.
- Software should be integrated with Scanner SDK.
- Should have in-built Microsoft Excel based OMR Form designer.
- Should allow automatic creation of output '.csv' file 100% compatible with NCERT's NAS Web Application.
- Should follow '.csv' templates available on NAS Web-application (can be downloaded).

You may also look (optional):

- Preferably have facility for automatic creation of Customized District Level Learning Outcome based Reports (as per template of District Report Card shared with States/UTs by NCERT).
- Should have capability of completion of data processing/data verification/data upload/Report creation at District level within a week time, based on the coverage of NAS 2017.

NOTE: Share this manual with your OMR scanning vendor/firm just after procurement of software and scanning device.

2. OMR Sheet Designing

- OMR sheet designs will be provided by NCERT for NAS Classes III, V and VIII.
- There are total 12 OMR sheets for Classes III, V and VIII (4 OMR sheets for each class) as below:
 - 1 OMR sheet for achievement test
 - 1 OMR sheet for PQ
 - 1 OMR sheet for TQ
 - 1 OMR sheet for SQ
- You MUST follow the design provided by NCERT, while preparing the OMR sheets (Any change/modification will lead to invalid data).

3. OMR Sheet Printing

- You have to get the NAS OMR sheets printed as per the design provided at Annexure.
- Following points should be taken care of while printing these OMR sheets:
 - To be printed on 100 gsm, A4 paper size.
 - Print quality should be good, faded printing may result in distorted results.

4. Filling up of OMR Sheet

- Use only blue/black ball point pen to fill OMR sheet.
- Ensure not to leave blank any field/column in the OMR sheet.
- Please fill the full circle/bubble for responding to each question.
- Do not put any ink marks on the circular registration marks printed at the border of the OMR sheet.
- Do not allow students to alter/change/overwrite responses, once marked.

5. Naming FOLDERS and FILES for Achievement Tests

- **Make master folder name by using UDISE code as below:**

E.g.: If the state is Madhya Pradesh and district name is Bhopal then use first four digits from left of UDISE code. In this, first two digits from left represent State and next two digits for district. As per UDISE code first two digits from left for Madhya Pradesh are '23' and next two for Bhopal it is '32' so the master folder name for Bhopal district is— '2332'.

- **Inside the master folder, make three sub-1 folders for each class as—**

'class_3' (under master folder '2332')

'class_5' (under master folder '2332')

'class_8' (under master folder '2332')

- **Inside the sub-1 folders make two sub-2 folders for achievement test ('at') and questionnaires ('qs') as—**

'c3_at' and 'c3_qs' (under folder 'class_3')

'c5_at' and 'c5_qs' (under folder 'class_5')

'c8_at' and 'c8_qs' (under folder 'class_8')

- **Scan all OMR sheets (achievement test and questionnaires) and place '.csv' files in their respective folders as below:**

- **FOR ACHIEVEMENT TEST : Make three separate '.csv' files for all sampled schools of a district in their respective class folders as—**

'[master folder name]_c3_at.csv' (under folder 'c3_at')

'[master folder name]_c5_at.csv' (under folder 'c5_at')

'[master folder name]_c8_at.csv' (under folder 'c8_at')

Eg., in case of Bhopal district of Madhya Pradesh the '.csv' files names are as below:

2332_c3_at.csv

2332_c5_at.csv

2332_c8_at.csv

- **FOR QUESTIONNAIRES : Make nine separate '.csv' files for PQ, TQ and SQ for each class in their respective class folders as—**

'[master folder name]_c3_pq.csv' (under folder 'c3_qs')

'[master folder name]_c3_tq.csv' (under folder 'c3_qs')

'[master folder name]_c3_sq.csv' (under folder 'c3_qs')

'[master folder name]_c5_pq.csv' (under folder 'c5_qs')

'[master folder name]_c5_tq.csv' (under folder 'c5_qs')

'[master folder name]_c5_sq.csv' (under folder 'c5_qs')

'[master folder name]_c8_pq.csv' (under folder 'c8_qs')

'[master folder name]_c8_tq.csv' (under folder 'c8_qs')

'[master folder name]_c8_sq.csv' (under folder 'c8_qs')

Eg., in case of Bhopal district of Madhya Pradesh the '.csv' files names are as below:

'2332_c3_pq.csv'	(under folder 'c3_qs')
'2332_c3_tq.csv'	(under folder 'c3_qs')
'2332_c3_sq.csv'	(under folder 'c3_qs')
'2332_c5_pq.csv'	(under folder 'c5_qs')
'2332_c5_tq.csv'	(under folder 'c5_qs')
'2332_c5_sq.csv'	(under folder 'c5_qs')
'2332_c8_pq.csv'	(under folder 'c8_qs')
'2332_c8_tq.csv'	(under folder 'c8_qs')
'2332_c8_sq.csv'	(under folder 'c8_qs')

Note: '.csv' files for each class of a district MUST follow the above folder and file formats to avoid any invalid entries on the NAS Web Application.

6. OMR Sheet Scanning and Processing of data

- Instruct vendor/firm from which the scanning device and software are procured to follow the instructions mentioned in this manual.
- Download the '.csv' templates (achievement test, PQ, TQ and SQ) from the NAS Web-application and hand over the same to the vendor/firm well-before starting the OMR scanning process.
- Instruct vendor/firm to strictly follow data structure for generating '.csv' files.

7. Generating '.csv' file from Achievement Tests OMR sheets

Once the data is processed, the next step is generating '.csv' file for uploading on the NAS Web Application. The '.csv' file must be in the following field order, field name, field type, field length and possible values as mentioned below:

8. Data structure for generating '.csv' files

Column order	Field/column name	Field type	Field length	Possible Values	Field Validation	Remarks
A	UDISE School Code	numeric	11		Mandatory	
B	Date of Birth	numeric	8		Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	DD/MM/YYYY ONLY
C	Aadhaar Number	numeric	12		Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	Leave blank for no response
D	Year of Admission in the School	numeric	4		Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	YYYY ONLY
E	Section	character	1	A to P	Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	
F	Student ID	numeric	2	01 to 30	Mandatory	
G	Social Group	numeric	1	1 to 4	Mandatory	
H	CWSN	numeric	1	1 to 7	Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	
I	Area Code	numeric	1	1 to 2	Mandatory	
J	School Management	numeric	1	1 to 2	Optional *In case of filled-in OMR, this field received blank or has multiple responses then the field should be treated as no response (blank in '.csv' file)	
K	Gender	numeric	1	1 to 2	Mandatory	

Column order	Field/column name	Field type	Field length	Possible Values	Field Validation	Remarks
L	Medium	numeric	2	01 to 29	Mandatory	
M	Test Form	numeric	2	31,32, 51,52, 81,82	Mandatory	31, 32 (Class III); 51, 52 (Class V); and 81, 82 (Class VIII)
Student's Responses						
N to BF	Q1 to Q45	numeric	1	1 to 4, 8, 9	Mandatory	<ul style="list-style-type: none"> • N to BF for Classes III & V; • (1 to 4 are options; '8' for multiple response and '9' for no response)
N to BU	Q1 to Q60	numeric	1	1 to 4, 8, 9	Mandatory	<ul style="list-style-type: none"> • N to BU for Class VIII • (1 to 4 are options; '8' for multiple response and '9' for no response)

9. Uploading '.csv' files on NAS Web Application

Upload '.csv' file to NCERT's NAS Web Application (follow upload instructions as stated in NAS Web Application Manual)

10. Report Generation

Generate District Report Card after '.csv' file uploading from NAS Web Application (follow instructions as stated in NAS Web Application Manual)

Annexure-VIII



NATIONAL ACHIEVEMENT SURVEY - NAS (2017)
 (Survey of Learning Outcomes)
Classes III, V and VIII



Government of India
MHRD

Pro forma for Monitoring the Administration of Tools

(To be filled in by the Observer for the sampled school)

1. Name of the School _____ 2. UDISE Code _____
3. Name of the State _____ 4. Name of the District _____
5. Class Observed _____ 6. Section (if applicable) _____

7. Provide the following information:

Students Enrolled	Students Present	Students Participated

Instruction - For registering responses, please use code '1' for YES and '2' for NO:

- 8a. Whether the observed school was:
- i) Original school
 - ii) Replacement school
- 8b. In case of replacement school, please provide the reason(s):
- i) School was found temporarily closed on the day of assessment
 - ii) School does not exist
 - iii) School did not agree for survey
 - iv) Any other (Please specify) _____
9. Whether the school got prior information about the Day of Assessment?
10. Whether the Head Teacher/Principal was found to facilitate the survey activities?
11. Whether faced any problem with regard to paper quality of tests/OMR/Field Notes?
12. Whether faced any problem with regard to printing quality of test items/diagrams were in readable condition to students?

13. Whether the following facilities were adequate during the tools administration?

- i) Seating arrangement
- ii) Ventilation
- iii) Light
- iv) Sanitation
- v) Drinking water
- vi) Enabling facilities for Children With Special Needs (CWSN)

14. Suggestions (if any) regarding the conduct of survey.

Date: _____

Place: _____

Head Teacher's / Principal's Sign. with school's seal	Observer's Sign.
Name & Designation: _____ _____	Name & Designation: _____ _____
Address: _____ _____	Address: _____ _____
Contact No. _____	Contact No. _____

Translation Guidelines

National Achievement Survey (NAS) - 2017

Background

National Achievement Survey (NAS) assesses students in Language, Mathematics and EVS at classes 3 and 5 and Language, Mathematics, Science and Social Science in Class 8. The National team of NAS at NCERT is responsible for development of test items in source language, in this case it is English. In order to collect nationally comparable data for NAS, the equivalence of regional language versions is a requirement, which means that the translation of materials must meet stringent quality standards in each of the state language. Thus it is crucial to ensure that the translation process does not introduce biases likely to distort national comparisons by:

- Making the comprehension of texts, graphics or tables used as stimulus in the various test units more difficult (or easier); and
- Unintentionally modifying the difficulty of the questions asked to the student, through a formulation that changes the type of mental strategy required or the item construct.

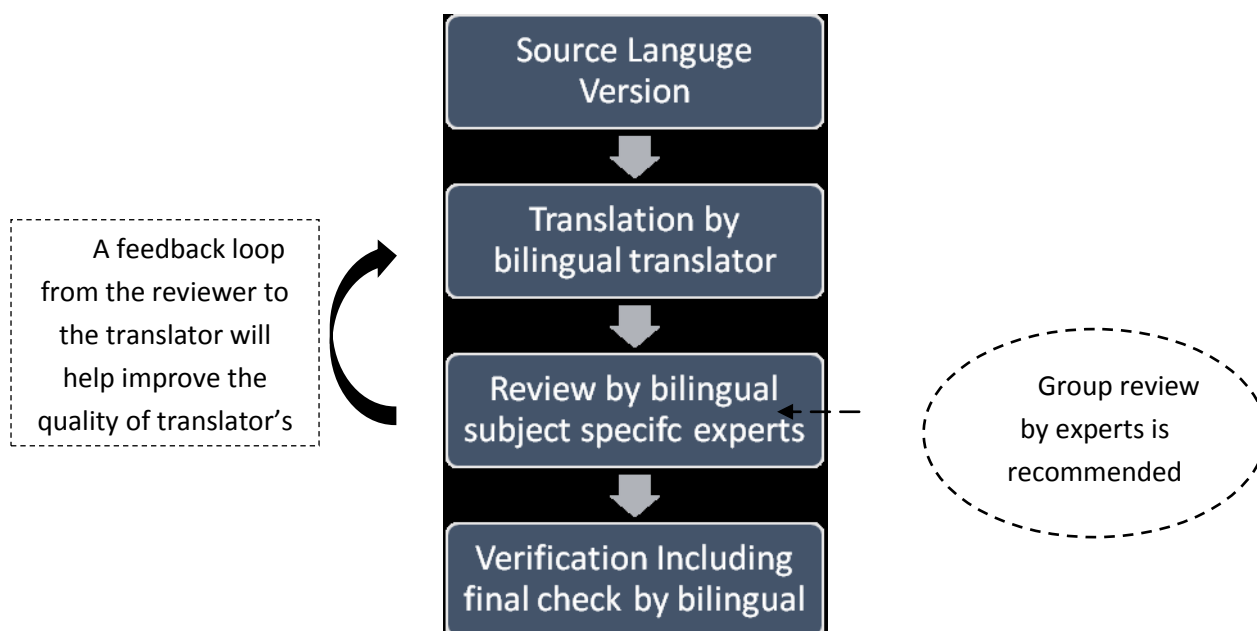
Translation Process

The translation guideline briefly encapsulates the necessary steps to reduce the biasness and increase the comparability among the states between the NAS English language tests and its translated variants in different regional languages. For the entire document, English has been referred to as the **source language** and the regional languages in which the NAS tests will be translated as the **target language(s)**. A forward translation model is being proposed for translating the English language NAS tests into their regional language counterparts¹.

¹ However, the typical forward translation model has been modified to suit the current project's needs, timelines and budgets.

Translation of Test papers will include the following processes:

- Translation by a translator which will be followed by review of the translated papers by a group of subject experts and a final round of check, verification and vetting by a verifier.



Qualifications, Roles and Responsibilities

Translator

The translator will need to independently translate the test items (once for each subject and class) and document the translations. He/ she will be expected to incorporate modifications in the translated tests as suggested by the subject specific reviewers. A qualified professional translator may not have subject specific expertise. However, he needs to have complete mastery over both the source and target languages. In an ideal case, he/ she should have had previous experience in developing tests and assessments for students. The state may hire bilingual language experts for this task.

Subject Specific Reviewers

Subject experts will need to review the translations and check the translation accuracy between the source and the target tests. Reviewers may suggest changes in the translations and the same will need to be communicated to the translator. Reviewers will be expected to maintain complete documentation of the changes suggested by them. Bilingual SCERT/ DIET faculty members with excellent domain knowledge may be used to review the items.

Verifier

Verifier needs to check the overall linguistic accuracy of the translations with special emphasis on grammar and spellings. He/she will be expected to vet and certify the translated version of the test. SCERT Director may act as a verifier in this exercise.

Generic Translation Guidelines

Please adhere to the guidelines given below while translating the source language tests into target language tests.

1. Respect the layout and presentation shown in the source document

Often, a translated document is longer than the source, due to the peculiar characteristics of each language. Usually *this* does not have a significant effect on student performance. However, sizeable/ significant differences in the number of pages between the source and the target language tests should be avoided (e.g.) situations wherein, students need to turn a page to read the complete question in the target language, which appeared on a single page, with text and questions given side by side in the source language needs to be avoided.

Key points to remember:

- Ensure that the instructions given to the students are consistent with the final test layout (e.g. When giving instructions such as “as shown in the diagram *below*” or “in the box *above* you is given a formula”, check to ensure that the diagram is indeed, given below and the box above in the target version).
- If **necessary**, use **only a slightly** smaller/bigger font in the target test than what has been used in the source test.
- Ensure that titles/subtitles, numbering of lines/paragraphs/items are the same in the target and the source versions of the test.
- Ensure that words/expressions that are, emphasised in the source text by using bold/italics/underlining/capital letters are given equivalent emphasis in the target version also.
- Ensure that the text within text boxes present within/ along the pictures/ graphs in the target language also get translated.
- Ensure no alterations occur between the source and the target language test versions during printing of the tests (e.g.) check for compatibility of graphical layout between both the versions, specifically with regards to grey-shaded picture elements.

2. Linguistic Difficulty

Avoid complicating/simplifying the vocabulary and the grammar in the target text. As a general rule, translators should try their best to avoid translating *technical words* in the source text by using easier words/paraphrases that use *common language/colloquial terms*. Similarly, *common language/colloquial terms* used in the source text should not be translated into more 'technical' / 'scientific' / 'literary' expressions in the target text.

Use of “colloquial terms” vs “scientific terminology” is an important challenge when questions in Mathematics, Science and Social Science need to get translated.

Common language often uses less than precise words to describe mathematical /chemical/physical/biological concepts – sometimes ‘common’ words may even convey misconceptions, such as ‘weight’ could mean ‘mass’; ‘heat’ could mean ‘temperature’, ‘circle’ used to mean ‘disk’, etc. If everyday life contexts are used, it is recommended NOT to use ‘common language/ colloquial terms expressions into the ‘technical’ terminology.

For translating the technical terms that are uncommon in the target language, translator may in some circumstances, use the term which best describes the term in the target language along with the term in English, in brackets. However, this is only acceptable if the doing so, is standard practice within the textbooks produced in the State.

3. Idioms and metaphorical expressions

Too literal translation of *idiomatic* expressions (specifically in English) should be avoided.

Failure to find a fluent equivalent expression of the idiomatic expression in the target language may result, in meaningless passages or sentences.

As far as possible, make sure that the symbolic meaning of English expressions such as “to see to it”, “in small steps”, “to disappear into thin air” is adequately translated through similar idioms in your language.

4. Use of nouns and verbs

Do not use nouns in the target language test, when the author has used verbs in the source language, or vice versa. In the following example, when the above substitution *has* taken place, it can be seen that, ‘a’ has become more difficult than ‘b’:

- a) The presence of humour in a violent scene can increase the chances that viewers will imitate or learn aggression.
- b) When humour is present in a violent scene, viewers are likely to imitate or learn aggression.

Situations such as above should be avoided.

5. Use of active vs. passive phrases in sentences

During translations, ensure that translations do not convert an *active phrase* in the source text to a *passive one* in the target text, or vice versa.

In the following example, the difficulty level of version 'b' has increased, because of its expression in the passive form.

- a) Many Indian families, traditionally, present their children with hundreds of problems of this type.
- b) In India traditionally, hundreds of problems of this type are presented to children by their families.

Thus to create an effective and powerful content in a regional language use active voice. This will help in making the content more direct which will lead to a better understandability. Along with the content in regional language, usage of active voice helps to simplify the translation of the created content.

6. Negations

While framing sentences, avoid the use of double negatives. In the following example, the b version is more difficult than 'a', because of the replacement of a negative term (harmless) by a double negation (is not harmful):

- a) This does not mean that the violence in cartoons is harmless.
- b) This does not mean that the violence in cartoons is not harmful.

7. Reference chains

Modify, as little as possible, any reference chain(s) given in the passage. A reference chain is the set of incidences in the text, where the same character/ notion is referred to, by using different language tools (pronouns, synonyms, etc.).

The following passage, from an article on violence on TV, is quite complex. It contains three reference chains, one relating to the notion of violence (V), the other to the notion of punishment (P), and the third referring to the young viewer (Y):

“If the punishment (P1) for violence (V1) is delayed until the end of the program, this deterrent (P2) may go unnoticed by a young child (Y1). Punishment (P3) must occur in the same scene for a younger viewer (Y2) to connect it (P4) to the original aggressive behaviour (V2) which gave rise to it (P5).”

In a case of this type of question, translators should strive to preserve the nature of the elements of the source test:

- Repeat the word if the author² repeated it (punishment in P1 and P3).
- Use a synonym if the author³ used one (violence in V1 / aggressive behaviour in V2; punishment in P1 and deterrent in P2).
- Use the combined repetition and synonym when this is the case with the author⁴ (young child in Y1 and younger viewer in Y2).
- Use pronouns where the author⁵ uses them (P4, P5).

In many languages, repeating words in a text is less readily accepted than in English, thus, translators often tend to use synonyms rather than repeating same words. Note, however, that the text above will become more difficult, for example, if you choose to avoid the repetition in P3 by using a synonym (*sanction* instead of *punishment*), or in Y2 by using a reference by position (*the latter* instead of *younger viewer*).

8. Generic articles

The English article *a* ("*a cell*", "*a molecule*") is often used to convey a general meaning, such as in the sentence: "*The milk of a cow, a goat and a human do not contain the same amounts of proteins*".

This characteristic of English makes it different from other languages; where such articles are normally used to refer to an *individual* cow, or wolf, or cell, or molecule. To prevent misinterpretation, especially when translating Science materials, translate expressions in the way, that is, used in the target language to express the same "general" idea.

For example, the sentence "*A tidal power station uses a different method to generate electricity from many other power stations*" needs to be turned into plural when translated into Hindi ("*Tidal power stations use a different method to generate electricity than other power stations*").

9. Key and distracter length in MCQs

Translators must ensure that, lengths of the key (correct answers) and any of the distracters *do not get* unnecessarily shortened/elongated as a result of the translations. Long answers are more attractive than short ones; therefore, the question might become easier in one target version if the correct answer is more elaborate (relative to other options), than in the source version. On the other hand, the question might become more difficult if a distracter stands out from the others because it is longer than in the source version.

10. Truncated Questions

Truncated questions are multiple choice questions, where the stem is an incomplete sentence, and the student has to select the most appropriate answer among four proposed "endings".

² Of the source test

³ Of the source test

⁴ Of the source test

⁵ Of the source test

Translators need to ensure that, all proposed endings in the target language have the same grammatical match with the incomplete stem; otherwise the item will measure grammar skills instead of the intended process.

11. Respect literal matches

If the wording of a question, literally *matches* words contained in the text, translators need to take care that the same holds true in the target language test too. If, on the contrary, the author of the question, uses a different *expression* from that of the text (synonym), do not simplify the student's task by using words directly from the text in the stem or distracters.

For example, if the text states:

“On his way to the train station, Arnav bought an apple. On the train, Arnav ate the apple, along with the orange his mother had given him”.

And the question stem states:

“What did Arnav buy *on his way to the train station?*”

It is clear that the *question writer deliberately intends to provide a clear reference to the location of the text*. So this should **not** be replaced with a translation equivalent to:

“What did Arnav buy *before he got on the train?*”

Key points to remember:

1. Ensure instructions in both the source and target language are exactly the same: special care needs to be taken when translating instructions, particularly with regards to indications contained in the source version on whether *only one answer* or *more than one answer* are expected from the student.
2. Translators should try to reproduce the order in which the author has presented different pieces of information contained in the stem of a question.
3. Mistranslations sometimes occur in extremely “easy” sentences, just because they seem so simple, thus, making the translator pay less attention! Translators need to pay equal attention to all questions. It may occur in a multiple-choice questions, that some of the alternatives proposed only differ by one key detail.
4. Translators need to be particularly vigilant in such cases: it often happens that, during translations, the element that makes the difference between both distracters is mistakenly toned down, thus weakening the question itself.

12. Documentation

- When translating the test papers, some adaptations may need to be made to suit the local context. All suggested adaptations need to be documented.
- Any problems or uncertainties faced during the translation process should be documented and the documentation needs to be shared with the question writers.

13. What should be adapted, what should not be adapted?

a) Do not include explanatory notes nor additional instructions

In some cases, translators may be tempted to add a footnote or an explanation to provide the meaning of a particularly difficult word. Please note that such adaptations should be avoided as much as possible.

b) Adapt mathematical symbols, abbreviations and formulas.

Adapt the abbreviations of units of measurement and the symbols used for mathematical operations. The general principle is that translators should adapt to the *conventions* mentioned in the textbooks produced by states.

Careful attention needs be paid to when translating the following:

- Units which sometimes are expressed in different written forms (“cl, ml”, vs “cL, mL”)
- Symbols for multiplication may differ (.), or (*) or (x)
- Approximation is sometimes noted (~) or (+/-)
- The captions/units of measure/coordinates of the axes must practically be translated every time

c) Check the use of mathematical and scientific terminology

Mathematical and scientific language is far less “universal” than it is often said to be. It is therefore, essential for the translators to include members who are competent in Mathematics and Science, or for its work to be carefully checked by specialists.

d) Check “common language” quantitative expressions

Translators need to be particularly careful in translating all “common language” expressions in Mathematics questions. Many of these *expressions* are less equivalent than they seem to be across languages. Differences occur, for example, in the way various languages count certain things, and on whether the first (or last) item should be included in the total.

(e.g.) in items where intervals are specified (such as “*Temperatures between 60°C and 74°C*”), the boundary values (60 and 74°C) are considered as included in the interval in certain languages, but as excluded in other languages.

e) Place value

The format of place value must be preserved. For example, 2,00,000 should NOT be adapted to 200,000 or 2 lakh.

f) Some names should NOT be adapted:

- In some literary texts, the names of characters, places, currencies are part of the universe described by the author; therefore, the only acceptable changes are those slight spelling adaptations that are generally used in your State.
- Do not adapt the names of institutions or agencies (unless there is a well-known state version of the name)
- Do not adapt proper names of people and locations such as those given in geographical maps.

14. Main theme should be maintained

Content in regional language should be performed along with maintaining the decorum and aura of the items in the source language.

15. Syntax and semantics

The format and the logic of the item should be given the priority, as the students need the aura of content to let themselves engage with the content. Semantics means the logic, the way item sentences are separated or like each sentence sustains the content accordingly the translation should be done.

16. Keep sentences brief

Sentences are the structure of the content body. Content in regional language boosts the readability if the proper and brief sentence is presented that is easy to read and understand. The sentence should portray the meaning, not only the language but the combination of good hold on language. The content used should not provide a cue to the answer.

17. Use of single words to elaborate about a concept

A single word is enough to express rather than elaborating on the concept about it. Content in regional language favors the brief and exact things to strike the mind of the student without jumping the hurdles and searching for the meaning.

Annexure-X**UNDERTAKING REGARDING MAINTAINING CONFIDENTIALITY**

This is to state that the Test Forms of **National Achievement Survey (NAS) -2017** for the Classes III, V and VIII have been received by the undersigned for the purpose of administering the NAS 2017 from NCERT. I undertake that the confidentiality of the test items/forms will be maintained at all levels during the activities of translation, vetting, printing and transportation.

During the process of conduct of NAS 2017 due confidentiality will be maintained and the original items along with the translated ones will be kept in safe and secured manner till the administration of the NAS-2017 is complete. Further, this is to state that these test items/forms will not be used in any manner by the state other than in the conduct of National Achievement Survey by NCERT.

Name of the Official: _____

Designation: _____

Address: _____

Date: _____

Place: _____

Examinations

An examination is a formal test of an individual student's knowledge or proficiency in a subject on the curriculum. The results of examinations apply to individual students, enabling them to progress through school or apply for further education or employment. Taken together, examination results provide an overall snapshot of students' performance at the end of a school year or course of learning. Examination results do not indicate the reasons behind high or low achievement of students.

Assessment Surveys

Assessment Surveys provide a measure of learning across a representative sample of students. They allow classification of students at a specific grade level by their ability (what students know and can do) in different subjects on the curriculum. National Assessment Surveys provide a "Health Check" to the education system by analysing achievement based on a range of background factors (school, home, teachers). They potentially enable policy makers and practitioners to address the challenges to enhance student learning.