


National Achievement Survey (Classes III,V & VIII)

District Training Workshops

- 
- I. Overview of NAS
 - II. Roles and Responsibilities of various stakeholders
 - III. Monitoring of NAS
 - IV. Sampling
 - V. Test Conduction by FIs
 - VI. Data Capturing, Uploading and Report Generation



Overview of NAS

NAS | Initiative Summary (1/6)

Dimensions	In the Previous Cycles	Current NAS 2017
Parameters of Student testing	Common core curriculum	Grade specific learning outcomes
Objective	Systemic feedback	Decentralized systemic feedback on LOs
Methodology	State as a sampling unit - at grades III, V, VIII & X	District as a sampling unit at grades III, V & VIII
Timelines	3 year cycle	Complete within the session/ preliminary results to come by March
Survey Outcomes	State and National Reports	District level feedback for quality interventions

NAS | Key Features (2/6)

***Focus: Attainment
against Learning
Outcomes***

***Instant Feedback
on LOs for each
district***

Grades	Curricular Areas	Number of Questions	Nature of Assessment
III & V	Language, Mathematics & EVS	45 (15 for each curricular area)	Formal, Multiple Choice
VIII	Language, Mathematics, Science & Social Sciences	60 (15 for each curricular area)	Formal, Multiple Choice

Note: In language, focus will be on reading comprehension only



NAS | Key Features (3/6)

- For NAS 2017, national sample drawn has been through the Population Proportionate to Size (PPS) Method
- Nearly 3.6 million children from 120,000 schools will be tested
- Students of all 703 districts of India will be tested

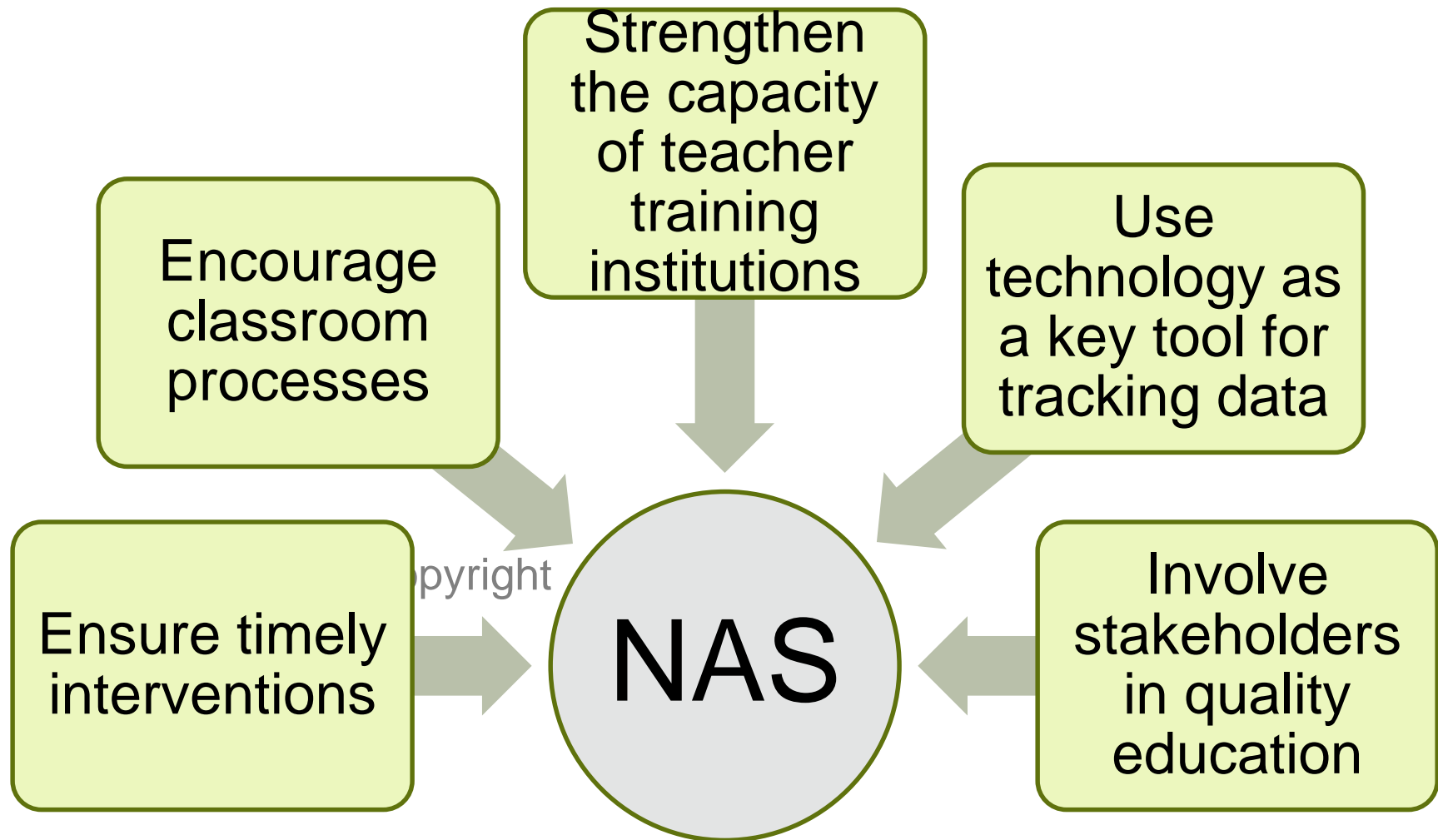
NAS | NAS and Learning Outcomes (4/0

NCERT has mapped learning outcomes (LOs) for various grades and has issued guidelines to states to incorporate them in states' assessment methodology and curriculum

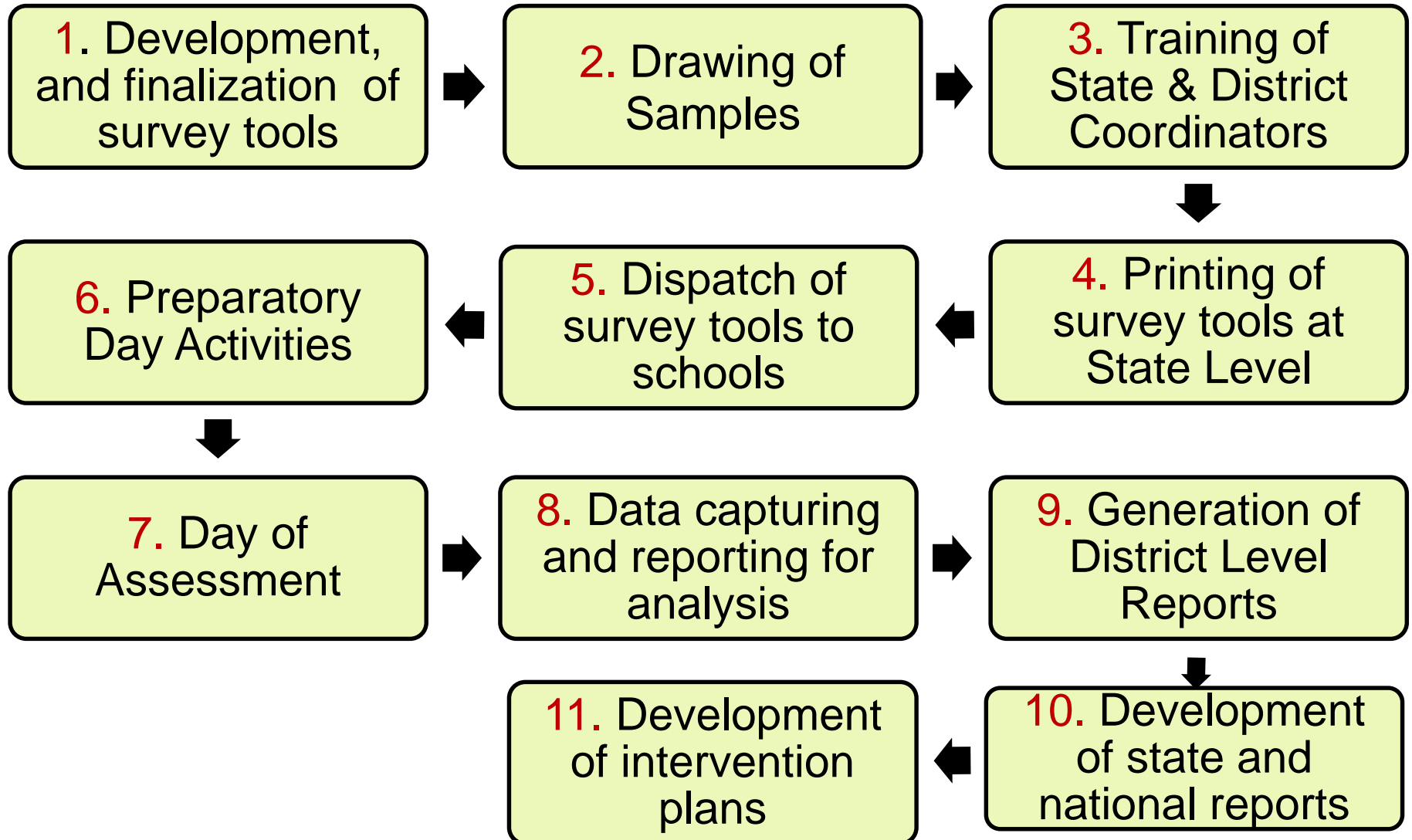
NAS 2017 as compared to previous versions of NAS is based on tracking the progress across the LOs mapped by NCERT

NAS 2017 will generate National/State/District level reports providing feedback on learning outcomes. District level feedback will be generated instantaneously

How will NAS 2017 create an impact? (5)



NAS | Steps in NAS 2017 (6/6)





Roles and Responsibilities



Roles and Responsibilities

State Level Coordinator - Monitoring (SPD)

NAS | Roles & Responsibilities of a State Level Coordinator - Monitoring (1/6)



Ensure timely release of funds to State and District level to carry out the survey activities



Ensure timely procurement and availability of data capturing software and scanners for OMR scanning at district level (one month before Day of Assessment)



Advice the District Coordinator (DC) to make available suitable space for scanning of OMRs at the district level

NAS | Roles & Responsibilities of a State Level Coordinator - Monitoring (2/6)



Monitor and quality assure the trainings of the FIs at the district level



Ensure that AADHAR of all the students for Classes III, V and VIII is available with sampled schools, one week prior to the Day of Assessment



- a) Nominate the members of the District Monitoring Unit (DMU)
- b) The DMU will monitor all the activities undertaken during the survey

NAS | Roles & Responsibilities of a State Level Coordinator – Monitoring (3/6)



Send an advisory note to heads of the sampled School Principals/ Head Masters

- a) Informing them about NAS &
- b) Need to ensure that all students enrolled in Classes III, V and VIII of their schools are present on the Day of Assessment



- a) Facilitate the short-listing and selection of the Observer (one per block) by the Chief Secretary of the State/UT
- b) Provide school details, monitoring pro forma, and Module for Test Administration to the observer

NAS | Roles & Responsibilities of a State Level Coordinator – Monitoring (4/6)



Conduct orientation workshops for observers and the District Monitoring Unit (DMU)



Coordinate with the SCERT Director to ensure that the District MIS team is deputed for scanning, verification of OMR sheets with hard copies of tests, questionnaires and field notes



Monitor the uploading of the '.csv' file pertaining to Class III, V and VIII tests and PQ, TQ and SQ on the NAS Web Application, within 15 days of the Day of Assessment

NAS | Roles & Responsibilities of a State Level Coordinator – Monitoring (5/6)



- a) Ensure that the District MIS unit updates the information on the "number of students enrolled in the class", "number of students present" and "number of students who participated in NAS" for each sampled school on the NAS Web Application
- b) Above information should be in keeping with the Field Notes



- a) Develop a state summary monitoring report
- b) E-mail it to the following ID:
esdhead@gmail.com,
- c) Update the NAS State Activity Progress Tracker

NAS | Roles & Responsibilities of a State Level Coordinator – Monitoring (6/6)



Retain filled-in Monitoring Proformas, at their own office for six months.



Develop an action plan, in synergy with the national and state teams, to ensure implementation of NAS based quality interventions



Roles and Responsibilities

State Coordinator (Director, SCERT)

NAS | Roles & Responsibilities of State Coordinator - Implementation (1/6)



Ensure translation and vetting of tests developed in regional languages from the source language i.e. English. Send 5 hard copies of the translated tests and also send across soft copy



- a) Identify one District Coordinator; and
- b) One MIS Coordinator (by SPD) and one Assistant District Coordinator in each district



Provide list of sampled schools to District Coordinators for finding out class wise Medium(s) of instruction in schools & number of students per class/ section

NAS | Roles & Responsibilities of State Coordinator - Implementation (2/6)



Ensure that the verified list of sampled schools is received back from the District Coordinators and the same is sent to the State Level Coordinator – Monitoring



Print (in collaboration with SPD) and Provide Sealed Material to District :
(a) Achievement tests: medium wise as per the list of sampled schools
(b) Questionnaires (Pupil, Teacher, School), OMR sheets, Field Notes, Module for Test Administration,



a) Establish Control room at SCERT 15 days before the day of implementation
b) Address all NAS related issues/queries within 24 working hours. Maintain documentation

NAS | Roles & Responsibilities of State Coordinator - Implementation (3/6)



UPDATE

Update State Coordinator – Monitoring, regarding replacement/cancellation of sampled school(s), if any, as and when received from the District Coordinator



Ensure the collection of used & unused survey tools at district level and their scrutiny by the District Coordinator



Ensure the scanning of OMR sheets, their verification with physical sheets of Achievement Tests & Questionnaires and Field Notes by the District level officials

NAS | Roles & Responsibilities of State Coordinator - Implementation (4/6)



Uploading...

Ensure the upload of the '.csv' file pertaining to Class III, V and VIII tests and PQ, TQ and SQ on the NAS Web Application, within 15 days of the Day of Assessment by the District level officials



Ensure the '.csv' files of questionnaires are received from the MIS Coordinator and emailed to esdhead@gmail.com (in one zip folder) OR to be sent in a CD to ESD, NCERT



Implement quality interventions as per the state action plan developed on the basis of NAS findings

NAS | Roles & Responsibilities of State Coordinator - Implementation (5/6)



Coordinate with the MIS coordinator at the district level to confirm updation 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 NAS Web Application



Ensure sharing of contact details among all including FI

NAS | Roles & Responsibilities of State Coordinator - Implementation (6/6)



Ensure that the DC periodically updates the progress tracking module in the NAS Web Application



Note: The Associate State Coordinators will assist the State Coordinator in all the above mentioned activities



Roles and Responsibilities

District Coordinator

NAS | Roles & Responsibilities of a District Coordinator (1/12)



SCERT will identify and nominate the District Coordinator



Verify the existence of sampled schools, medium(s) of instruction in classes III, V and VIII, number of students, UDISE code. Report discrepancy, if any, within 7 days, to the State Coordinator – Implementation



Ensure school and medium wise sealed packets are received from the State and distribute it to sampled schools

NAS | Roles & Responsibilities of a District Coordinator (2/12)

Handover of Survey Tools to School Principals/ Head Masters

- School wise, the following quantity of material (given in next slide) is expected to be sent per school, if there is only, one medium of instruction.
- As the medium of instruction in a sampled school will increase, the quantum of material given in the next slide will increase proportionally.

NAS | Roles & Responsibilities of a District Coordinator (3/12)

Add in extra 2 copies of each test form, each questionnaire and 5 copies of test OMRs and 5 copies of PQ OMRs to the given figures



©

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

NAS | Roles & Responsibilities of a District Coordinator (4/12)



Communicate the Day of Assessment to the School Principals/Head Masters of sampled schools, one week before the test date. Instruct them to collect the survey tools from the DC 3 days prior to the test administration



Sign a confidentiality agreement with the School Principal/ Head Master before handing over the survey tools



Select two Field Investigators (FIs) for Classes III & V and one for Class VIII for each sampled school.

NAS | Roles & Responsibilities of a District Coordinator (5/12)



Ensure an additional 15 FIs were trained and stand ready in case of absence of selected FIs



Provide List of Medium Codes to FIs

NAS Administration: Field Investigator Allocation by DC (6/12)

Classes to be Tested	Number of Field Investigator to Visit
Sampled schools in which students of all three classes i.e. III, V and VIII need to be tested	Team of three FIs (two FIs for Classes III & V and one for Class VIII) will visit
Sampled schools in which students of classes III and V	Visited by two FIs
Sampled schools in which only students of class III or Class V need to be tested	Visited by two FIs
Sampled schools in which students of class V and Class VIII need to be tested	Visited by three FIs
Sampled schools in which only students of Class VIII need to be tested	Visited by one FI

NAS | Roles & Responsibilities of a District Coordinator (7/12)



Organise a training workshop for the FIs, at least one week before, the test administration. Ensure all FIs attend trainings.



Ensure translation of FI training material (Module of Test Administration) in regional languages. Distribute the Module of Test Administration to all the FIs during the training



Inform State Level Coordinator - Monitoring and State Coordinator - Implementation about the schedule of FI Trainings

NAS | Roles & Responsibilities of a District Coordinator (8/12)



FI Training should cover essentially 4 modules (Roles and Responsibilities of FI, Sampling, Conduction of Test & administration of questionnaires: PQ, TQ & SQ).



Submit a detailed report on FI Training to the State Coordinator – Implementation and State Level Coordinator – Monitoring's Office



Ensure only those FIs who have attended the training workshop go for data collection to the sampled school

NAS | Roles & Responsibilities of a District Coordinator (9/12)



Provide DC contact details to FIs

[Title]
[Company]
[Address]
[City, St, Zip]

Dear [Name of Recipient],

[Indicate that you are writing to introduce a specific individual or business to them. Provide their name and specify what you know about them. (If not together, mention the you, provided from them, etc.)]

[Provide additional details about the individual or business you are introducing. Include specifics about what they are doing, why you are introducing them, and what kind of assistance they may require, or how they may be of service.]

[Close by providing contact information for the individual or business. You may also choose to provide a reference if it is not asked. Make sure to end by thanking the individual for their time and assistance.]

[Use Word's auto-link for the type and a sample below.]

Sincerely (or Respectfully Yours),

[Sign here for letter sent to mail or fax]

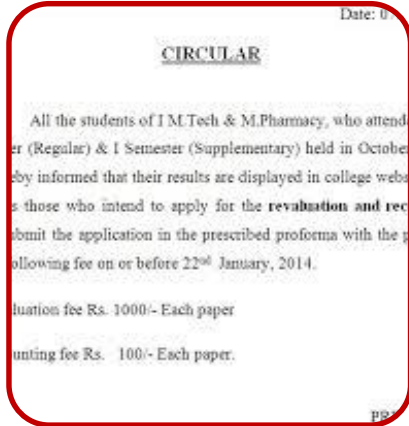
[Typed Name]

Provide Letter of Introduction and Module of Test Administration to FI



Provide the contact details of the school along with its address and UDISE Code to the FI

NAS | Roles & Responsibilities of a District Coordinator (10/12)



Send a circular at least one month before the day of assessment, to the final list of sampled schools stating that, all schools needed to have with them AADHAR and BPL details of students studying in classes III, V and VIII. Schools should have the details with them at least, 15 days before the Day of Assessment



Disburse payment to the FIs immediately after receiving the bills & vouchers in original and after satisfactory completion of the assigned task. State/NCERT norms to be followed.

NAS | Roles & Responsibilities of a District Coordinator (11/12)



Coordinate scanning of OMR Sheets at the District office in consultation with State Coordinator- Implementation

	Expenditure before re-measurement 2008	Expenditure after re-measurement 2008	Expenditure after re-measurement 2008
000	000	000	000
Vote Statistics			
012 Official statistics multi-class output appropriation	87808	0	87808
000 Coordination of government statistical activities	14405	0	14405
138 Population, social and labour force statistical information services	42513	0	42513
076 Economic and business statistical information services	30950	0	30950
0 Multi-year appropriation	2043	0	2043
012 2011 Census of Population and Dwellings	89911	0	89911

Send the detailed statement of expenditure with bills and vouchers in original and a brief survey report (field administration) to the State Level Coordinator – Monitoring



Periodically update the progress tracking module in the NAS Web Application

NAS | Roles & Responsibilities of a District Coordinator (12/12)



Note: Assistant District Coordinator will assist the District Coordinator in all the above mentioned activities



Roles and Responsibilities

MIS Coordinator

NAS | Roles & Responsibilities of MIS Coordinator and UDISE Team (1/5)



Attend the district level training on the NAS Web Application and further train the MIS team

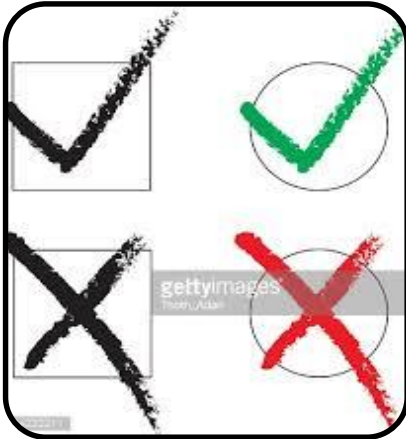


Ensure availability of software and scanner for OMR scanning. Design and print OMRs as explained in Data Capturing Manual



Before the survey, update the details of the field investigators and status of various key activities on the NAS Web-Application

NAS | Roles & Responsibilities of MIS Coordinator and UDISE Team (2/5)



Post Survey, physically cross check 2 test OMR sheets, per class, per school with the student answer script and the field notes. In case, even if one of the fields in the scanned OMR data is found incorrect, then all OMRs, filled by that field investigator, need to be checked.

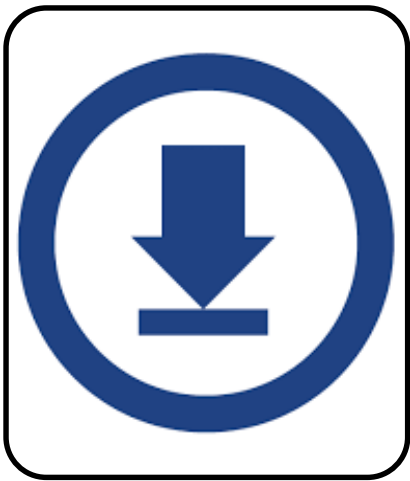


Verify OMR sheets with hard copies of tests, questionnaires and field notes to ensure matching of the filled-in Codes, e.g., Student ID

NAS | Roles & Responsibilities of MIS Coordinator and UDISE Team (3/5)



Ensure that information of students' enrolment, presence and participation available in the Field Notes is uploaded in the NAS Web Application



Download the '.csv' templates for student responses, PQ, TQ and SQ from the NAS Web Application. Hand-over the Data Capturing Manual and '.csv' templates to the OMR scanning team

NAS | Roles & Responsibilities of MIS Coordinator and UDISE Team (4/5)



Scan the test and questionnaire OMR sheets separately. Ensure that the '.csv' files generated after OMR scanning are as per the template.



Upload the '.csv' file pertaining to Class III, V and VIII tests and PQ, TQ and SQ on the NAS Web Application

NAS | Roles & Responsibilities of MIS Coordinator and UDISE Team (5/5)



Ensure that the '.csv' files (as stated in Data Capturing Manual) of Achievement tests, PQ, TQ and SQ in CDs (post the uploading of data) of all schools are sent to the State Coordinator – Implementation within a fortnight from the Day of Assessment



Roles and Responsibilities

Field Investigators

NAS | Roles & Responsibilities of Field Investigators - Pre Survey (1/7)

(Name of Recipient)
(Title)
(Company)
(Address)
(City, St Zip)
Dear (Name of Recipient),

(Indicate that you are writing to introduce a specific individual or business to them. Provide their name and position about how you know them. (Worked together, worked for you, purchased from them, etc.)

(Provide additional details about the individual or business you are introducing. Include specifics about what they are doing, who you are introducing them, and what kind of assistance they may request, or how they may be of service.)

(Close by providing contact information for the individual or business. You may also choose to provide a reason if it is job related. Refer you to and by thanking the individual for their time and assistance.)

(Use <http://www.Verified.com> for tips and a sample letter.)
Sincerely, (or Respectfully Yours),
(Sign here for letter sent to mail or fax)
(Typed Name)

Collect Letter of Introduction and Module of Test Administration for FIs from DC



Get the contact details of the school, address and UDISE Code. from the DC



Get the contact details of the DC

NAS | Roles & Responsibilities of Field Investigators - Pre Survey (2/7)



Attend a training workshop organized by the DC



MODULE

Read the Module of Test Administration carefully and seek clarifications if any, from the DC



Confirm from the DC that the sampled school has been informed about the Day of Assessment and purpose of FI visit

NAS | Roles & Responsibilities of Field Investigators - Preparatory Day (3/7)



Reach the allotted sampled school as per the instructions provided during the training (carry school UDISE code) received from the DC along with the Letter of Introduction and Module of Test Administration



Get the School and Teacher questionnaires filled by the school head and the teachers teaching Classes III, V and VIII respectively through interview mode by FI

NAS | Roles & Responsibilities of Field Investigators - Day of Assessment (4/7)



Ensure that the achievement test package is sealed and seal is not broken. If the seal is found broken, report to DC immediately but conduct the survey as per procedures.



Reach the school before the morning assembly. Carry out section and student sampling if needed. Fill Field Notes simultaneously.

NAS | Roles & Responsibilities of Field Investigators - Day of Assessment (5/7)

- Administer the tests to students of Classes III, V and VIII as per procedures mentioned in the Module of Test Administration
- Administer the PQ to students of Classes III, V and VIII as per procedures mentioned in the Module of Test Administration

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NAS | Roles & Responsibilities of Field Investigators - Post Survey (6/7)



Collect the AADHAR number of sampled students of Classes III, V and VIII after completion of test and PQ administration

**FIELD
NOTES®**

Complete the Field Notes (if entries remain)

Transfer student responses from the test booklet on to OMR Sheet for Classes III and V students

NAS | Roles & Responsibilities of Field Investigators - Post Survey (7/7)



Repack and seal the entire material as per the instructions provided in the Module of Test Administration and send it to DC

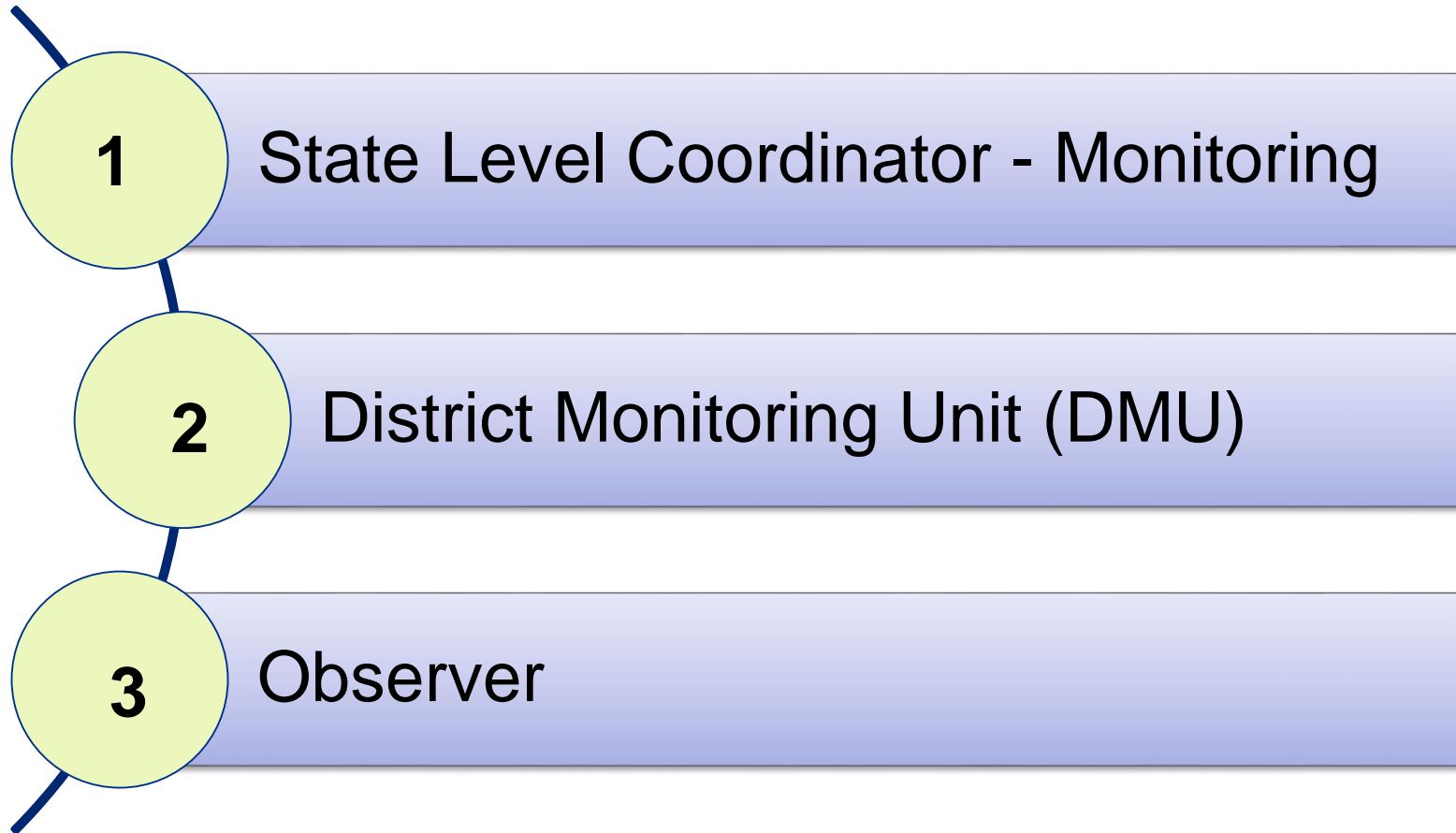


Submit the reimbursement form to the DC to receive payment



Monitoring of Test

NAS | Key Players in NAS Monitoring (1/6)



NAS | Nomination and Deputation of Observers (2/6)

Chief Secretary of the States/UTs will depute the Observer (at least one observer per block) at the District level

Observers can be inter-ministerial officials from SSA unit/ DEOs

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The Observers, should not be the officials from SCERTs/SIEs & DIETs. i.e. conducting agencies of NAS

NAS | Nomination and Deputation of DMU (3/6)

State Level
Coordinator-Monitoring
will nominate the
members of the DMU

The District Monitoring Unit
includes the District Education
Officer, Block Education Officer
and Cluster Resource Coordinator

DMU reports to the State
Level Coordinator-Monitoring
regarding the implementation
and progress of NAS activities

Roles and Responsibilities of Observers (4/6)

Responsibilities of the Observers

Monitor the administration of the test in sampled schools at the block level on the Day of Assessment

Receive the Module of Test Administration and Proforma for Monitoring from the State Level Coordinator—Monitoring's office, before visiting sampled schools

Fill the Monitoring Proforma and ensure submission to the State Level Coordinator – Monitoring's office after the administration of the survey

Roles and Responsibilities of the DMU (5/6)

Responsibilities of the DMU

DMU will monitor the day to day implementation and progress of NAS activities at the district level. Submit a report to the State Level Coordinator – Monitoring about quality of FI trainings

Regularly reports to the State Level Coordinator – Monitoring regarding the implementation and progress of NAS activities.

Monitors and supports the activities of the DC to ensure proper implementation of NAS activities

NAS | Monitoring Summary (6/6)

Dimensions	Observers	DMU
Appointed by	Chief Secretary of States/UTs	State Level Coordinator – Monitoring
Appointment Duration	One day	Throughout the NAS process
Cadre	Observers can be: inter-ministerial and be officials from SSA unit/ DEOs	Includes district Education Officer, Block Education Officer and Cluster Resource Coordinator



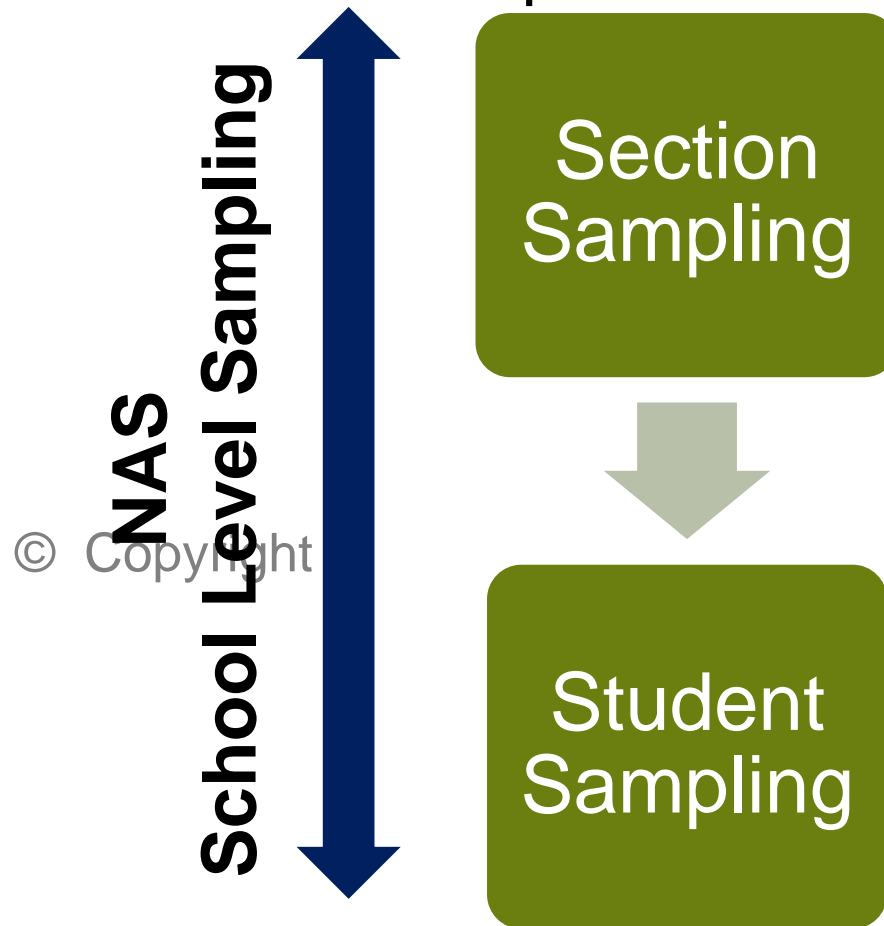
Sampling

Key Points to Remember: Sampling (1/15)

1. 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.
2. Replacement should not exceed more than 15% i.e. not more than 8 schools from a district.
3. At the time of school verification by the DC, if a school is found to have enrolment of less than 5 students in classes III, V and VIII, the DC should consider replacement school 1 OR 2 (which ever has the larger enrolment). If both R1 and R2 have less than 5 enrolment, no other school as replacement should be considered. Such situations have to be documented and sent to Head, ESD, NCERT through mail at esdhead@gmail.com
4. No replacement of schools will be permitted on the day of the assessment
5. Combining of sections is not permitted

NAS School Level Sampling: Section and Student (2/15)

- FI will carry out both section and student sampling on the Day of the Assessment prior to test conduction (if needed)



Note (3/15)

1. Section sampling needs to be done **ONLY** and **ONLY** if there are more than one section of classes III, V and VIII in the sampled school.
2. Student sampling needs to be done **ONLY** and **ONLY** if there are more than 30 enrolled students in the sampled section/class.

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Section Sampling

Random Selection of Section: Key Processes (4/15)

1. Fill the first 4 columns of the Table given below. The table is appended in the Field Notes of Module for Test Administration

S. No. of Section	Section Name	Number of Students Enrolled	Number of Students Present on the Day of the Assessment	Selected Section (✓ Mark)
1	A			
2	B			
3	C			
Total Students				

Column needs to be filled after selecting the section

Random Selection of Section: Key Processes (5/15)

2. Refer to the sampled school's UDISE Code (e.g. given below)

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

3. Add together, digits of the district code (two digits) and the digits of the school code (two digits).
4. Write down the result

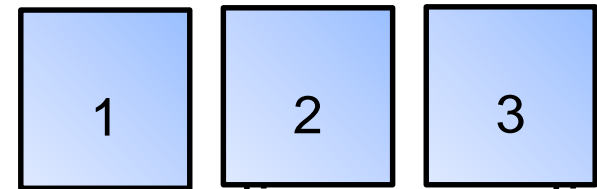
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In our example, district code is '12' and school code '13'.
Add digits of the district code to the digits of the school code

Final result is = $1 + 2 + 1 + 3 =$ 7 Important to Note

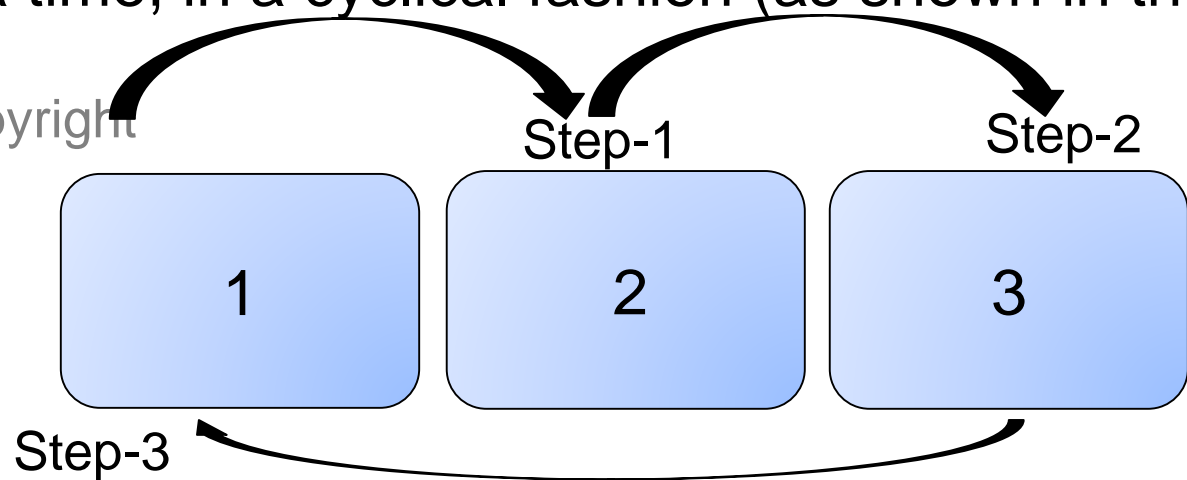
Random Selection of Section: Key Processes (6/15)

5. Write down the serial number of the sections in a line - as shown in the following figure:
- In the current example, we are assuming that the sampled school has 3 sections: 1, 2 and 3



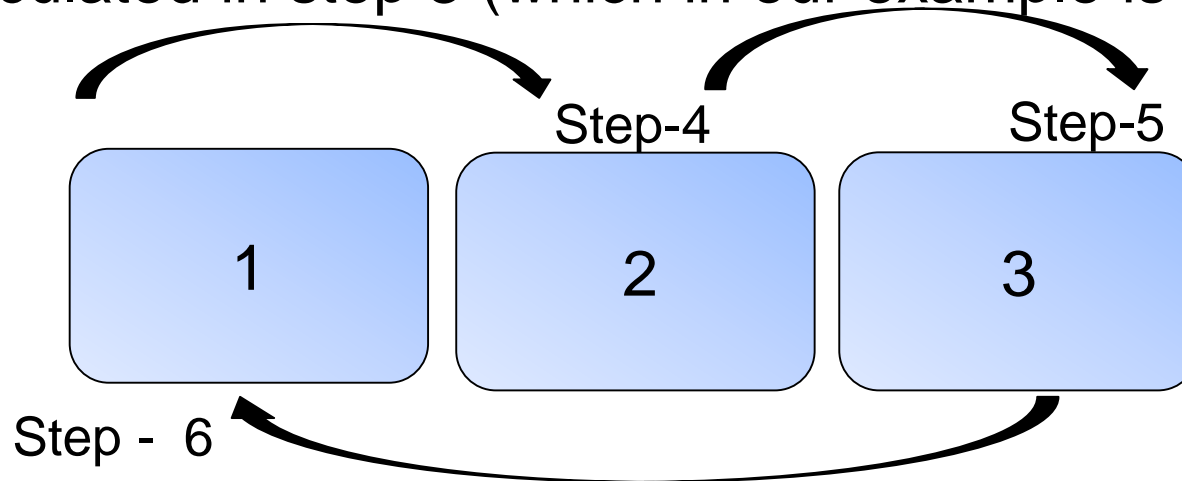
6. Starting from section '1', move to the next sections, counting **ONE** section at a time, in a cyclical fashion (as shown in the given picture)

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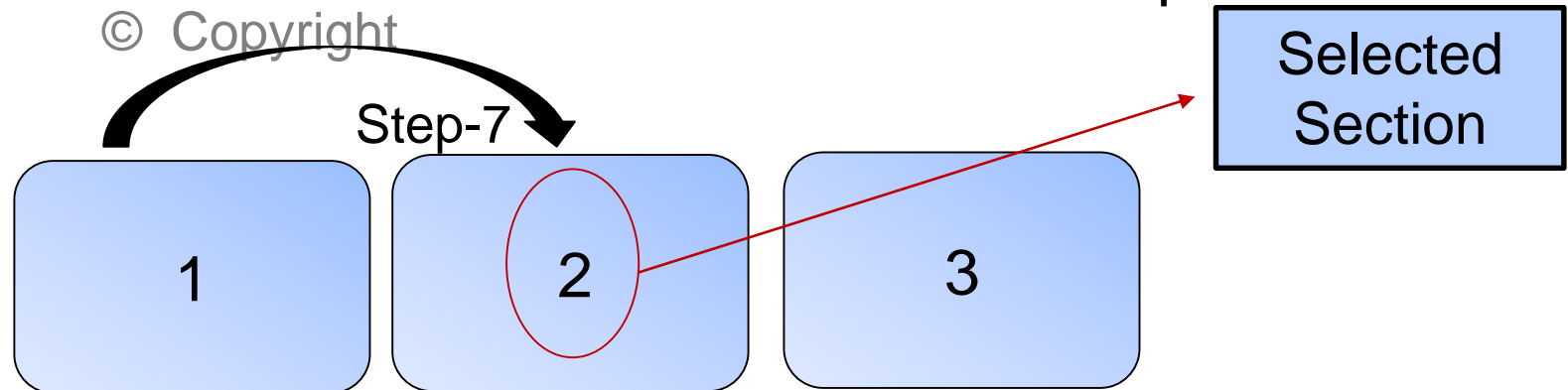


Random Selection of Section: Key Processes (7/15)

7. Continue counting and moving till you get to the number calculated in step 3 (which in our example is 7)



8. The section to be selected in the current example will be 2



Random Selection of Section: Key Processes (8/15)

9. Fill in the last column of the table given in slide 4

S. No. of Section	Section Name	Number of Students Enrolled	Number of Students Present on the Day of the Assessment	Selected Section (✓ Mark)
1	A			
2	B			✓
3	C			
Total Students				



Student Sampling

Overview of the Student Selection Process (9/15)

Fill and complete
Sheet I of
Field Note



Calculate the
Sampling
Interval (SI)



Select the first
student by
calculating the
Random Start
(RS) number



Fill and complete
Sheet II of
Field Note



Repeat the
process till 30
students are
selected



Select other
students in the
sample by
adding RS to
SI

Student Sampling: Key Steps (10/15)

1. List **ALL** the students of the sampled section/class, as per the school register in Sheet-I in Field Notes.

Complete the first five columns in **Sheet I** 

Roll No. as per Class Register	Name of the Student	Gender	Category	CWSN	Allot Student ID

- Codes for Gender, Category, CWSN are given in the Field Notes, which in turn, are appended in the Module for Test Administration. Column on allotment of student ID will be filled later.

Student Sampling: Key Steps (11/15)

2. Calculate the **Sampling Interval (SI)** either by using a formula or the Table of SI. Both the formula and table are given below :-

SI = Total number of students enrolled in the sampled section/class in the school

30

Example 1: Suppose the total enrollment in the sampled section/class in the school is 58, then SI will be 2

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

30

Example 2: Suppose the total enrollment in the sampled section/class in the school is 44, then SI will be 1

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

30

Student Sampling: Key Steps (12/15)

Table of SI

Number of Students in the Sampled Section/ Class in the school	30 - 44	45 - 74	75 - 105
Sampling Interval	1	2	3

3. If the numerical value after the decimal in the SI is more than 0.50, then the SI value needs to be rounded off to the next whole number (refer to previous slide).
4. If the numerical value after the decimal in the SI is less than 0.50, then the SI value needs to be rounded off to the preceding whole number (refer to previous slide).
5. For selecting the first student, use the Random Start (RS) method. Explanation of the method is given in the next slide.

Student Sampling: Key Steps (13/15)

Selection of the first student: Calculate the random start number by adding together digits of the district and the school code (as done in step 3 of section sampling) e.g. If the District and school codes (taken from the UDISE code) are 12 and 13 then the Random Start (RS) number will be 7 ($1+2+1+3$). If this addition comes out to be again a two digit number, add the digits to get a single digit number, which will be the random start.

6. Use the Random Start number which has been generated to select the first student. The student needs to be selected from the serially arranged students' list created by the FI in Step 1. For the example given above, student mentioned at serial number 7 in sheet I will be selected.
7. Other students will be selected as per the following method:
 - Student 1 - RS
 - Student 2 - RS+SI
 - Student 3 - RS+2SI
 - Student 4 - RS+3SI; and so on...

Student Sampling: Key Steps (14/15)

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

Students	RS	SI	Student Selected
Student 1	7		7
Student 2	7	2	$7 + 2 = 9$
Student 3	7	2	$7 + 2*2 = 11$
Student 4	7	2	$7 + 3*2 = 13$
Student 5	7	2	$7 + 4*2 = 15$

8. If you get to the end of the list of students (sheet I) before getting 30 students, continue your counting from the beginning of the student list again, until the sample of 30 students has been selected.
9. If the name of a student already selected in the sample gets repeated for inclusion in the sample, skip the already selected student. Select the next student and continue your counting, until the sample of 30 students has been selected.

Student Sampling: Key Steps (15/15)

8. Transfer information for **ALL SELECTED STUDENTS** from Sheet I to Sheet II and fill all the columns in Sheet II e.g. roll no, students' names, gender, category etc.

Sheet II ↴

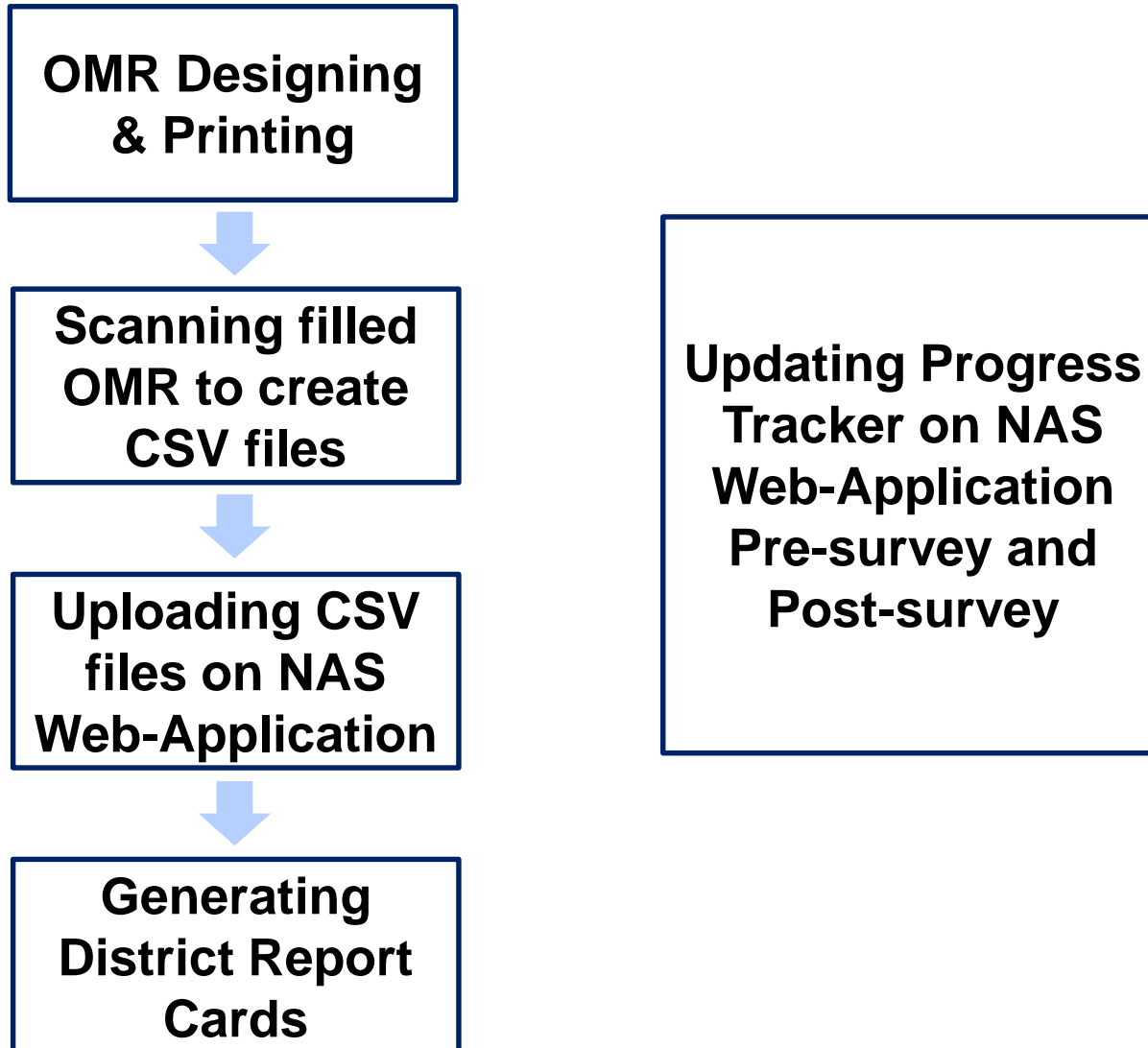
Student ID Allotted	Name of the Student	Roll No. as per Class Register	Attendance	Gender	Category	CWSN	Test Form No
01	Rajni	7	Yes	F	GN		31
02	Suresh	9	Yes	M	SC		32
03	Iqbal	11	Yes	M	ST	VI	31
04	Radha	13	No	F	SC		32
05	Anuj	15	Yes	M	SC		31

NOTE: Codes for Gender, Category, CWSN are given in the Field Notes which in turn is appended in the Module for Test Administration. The starting of the test booklet distribution **SHOULD** be as per the UDISE school code as mentioned in the earlier slides.



Data Capturing, Uploading and Report Generation

NAS | Key Activities (1/9)





OMR Designing & Printing

NAS | Types of OMR Sheets (2/9)

1

Student Response OMRs for Classes 3, 5 and 8

2

Pupil Questionnaire (PQ)

3

Teacher Questionnaire (TQ)

4

School Questionnaire (SQ)

NAS | Steps for OMR Designing and Printing (3/9)

What will a District MIS Coordinator do? (Roles and responsibilities)

Step 1

Get an OMR designing and scanning agency on-board

Step 2

Read the data capturing manual to understand the field names and lengths

Step 3

Provide the OMR field specifications to the OMR designing agency

Step 4

Cross-verify and approve the OMR designs

Step 5

Estimate the number of each type of OMRs to be printed

Step 6

Print OMRs in good quality on A-4 sized 100 gsm paper

NAS | Assessment Test OMR Fields & Formats (4/9)

Column Order	Field/Column Name	Field type	Field length	Possible Values	Remarks
A	UDISE School Code	numeric	11		
B	Date of Birth	numeric	8		DD/MM/YYYY ONLY
C	Aadhaar Number	numeric	12		Leave blank for no response
D	Year of Admission in the School	numeric	4		YYYY ONLY
E	Section	character	1	A to P	
F	Student ID	numeric	2	01 to 30	
G	Social Group	numeric	1	1 to 4	
H	CWSN	numeric	1	1 to 7	
I	Area Code	numeric	1	1 to 2	
J	School Management	numeric	1	1 to 2	

NAS | Assessment Test OMR Fields & Formats (5/9)

Column Order	Field/Column Name	Field Type	Field Length	Possible Values	Remarks
K	Gender	Numeric	1	1 to 2	
L	Medium	Numeric	2	01 to 29	
M	Test Form	Numeric	2	31,32, 51,52, 81,82	31, 32 for Class III; 51, 52 for Class V and 81, 82 for Class VIII

Student Responses

N to BF	Q1 to Q45	Numeric	1	1 to 4, 8, 9	<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	<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)



Scanning OMRs

Instructions for OMR Filling (6/9)

1

Use only blue/black ball point pen to fill OMR sheet

2

Ensure not to leave blank any field/column in the OMR sheet.

3

Please fill the full circle/bubble for responding to each question

4

Do not put any ink marks on the circular registration marks printed at the border of the OMR sheet

5

Do not allow students to alter/change/overwrite responses, once marked

6

Do not allow Field Investigators to use their discretion while transferring Grade 3 & 5 responses to the OMR

NAS | Steps for CSV Generation(7/9)

What will a District MIS Coordinator do? (Roles and responsibilities)

Step 1

Log-in to NAS Web-Application

Step 2

Download the CSV templates for Grade 3, 5 and 8 response sheets, PQ, TQ and SQ

Step 3

Handover the data capturing manual and CSV templates to OMR scanning agency

Step 4

Receive CSV files for all the OMRs from the agency

Step 5

Cross-verify the CSV files from the physical OMRs for ensuring no discrepancies

Step 6

Ensure that the CSV file is in the exact same format as the downloaded CSV templates

- 
- Uploading CSV files & Generating Reports
 - Updating Progress Tracker

NAS | Report Generation(8/9)

1

Collate CSV files to have only 6 files per district: Grade 3 responses, Grade 5 responses, Grade 8 responses, PQ, TQ and SQ

2

Upload the responses using “Import Data from CSV” module

3

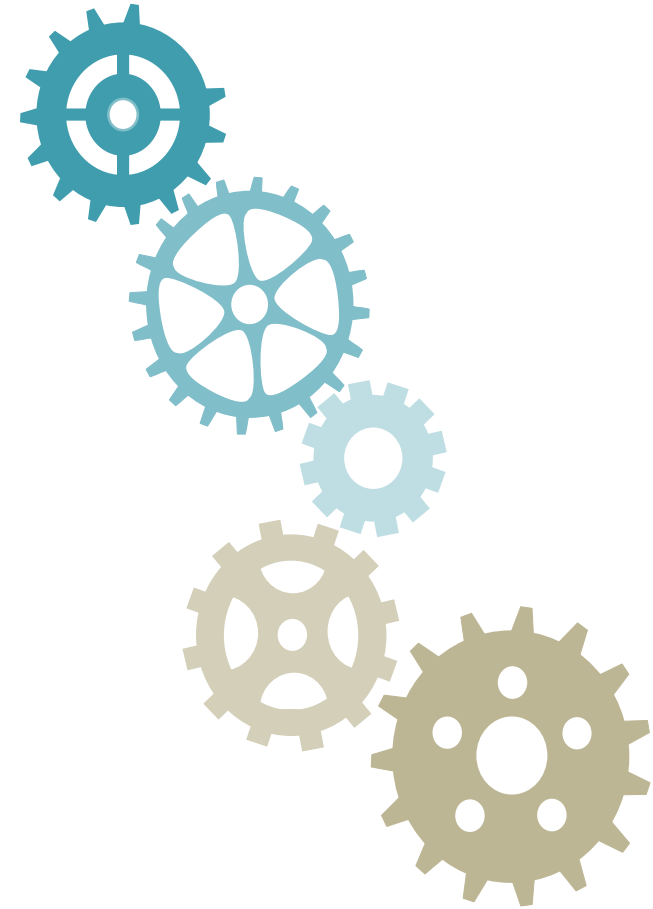
Upload the questionnaires using “Questionnaire Data Entry” module

4

Generate District Report Cards

NAS| Web-Application (9/9)

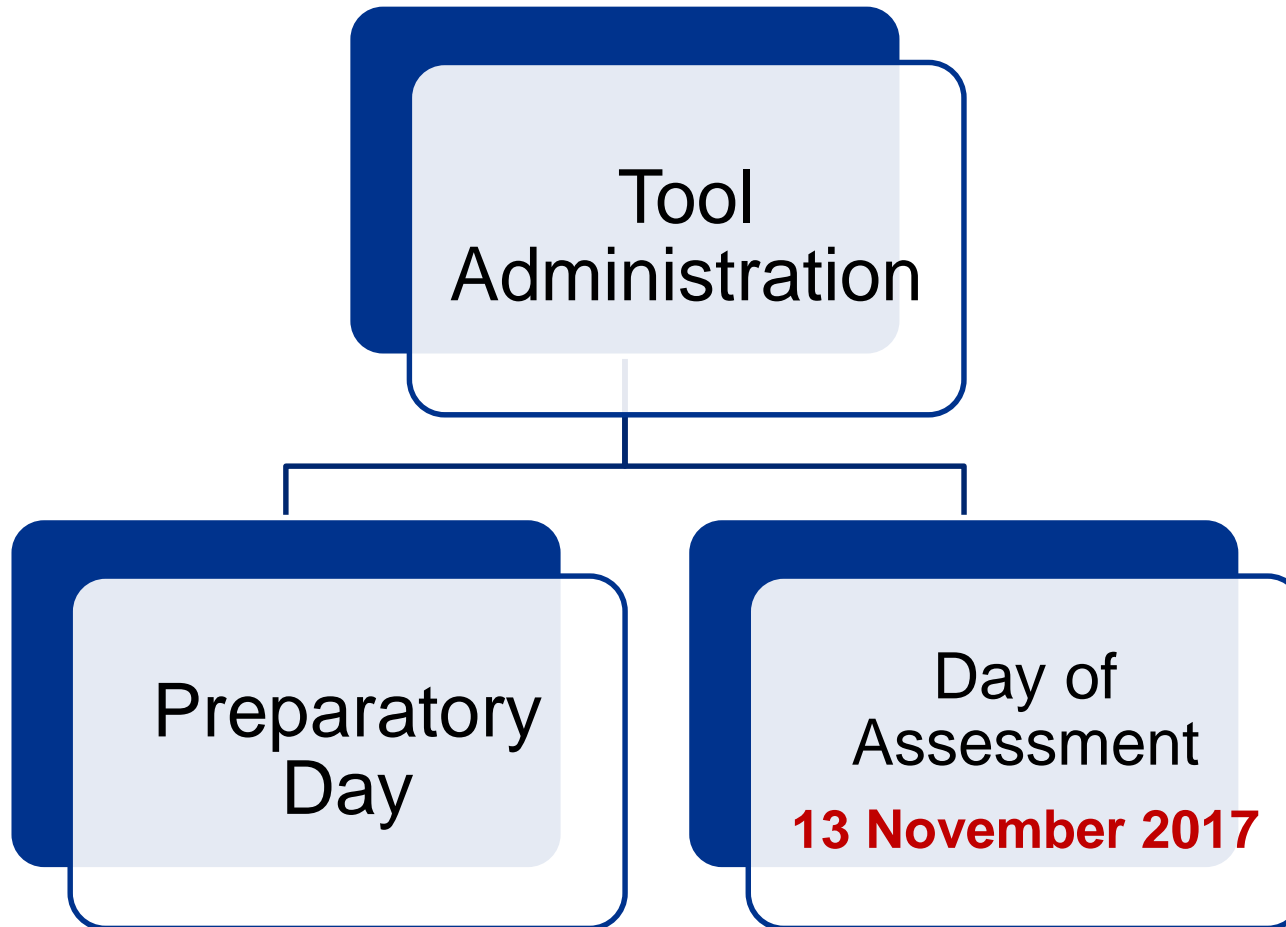
Let us see the demo of
the NAS Web-
Application





Test Conduction

Tool Administration: Preparatory Day and Day of Assessment (1/19)



Field Investigator: Overview of Preparatory Day Activities (2/19)

Reach the assigned school as per instructions given during the one day FI Training

Carry the Letter of Introduction and Module for Test Administration and produce before the Head Master of the School

Get the Teacher and School Questionnaires filled in through interview mode

Inform the School Principal/ Head Teacher, to ensure that all students from Classes III, V and VIII are present on the Day of the Assessment

Inform the School Principal/ Head Teacher to arrange for ball pens (blue or black)

Request the School Principal/ Head Teacher to ensure that the space allocated for conducting the test have adequate light. Drinking water facilities should be available.

Field Investigator: Activities on the Day of Assessment (3/19)

Reach school before morning assembly

Sample section and students if needed. Fill the Field Notes simultaneously.

Check the seal of the packed survey tools. Unpack the test booklets and OMR sheets of the assigned class

Administer the test and PQ

Collect AADHAR No. of all sampled students of classes III, V and VIII

After the test, transfer the responses from test booklets to OMR sheets for classes III and V

Cross check for equivalence in Codes on test booklets, OMR Sheets and Field Notes

Pack the survey material and submit to DC. Seek reimbursements from DC

NAS Administration: Field Investigator Allocation (4/19)

Classes to be Tested	Number of Field Investigator to Visit
Sampled schools in which students of all three Classes i.e. III, V and VIII need to be tested	Team of three FIs (two FIs for Classes III & V and one for Class VIII) will visit
Sampled schools in which students of Classes III and V	Visited by two FIs
Sampled schools in which only students of class III or Class V need to be tested	Visited by two FIs
Sampled schools in which students of class III and Class VIII need to be tested	Visited by three FIs
Sampled schools in which students of class V and Class VIII need to be tested	Visited by three FIs
Sampled schools in which only students of Class VIII need to be tested	Visited by one FI

Activities common to all classes i.e. III, V and VIII (5/19)

SAMPLING



Sample section and students if needed.

Simultaneously, fill in the Field Notes



Distribute test forms to each student as per the Field Notes



Use the **SCRIPT (instructions for Test administration)** provided in the Module for Test Administration to conduct the test

Activities common to all classes i.e. III, V and VIII (6/19)



Demonstrate filling up of test booklets/ OMR sheets to students by using the blackboard



Read out the example questions provided

Answer is to be marked by encircling the option on the test booklet for classes III & V; **AND** darkening the option in the OMR for class VIII

Activities common to all classes i.e. III, V and VIII (7/19)



Raise hand, if queries/
questions persist



If the **Last Digit of UDISE Code** of the sampled school is **ODD**, then start with distribution of booklets from Form 1 in the class such as 31/51/81. In case, **Last Digit is EVEN**, then begin distribution from Form 2 in the class which is 32/52/82.

Activities undertaken during Test Administration (8/19)

In case, Children with Special Needs (CWSN) are in the sample, support them by following the steps given below.

- Give 30 minutes extra time for completing the test
- School should provide a scribe/recorder who will help the CWSN student to mark the response given by him/her.
- Make suitable adaptations to the students' environment, for them to take the test comfortably



Test Administration Schedule: Classes III and V (9/19)

Number	Classes III and V
1	Check the packages of test booklets and PQs. Test booklets must be sealed. If the seal is broken immediately report to DC and mention in the Field Note. Continue with the administration of the test.
2	Select section (if school has more than one section)
3	Select students (if section/ class has more than 30 students)
4	Simultaneously, fill up and complete Field Notes
5	<p>The starting of the test booklet distribution SHOULD be as per the UDISE school code as mentioned in the earlier slides.</p> <p>Once the students are allotted the test form, divide students into two groups on the basis of the Test Form No. mentioned in SHEET 2 of the field notes.</p>
6	Fill up front page of test forms

Test Administration: Classes III and V (10/19)

Number	Classes III and V
7	Explain to students how to mark responses in the test booklet. Read out questions and responses in all subjects. After each question, give some time to students to respond to the question. DO NOT read the passage on reading comprehension it will be read silently by the students.
8	Give approximately 120 minutes to complete the test administration. (Follow the details given in the Module of test administration)
9	Collect the test booklets from the students
10	Fill PQ in an interview mode for each student one by one. FI will fill the OMR sheet for the PQ simultaneously, while the student responds to each question.

Activities undertaken during Test Administration (11/19)

In the case wherein, students of both classes III & V need to be tested, students will be tested in session I & II. Session II will follow session I.

- Tested in session I by 2FIs
- Divided into two groups: Group 1 and Group 2
- FI1 will work with group 1 and administer test form 31
- In parallel, FI2 will work with group 2 and administer test form 32

**Grade III
(Session 1)**



- Tested in session II by 2 FIs
- Divided into groups: Group 1 and Group 2
- FI1 will work with group 1 and administer test form 51
- In parallel, FI2 will work with group 2 and administer test form 52

**Grade V
(Session 2)**



Test Administration Schedule: Class VIII (12/19)































Class VIII

- | | |
|---|---|
| 1. Check the packages of test booklets and PQs. Test booklets must be sealed. If the seal is broken immediately report to DC and mention in the field note. Continue with the test. | 5. Fill in the first page of the test OMR sheet |
| 2. Select section (if school has more than one section). Select students (if section/class has more than 30 students) | 6. Explain to students how to mark responses in the OMR sheets |
| 3. Simultaneously, fill the field notes | 7. Distribute test booklets. If the Last Digit of UDISE Code of that School is ODD , then start distributing booklets from Form 1 in the class i.e. 81. In case, the Last Digit is EVEN , then begin to distribute by 82. |
| 4. Make the students sit as per the seating plan mentioned in slide 103 | |



Suggestive Sitting Plan and Distribution of Test Forms (13/19)

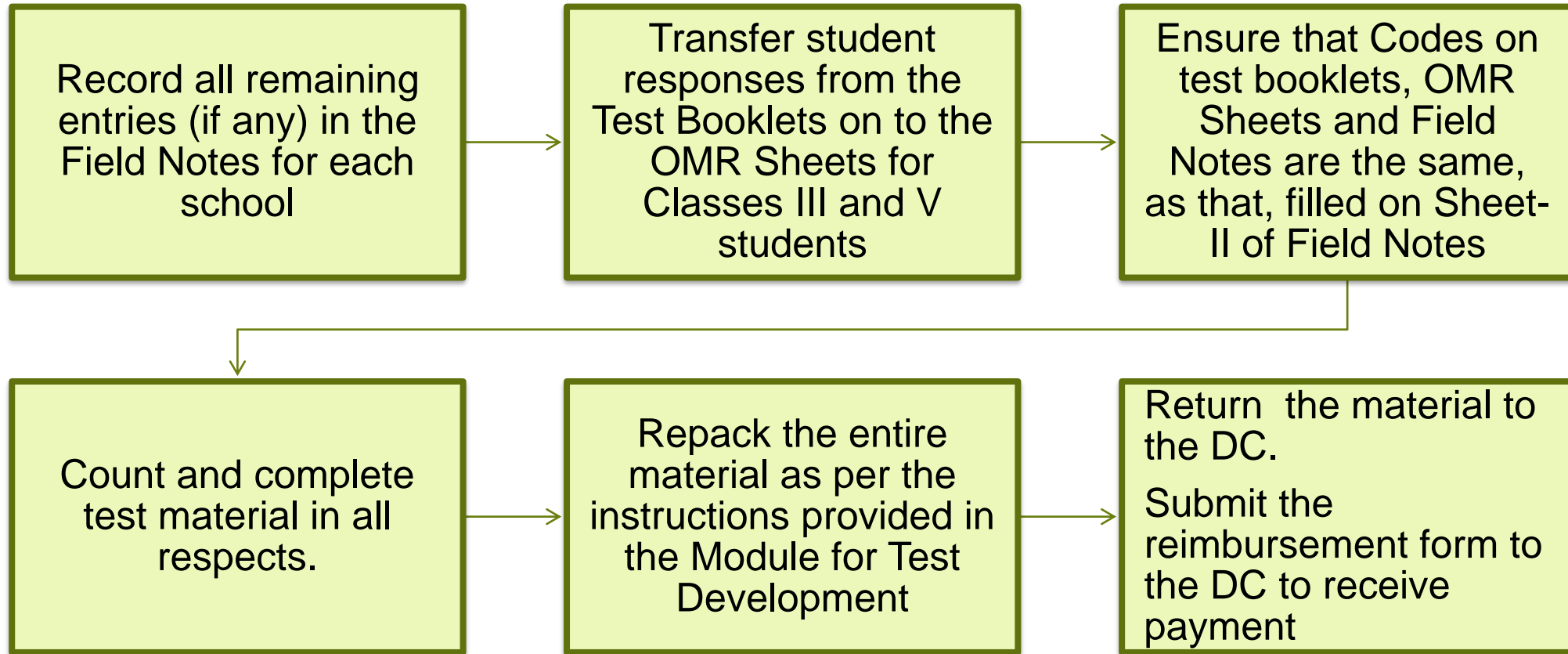
Example : Sitting Plan and Distribution of Test Forms for Class VIII Sampled Students

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
					

Test Administration Schedule: Class VIII (14/19)

Class VIII
8. Give 120 minutes to students to complete the test.
9. After the completion of test, collect the OMR sheets and test booklets from the students
10. Fill PQ in an interview mode for each student one by one. FI will fill the OMR sheet for the PQ simultaneously, while the student responds to each question.
11. Collect the PQ OMR sheets from the students

Post Survey Activities (15/19)



OMR Use (16/19)

How to use OMR Sheets?

- Instruct students to use CAPITAL LETTERS of English ONLY, wherever required (Use of regional language should be prohibited!)
- 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 the OMR sheets
- Completely darken the bubble (demonstrate) which corresponds to the students' answer

Section

<input type="text"/>	
A	I
B	J
C	K
D	L
E	M
F	N
G	O
H	P

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"/>	<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"/>
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

OMR Use (17/19)

How to use OMR Sheets?

- Explain to students that NO OVERWRITING OR CORRECTION is allowed after darkening the bubble against each entry.
- Ensure that OMR sheet should not be folded or crushed, keep the sheets neat and clean.
- In the OMR sheet Student ID ranging from 01 – 30 is to be filled in Sheet II of the Field Notes.
- Medium codes entered should be as shared by the DC.

Packaging of Used and Unused Survey Material (18/19)

Packet I – Used Material			
Test Booklets	Test OMR Sheets	PQ, SQ and TQ OMR sheets	Filled in Field Notes

Packet 2 – Unused Material			
Test Booklets	Test and PQ, SQ and TQ OMR Sheets	PQ, TQ and SQ	Field Notes

Packaging of Used and Unused Survey Material (19/19)

- All used (systematically arranged) and unused material needs to be returned back to the DC. Two packets need to be prepared: One packet will contain used material. the other will contain unused material
- All used material needs to be arranged class – wise and test form wise
- Within the used material class wise packets, 4 separate packets need to be made wherein serial order wise achievement test booklets, test OMR sheets, questionnaire OMR sheets and filled in field notes need to be arranged (shown in the next slide)
- Preserve used and unused material at the district level for **6 months**.



011-26865909
esdhead@gmail.com

Thank you



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Government of India