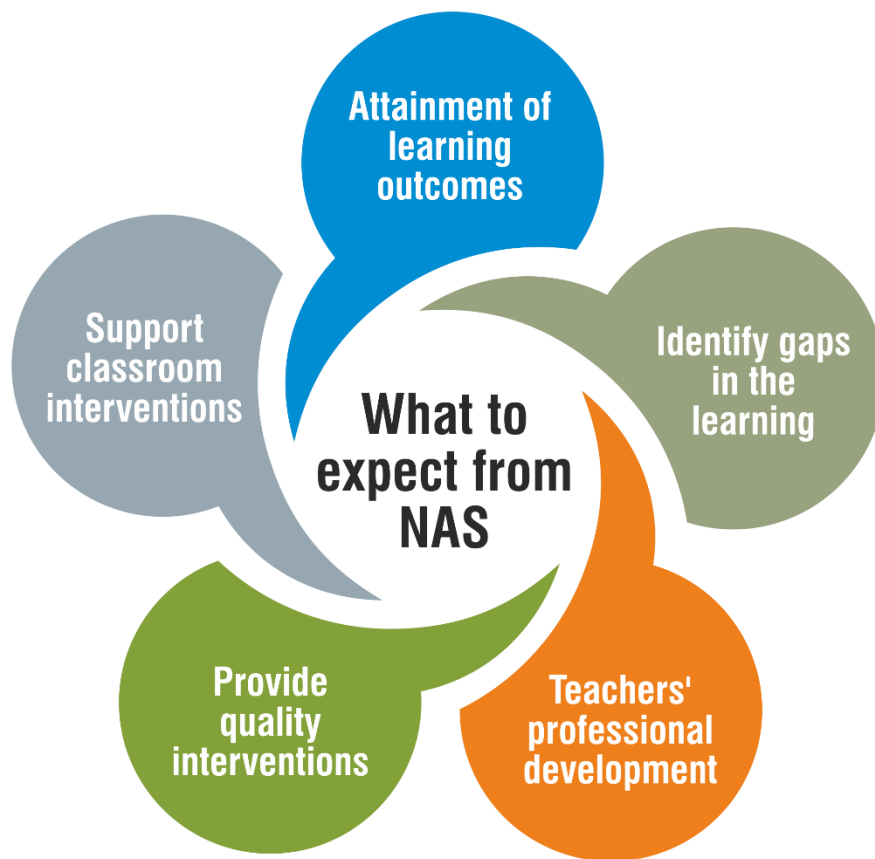


**National Achievement Survey - NAS (2017)**  
(Survey of Learning Outcomes)  
Classes III, V and VIII  
**Module of Test Administration for Field Investigators**





The National Achievement Survey (NAS) is a representative sample of schools from all districts in India aimed at understanding the health of the education system in government and government aided schools. Findings from the NAS will be used as inputs in policy, planning and pedagogical interventions to improve student learning outcomes.

NAS is not designed to assess the individual student performance.

For the first time:

- The NAS is linked to the learning outcomes.
- Classes 3, 5 and 8 are being assessed in the same academic year on the same day.
- The learning gaps will be identified in all the districts of the country.
- Pedagogical interventions will be provided at district level in the same academic year.
- NAS will help in capacity building at the State/UT level by training a cadre of State Level Master Trainers (SLMTs).
- Auto-generated reports will be available at district level.

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

For any system to function in a healthy manner, it is essential that it is periodically evaluated and any short comings 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 undertaking being taken anywhere on the planet in terms of its sheer numbers or quantity. It is also one of the most vital endeavor 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, stake holders of all the states and union territories.

**Indrani Bhaduri**

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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.

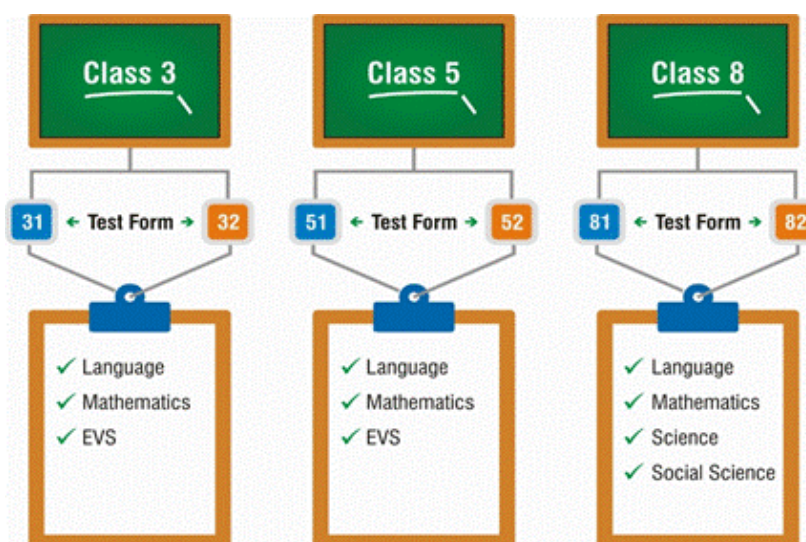
In the current cycle of NAS 2017, for the first time:

- 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.

### IV. Roles and Functions of 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

### PREPARATORY DAY

- 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 <sup>st</sup> Day Visit (Preparatory Day)	
On 1 <sup>st</sup> 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 <sup>nd</sup> Day Visit (Day of Assessment*)	
SESSION-I :Time 2 hours (Test Administration + PQ)	SESSION-II: Time 2 hours (Test Administration + PQ)
<p><b>1<sup>st</sup> &amp; 2<sup>nd</sup> FIs: Class III</b></p> <ul style="list-style-type: none"> <li>Selection of section (if more than one section)</li> <li>Selection of students (if more than 30 students)</li> <li>Filling up of Field Notes (Annexure-I)</li> <li>After test form distribution, divide the students (Classes III &amp; 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.</li> <li>1<sup>st</sup> 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.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <p>2<sup>nd</sup> 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"> <li>Filling up the front page of Test Forms</li> <li>Explain to students how to mark responses in test booklet.</li> <li>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</li> <li>Read <b>only the questions and the options</b> 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</li> <li>After administration of tests, fill up the PQ by interview mode for each student one by one.</li> </ul>	<p><b>1<sup>st</sup> &amp; 2<sup>nd</sup> FIs: Class V</b></p> <ul style="list-style-type: none"> <li>Selection of section (if more than one section)</li> <li>Selection of students (if more than 30 students)</li> <li>Filling up of Field Notes (Annexure-I)</li> <li>After test form distribution, divide the students (Classes III &amp; 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.</li> <li>1<sup>st</sup> 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.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <p>2<sup>nd</sup> 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"> <li>Filling up the front page of Test Forms</li> <li>Explain to students how to mark responses in test booklet.</li> <li>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.</li> <li>Read <b>only the questions and the options</b> 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</li> <li>After administration of tests, fill up the PQ by interview mode for each student one by one.</li> </ul>
<p><b>Remaining work</b> for 1<sup>st</sup> &amp; 2<sup>nd</sup> FI (Class III &amp; V) after completion of Session-II</p> <ul style="list-style-type: none"> <li>Transfer of students' responses from Test Booklet to OMR sheet</li> <li>Arrange test booklets and OMR sheets class-wise then Test Form-wise, separately.</li> <li>Pack all the survey material as per packing instructions carefully.</li> </ul>	
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"> <li>• Selection of section (if more than one section)</li> <li>• Selection of students (if more than 30 students)</li> <li>• Filling up of Field Notes (Annexure-I)</li> <li>• Ask the students to sit according to the seating arrangement</li> <li>• Fill the student information on OMR sheet for Class VIII students except students' responses.</li> <li>• Explain to students how to fill responses in the OMR sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• After administration of test, distribute PQ to students for filling up with the help of Field Investigator.</li> <li>• Arrange test booklets and OMR sheets Test Form-wise separately.</li> <li>• Pack all the survey material as per packing instructions carefully.</li> <li>• Complete remaining tasks, if any.</li> </ul>
---	--

**\* 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"/>
(A)
<input checked="" type="radio"/>
(C)
(D)
(E)
(F)

**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**

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

**1 3**

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

#### **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 below:

#### Class-wise Packing Details of Survey Material

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

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

- 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.

# 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	
<b>Total Students</b>	

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



## 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 ✓ mark)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
<b>Total Students</b>				

### UDISE Code System

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

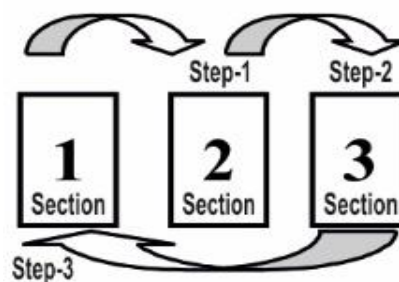
**Stage-1:** Add together the two digits of the district code and the two digits of the school code. Write down the result.

*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

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

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

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

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

**List all students of sampled section/class as per school attendance register**

(If total number of students in the sampled section/Class, is more than 30 then use additional sheet).

[illegible]

**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- 0thD (Other Disabilities).



## 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)**

<b>2017</b>		<b>Class</b> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold; display: inline-block;">3</div>	
<h1 style="margin: 0;">National Achievement Survey</h1> <h2 style="margin: 0;">Achievement Test</h2>			
Test Form No. <div style="border: 1px solid black; padding: 2px; display: inline-block; font-weight: bold;">31</div>		Medium of Instruction <b>English</b>	
<b>&lt;&lt; TO BE FILLED IN BY FIELD INVESTIGATOR &gt;&gt;</b>			
UDISE School Code <div style="border: 1px solid black; width: 100px; height: 20px;"></div>			
Student's ID <div style="border: 1px solid black; width: 40px; height: 20px;"></div>		Student's Aadhaar Number <div style="border: 1px solid black; width: 120px; height: 20px;"></div>	
<b>Area Code</b> 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>	<b>Section</b> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>	<b>Social Group</b> 1 SC <input type="checkbox"/> 2 ST <input type="checkbox"/> 3 OBC <input type="checkbox"/> 4 General <input type="checkbox"/>	<b>CWSN</b> 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"/>
<b>School Management</b> 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>		<b>Student's Gender</b> 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>	
<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment;          S&amp;LD- Speech &amp; Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>			
Student's name <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
School's name <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
District <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
State <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			

  
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# 2017

## Class

# National Achievement Survey

# 3

## Achievement Test

Test Form No.

32

Medium of Instruction English

English

**<< TO BE FILLED IN BY FIELD INVESTIGATOR >>**

UDISE School Code

[illegible]

Student's ID

--	--

Student's Aadhaar Number

[illegible]

Area Code

- 1 Rural ☐
- 2 Urban ☐

Section

Social Group

- 1 SC  
2 ST  
3 OBC  
4 General

CWSN

- 1 LD  
2 VI  
3 HI  
4 S&LD  
5 ID  
6 OthD

## School Management

- 1 Govt. ☐
- 2 Govt.-aided ☐

Student's Gender

- 1 Boy ☐
- 2 Girl ☐

**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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**ACHIEVEMENT TEST COVER PAGE FOR CLASS V (Sample)**

<b>2017</b>		<b>Class</b> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold; display: inline-block;">5</div>	
<h1 style="margin: 0;">National Achievement Survey</h1> <h2 style="margin: 0;">Achievement Test</h2>			
Test Form No. <div style="border: 1px solid black; padding: 2px; display: inline-block; font-weight: bold;">51</div>		Medium of Instruction <b>English</b>	
<b>&lt;&lt; TO BE FILLED IN BY FIELD INVESTIGATOR &gt;&gt;</b>			
UDISE School Code <div style="border: 1px solid black; width: 100px; height: 20px;"></div>			
Student's ID <div style="border: 1px solid black; width: 40px; height: 20px;"></div>		Student's Aadhaar Number <div style="border: 1px solid black; width: 120px; height: 20px;"></div>	
<b>Area Code</b> 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>	<b>Section</b> <input type="checkbox"/>	<b>Social Group</b> 1 SC <input type="checkbox"/> 2 ST <input type="checkbox"/> 3 OBC <input type="checkbox"/> 4 General <input type="checkbox"/>	<b>CWSN</b> 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"/>
<b>School Management</b> 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>		<b>Student's Gender</b> 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>	
<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment;          S&amp;LD- Speech &amp; Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>			
Student's name <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
School's name <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
District <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			
State <div style="border: 1px solid black; width: 100%; height: 20px;"></div>			

  
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**ACHIEVEMENT TEST COVER PAGE FOR CLASS VIII (Sample)**

<b>2017</b>		<b>Class</b>
<b>National Achievement Survey</b>		<b>8</b>
<b>Achievement Test</b>		
Test Form No. <b>8 1</b>	Medium of Instruction <b>English</b>	
<< TO BE FILLED IN BY FIELD INVESTIGATOR >>		
UDISE School Code <table border="1" style="display: inline-table; width: 150px; height: 20px; vertical-align: middle;"></table>		
Student's ID <table border="1" style="display: inline-table; width: 40px; height: 20px; vertical-align: middle;"></table>	Student's Aadhaar Number <table border="1" style="display: inline-table; width: 150px; height: 20px; vertical-align: middle;"></table>	
<b>Area Code</b> 1 Rural <input type="checkbox"/> 2 Urban <input type="checkbox"/>	<b>Section</b> <input type="checkbox"/> <b>Student's Gender</b> 1 Boy <input type="checkbox"/> 2 Girl <input type="checkbox"/>	<b>Social Group</b> 1 SC <input type="checkbox"/> 2 ST <input type="checkbox"/> 3 OBC <input type="checkbox"/> 4 General <input type="checkbox"/> <b>CWSN</b> 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"/>
<b>School Management</b> 1 Govt. <input type="checkbox"/> 2 Govt.-aided <input type="checkbox"/>		
<small>CWSN : LD- Locomotor Disability; VI-Visual Impairment; HI- Hearing Impairment;          S&amp;LD- Speech &amp; Language Disability; ID- Intellectual Disability; OthD- Other Disabilities</small>		
Student's name <input style="width: 100%;" type="text"/>		
School's name <input style="width: 100%;" type="text"/>		
District <input style="width: 100%;" type="text"/>		
State <input style="width: 100%;" type="text"/>		

  
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**PUPIL QUESTIONNAIRE (PQ)****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.



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<p><b>Q1. Does the student belong to Below Poverty Line (BPL) family?</b> (mark only one)</p> <p>1- Yes</p> <p>2- No</p>	<p><b>Q2. Educational status of-</b></p> <p><b>A.</b> Mother/guardian (female)</p> <p><b>B.</b> Father/ guardian (male)</p> <p>(mark only one response for each A &amp; B)</p> <p>1 - Not able to read and write</p> <p>2 - Can read and/or write</p> <p>School level-</p> <p>3 - Pre-matric</p> <p>4 - Matric</p> <p>5 - Post-matric</p> <p>6 - College level and above</p>
<p><b>Q3. Occupational status of-</b></p> <p><b>A.</b> Mother/ guardian (female)</p> <p><b>B.</b> Father/ guardian (male)</p> <p>(mark only one response for each A &amp; B)</p> <p>1 - Unemployed</p> <p>2 - Agricultural Labour/Domestic helper/ Daily Wager / Street Vendor</p> <p>3 - Shopkeeper / Businesswoman, Self employed</p> <p>4 - Farmer/ agriculturalists</p> <p>5 - Clerical/ Skilled Worker</p> <p>6 - Government Officials</p> <p>7- Teachers</p> <p>8 - Professionals (Engineers/Doctors)</p> <p>9 - Any Other</p>	<p><b>Q4. Do you like to come to school?</b> (mark only one)</p> <p>1- Yes</p> <p>2- No</p> <hr/> <p><b>Q5. What do you do most of the times in your games period?</b> (mark only one)</p> <p>1 - Sit in the class;</p> <p>2 - Go out and play</p>
<p><b>Q6. Do you find it difficult to travel to school?</b> (mark only one)</p> <p>1- Yes</p> <p>2- No</p>	<p><b>Q7. How many times were you absent from school in this session for more than 10 days continuously?</b> (mark only one)</p> <p>1- Never</p> <p>2- Once or twice</p> <p>3- More than twice</p>



**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**

---

**TEACHER QUESTIONNAIRE (TQ)****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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**MHRD**

**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 Status:**

(mark only one response)

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

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

(mark only one response)

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

<b>Q1. Which Class(es) do you teach?</b> <ol style="list-style-type: none"><li>1. III</li><li>2. V</li><li>3. VIII</li><li>4. III &amp; V</li><li>5. V &amp; VIII</li></ol>	<b>Q2. Subject(s) taught to students:</b> <ol style="list-style-type: none"><li>1. English Language</li><li>2. Mathematics</li><li>3. EVS (Class III &amp; V)</li><li>4. Science</li><li>5. Social Science</li><li>6. Language other than English</li><li>7. More than one subjects</li></ol>
<b>Q3. Gender</b> (mark only one response) <ol style="list-style-type: none"><li>1. Male</li><li>2. Female</li></ol>	<b>Q4. Age:</b> (mark only one response) <ol style="list-style-type: none"><li>1. Upto 30 years</li><li>2. 31-40 years</li><li>3. 41-50 years</li><li>4. Above 50 years</li></ol>
<b>Q5. Highest Educational Qualification:</b> (mark only one response) <ol style="list-style-type: none"><li>1. Higher Secondary</li><li>2. Graduation</li><li>3. Post Graduation</li><li>4. M.Phil.</li><li>5. Ph.D.</li></ol>	<b>Q6. Professional Qualification:</b> (mark only one response) <ol style="list-style-type: none"><li>1. Primary/Elementary Teachers Training (D.Ed., BTC)</li><li>2. Secondary Teacher Training (B.Ed.)</li><li>3. M. Ed.</li><li>4. No Professional Qualification</li></ol>
<b>Q7. Are you teaching the same subject that you pursued during your highest degree course:</b> (mark only one response) <ol style="list-style-type: none"><li>1. Yes</li><li>2. No</li></ol>	<b>Q8. Total teaching experience (in years):</b> (mark only one response) <ol style="list-style-type: none"><li>1. 0 to 5</li><li>2. 6-10</li><li>3. More than 10</li></ol>
<b>Q9. Employment Status:</b> (mark only one response) <ol style="list-style-type: none"><li>1. Permanent</li><li>2. Adhoc</li><li>3. Part time/Contractual</li></ol>	<b>Q10. How many In-service Training Programmes attended during past one year?</b> (mark only one response) <ol style="list-style-type: none"><li>1. 1-2</li><li>2. 3-5</li><li>3. None</li></ol>



**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



**SCHOOL QUESTIONNAIRE (SQ)**  
**Educational Survey Division**  
**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND**  
**TRAINING**

Sri Aurobindo Marg, New Delhi-110 016



**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 

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**GENERAL INSTRUCTIONS:**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Darken the appropriate bubble in the OMR provided with this questionnaire for each question.</li> <li>2. All entries are mandatory and should be in English language only. Write all codes in international numerals, i.e., 1, 2, 3...</li> <li>3. This questionnaire is for the purpose of collecting information about the school background.</li> </ol> | <ol style="list-style-type: none"> <li>4. It has no bearing on the school.</li> <li>5. It is to be used for a National Study to know the health of the educational system of the country.</li> <li>6. Use the UDISE Code mentioned on front page of Field Notes</li> <li>7. Provide section wise enrolment in OMR sheet.</li> <li>8. <b>Use separate SQ for classes III, V and VIII</b></li> </ol> |
|--|--|

**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

<p><b>Q4a. Is Continuous and Comprehensive Evaluation (CCE) being used by the teachers in your school?</b></p> <p>(mark only one response)</p> <p><b>1</b> - Always</p> <p><b>2</b> - Sometimes</p> <p><b>3</b> - Never</p>	<p><b>Q4b. Are these activities being done in the classroom?</b></p> <p>(mark only one response)</p> <p><b>1</b> - Creating rubrics with the help of students</p> <p><b>2</b> - Maintaining a portfolio</p> <p><b>3</b> - Self assessment by students</p> <p><b>4</b> - Peer assessment by students</p>
<p><b>Q5a. Does School have a library?</b></p> <p>(mark only one response)</p> <p><b>1</b> - Yes</p> <p><b>2</b> - No</p>	<p><b>Q5b. Who uses the library?</b></p> <p>(mark only one response)</p> <p><b>1</b> - Most of the children</p> <p><b>2</b> - Some of the children</p> <p><b>3</b> - Very few</p>
<p><b>Q6. Does your school organize/ participate in the following activities?</b></p> <p>(mark your response as- <b>1</b>-Yes; <b>2</b>-No)</p> <p><b>a</b> - Science Exhibition</p> <p><b>b</b> - Art Club/ Art Activity</p> <p><b>c</b> - Sports Activity</p> <p><b>d</b> - Cultural Activity</p> <p><b>e</b> - School Fair</p> <p><b>f</b> - Literary activities (such as School Magazine/ News Papers)</p>	<p><b>Q7. How much is your school's activities affected by a shortage or inadequacy of the following?</b></p> <p>(mark your response as- <b>1</b>-Not at all; <b>2</b>-some; <b>3</b>-totally)</p> <p><b>a</b> - Instruction materials (e.g. textbooks)</p> <p><b>b</b> - Lack of teaching staff</p> <p><b>c</b> - Inadequately qualified teaching staff</p> <p><b>d</b> - Lack of supporting staff</p> <p><b>e</b> - Inadequate or poorly qualified assisting staff</p> <p><b>f</b> - Audio - visual resources for delivery of instruction</p> <p><b>g</b> - Library resources relevant to subject instruction</p> <p><b>h</b> - Student Discipline</p>

**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



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- 3** - Teachers' absenteeism;
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**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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<p>• <b>USE ONLY BLACK OR BLUE BALL POINT PEN</b></p> <p>• <b>DO NOT USE INK / GEL PEN</b></p> <p>1. While transferring responses from test booklet to OMR sheet, please darken the circles as marked by the student in test booklet.</p> <p><b>Correct way of marking the answer</b></p> <p style="text-align: center;">○ ○ ● ○</p> <p><b>Wrong way of marking the answer</b></p> <p style="text-align: center;">⊗ ⊘ ⊙ ⊖</p> <p>2. Please do not overwrite because it will be treated as wrong answer.</p> <p>3. Please <b>DO NOT FOLD / TEAR OMR SHEET.</b></p>	<p style="text-align: center;"><b>UDISE School Code</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	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	<p style="text-align: center;"><b>Date of Birth</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	D	M	M	Y	Y	0	0	0	0	0	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	6	6	6	6	6	7	7	7	7	7	8	8	8	8	8	9	9	9	9	9																																																						
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CWSN: LD- Locomotor Disability; VI - Visual Impairment; HI- Hearing Impairment;  
 S&LD- Speech & Language Disability; ID- Intellectual Disability;  
 OthD- Other Disabilities.

Invigilator's Sign. \_\_\_\_\_




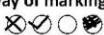
**SAMPLE OMR SHEET (ACHIEVEMENT TEST) FOR CLASS V****Instruction:**

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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<p>• <b>USE ONLY BLACK OR BLUE BALL POINT PEN</b></p> <p>• <b>DO NOT USE INK / GEL PEN</b></p> <p>1. While transferring responses from test booklet to OMR sheet, please darken the circles as marked by the student in test booklet.</p> <p><b>Correct way of marking the answer</b></p> <p style="text-align: center;">○ ● ○</p> <p><b>Wrong way of marking the answer</b></p> <p style="text-align: center;">⊗ ⊘ ⊙ ⊖</p> <p>2. Please do not overwrite because it will be treated as wrong answer.</p> <p>3. Please <b>DO NOT FOLD / TEAR OMR SHEET.</b></p>	<b>UDISE School Code</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	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	<b>Date of Birth</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	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																																													
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**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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<p>• <b>USE ONLY BLACK OR BLUE BALL POINT PEN</b></p> <p>• <b>DO NOT USE INK / GEL PEN</b></p> <p>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:  <b>Correct way of marking the answer</b>  </p> <p><b>Wrong way of marking the answer</b>  </p> <p>2. Please do not overwrite because it will be treated as wrong answer.</p> <p>3. Please <b>DO NOT FOLD / TEAR OMR SHEET.</b></p>	<p style="text-align: center;"><b>UDISE School Code</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	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	<p style="text-align: center;"><b>Date of Birth</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	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																																												
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CWSN- LD- Locomotor Disability ; VI- Visual Impairment; HI- Hearing Impairment;  
 S&LD- Speech & Language Disability; ID- Intellectual Disability;  
 OthD- Other Disabilities.

Investigator's Sign. \_\_\_\_\_



**SAMPLE OMR SHEET PUPIL QUESTIONNAIRE (PQ)**

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)

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**

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**Wrong way of marking the answer**

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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**

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**RESPONSES**

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8 (1) (2)	18 (1) (2) (3) (4) (5)	

Invigilator's Sign

**SAMPLE OMR SHEET TEACHER QUESTIONNAIRE (TQ)**

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)

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**

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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**

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

<input type="checkbox"/>
3
5
8

**Sampled Section**

<input type="checkbox"/>
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 \_\_\_\_\_



**SAMPLE OMR SHEET SCHOOL QUESTIONNAIRE (SQ)**

Educational Survey Division  
**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**  
 Sri Aurobindo Marg, New Delhi



**National Achievement Survey : 2017**  
**SCHOOL QUESTIONNAIRE(SQ)**

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

School Name : \_\_\_\_\_

**INSTRUCTIONS FOR FILLING THE OMR SHEET**

• **USE ONLY BLACK OR BLUE BALL POINT PEN**

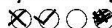
• **DO NOT USE INK / GEL PEN**

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

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	Section wise enrolment						Class
	A	B	C	D	E	F	
<div style="display: flex; justify-content: space-between;"> <div> <div style="display: flex; justify-content: space-between;"> <div>0 0 0 0 0 0 0 0 0 0</div> <div>1 1 1 1 1 1 1 1 1 1</div> <div>2 2 2 2 2 2 2 2 2 2</div> <div>3 3 3 3 3 3 3 3 3 3</div> <div>4 4 4 4 4 4 4 4 4 4</div> <div>5 5 5 5 5 5 5 5 5 5</div> <div>6 6 6 6 6 6 6 6 6 6</div> <div>7 7 7 7 7 7 7 7 7 7</div> <div>8 8 8 8 8 8 8 8 8 8</div> <div>9 9 9 9 9 9 9 9 9 9</div> </div> <div> <div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div> </div> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>0 0</div> <div>1 1</div> <div>2 2</div> <div>3 3</div> <div>4 4</div> <div>5 5</div> <div>6 6</div> <div>7 7</div> <div>8 8</div> <div>9 9</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>3</div> <div>5</div> <div>8</div> </div>
							<div style="display: flex; justify-content: space-between;"> <div>Selected Section</div> <div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div> <div>F</div> </div>

**RESPONSES**

1. (1) (2) (3)	6e. (1) (2)	8b. (1) (2) (3)
2. (1) (2)	6f. (1) (2)	8c. (1) (2) (3)
3. (1) (2)	7a. (1) (2) (3)	8d. (1) (2) (3)
4a. (1) (2) (3)	7b. (1) (2) (3)	8e. (1) (2) (3)
4b. (1) (2) (3) (4)	7c. (1) (2) (3)	8f. (1) (2) (3)
5a. (1) (2)	7d. (1) (2) (3)	8g. (1) (2) (3)
5b. (1) (2) (3)	7e. (1) (2) (3)	8h. (1) (2) (3)
6a. (1) (2)	7f. (1) (2) (3)	9a. (1) (2) (3) (4) (5)
6b. (1) (2)	7g. (1) (2) (3)	9b. (1) (2) (3) (4)
6c. (1) (2)	7h. (1) (2) (3)	
6d. (1) (2)	8a. (1) (2) (3)	

Head Teacher/Principal's Sign \_\_\_\_\_

## 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.