■■■▪ **MICS**

5-17 CHILD INFORMATIONAL PANEL	**FS**

FS1. *Cluster number:* ___ ___ ___	**FS2**. *Household number:* ___ ___
FS3. *Child's name and line number:* NAME_____ LINE NUMBER ___ ___	**FS4**. *Mother's / Caretakers name and line number:* NAME _____ LINE NUMBER ___ ___
FS5. *Interviewer's name and number.:* NAME _____ CODE NUMBER ___ ___	**FS6**. *Supervisor's name and number:* Name _____ CODE NUMBER ___ ___
FS7. *Interview date (in B.S. day/month/year):* __ __ / __ __ / 2 0 7 __	**FS8**. *Record the time:* HOUR : S MINUTE S __ __ : __ __

Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:

If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.

FS9. *Check completed questionnaires in this household: Have you or any other member of your team interviewed this respondent for another questionnaire?*	YES, INTERVIEWED ALREADY ....1 NO, FIRST INTERVIEW 2	1⇨FS10B 2⇨FS10A

FS10A Namaskar! My name is *(own name)*. We're staff of Central Bureau of Statistics (CBS). Currently, we're surveying children's status, families and households. I would like to talk about *(child's name, from FS3)*'s health and well-being. The interview will take about 25 minutes. The personal information provided by you in this questionnaire will be kept confidential as per Statistics Act 2015. If you do not wish to answer any question or discontinue giving the interview, please inform me. Now, may I start the interview?	**FS10B**. Now, I would like to talk about *(child's name, from FS3)*'s health and well-being in more detail. The interview will take 25 minutes. The personal information provided by you in this questionnaire will be kept confidential as per Statistics Act 2015. If you do not wish to answer any question or discontinue giving the interview, please inform me. Now, may I start the interview?

Yes 1	1 ⇨ CHILD'S BACKGROUND Module
No / NOT ASKED 2	2 ⇨ FS17

FS17. *Result of interview for child age 5-17 years*
 	
Codes refer to the respondent.
 	
Discuss any result not completed with Supervisor.
	COMPLETED 01
	NOT AT HOME 02
	REFUSED... 03
	PARTLY COMPLETED 04
	INCAPACITATED
	  (*specify*) _____ 05
	
	NO ADULT CONSENT FOR MOTHER/
	  CARETAKER AGE 15-17 06
	
	OTHER (*specify*) 96

CHILD'S BACKGROUND		CB
CB1. *Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):*	FS4=HH47...1 FS4≠HH47...2	1⇨*CB11*
CB2. In what month and year was (*name*) born? *Month and year <u>must</u> be recorded.*	DATE OF BIRTH MONTH ....__ __ YEAR... __ __ __ __	
CB3. How old is (*name*)? *Probe:* How old was (*name*) at (his/her) last birthday? *Record age in completed years.* *If responses to CB2 and CB3 are inconsistent, probe furtherand correct.*	AGE (IN COMPLETED YEARS) ....__ __	
CB4. Has (*name*) ever attended school or any early child education programme?	YES ....1 NO 2	2⇨*CB11*
CB5. Which is the highest class (*name*) *has* ever attended? *Class code:* *00 Early Childhood Education* *01-12 Class 1 to 12* *13 Bachelors* *14 Masters or above*	EARLY CHILDHOOD EDUCATION ……00 CLASS.. ____ ____	00⇨*CB7*
CB6. Did (*name*) ever complete that class?	YES ....1 NO 2	
CB7. At any time during the 2076 school year did (*name*) attend school or any early childhood education programme?	YES ....1 NO 2	2⇨*CB9*

CB8. During this 2076 school year, which class is *(name)* <u>attending</u>? *Class code:* *00 Early Childhood Education* *01-12 Class 1 to 12* *13 Bachelors* *14 Masters or above*	CLASS...____ ____	
CB9. At any time during the 2075 school year did *(name)* attend school or any early childhood education programme?	YES ....1 NO 2	*2⇨CB11*
CB10. During 2075 school year, which class did *(name)* <u>attend</u>? *Class code:* *00 Early Childhood Education* *01-12 Class 1 to 12* *13 Bachelors* *14 Masters or above*	CLASS ____ ____	
CB11. Is *(name)* covered by any health insurance?	YES ....1 NO 2	*2⇨End*
CB12. What type of health insurance is *(name)* covered by**?** *Record all mentioned.*	MUTUAL HEALTH ORGANIZATION / COMMUNITY-BASED HEALTH INSURANCE ....A EMPLOYER-SPONSORED HEALTH INSURANCE ....B SOCIAL SECURITY ....C OTHER PRIVATE HEALTH INSURANCE .D OTHERS *(specify)* _____ X	

CHILD DISCIPLINE		FCD
FCD1. *Check CB3: Child's age?*	AGE 5-14 YEARS.. 1 AGE 15-17 YEARS... 2	2⇨End

FCD2. Now I'd like to talk to you about something else.

Adults use certain ways to teach children the right behaviour or to address behaviour problems. I will read various methods that are used. <u>Please tell me if you or any other adult in your household</u> has used this method with *(name)* in the past month.

	YES	NO
TOOK AWAY PRIVELEDGES...................1	2

[A] Took away privileges, forbade something *(name)* liked or did not allow (him/her) to leave the house.

EXPLAINED WRONG BEHAVIOR 1	2

[B] Explained why *(name)*'s behaviour was wrong.

SHOOK HIM/HER 1	2

[C] Shook (him/her).

SHOUTED, YELLED, SCREAMED 1	2

[D] Shouted, yelled at or screamed at (him/her).

GAVE SOMETHING ELSE TO DO 1	2

[E] Gave *(him/her)* something else to do?

SPANKED, HIT, SLAPED ON BOTTOM WITH BARE HANDS..............................1	2

[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.

HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1	2

[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.

CALLED DUMB, LAZY OR ANOTHER NAME 1	2

[H] Called *(him/her)* by names such as dumb, lazy or another name like that?

HIT / SLAPPED ON THE FACE, HEAD OR EARS 1	2

HIT / SLAPPED ON HAND, ARM OR LEG...1	2

[I] Hit or slapped *(him/her)* on the face, head or ears.

BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1	2

[J] Hit or slapped *(him/her)* in the hands, arms or legs?		
[K] Beat *(him/her) up, that is hit him/her over and over as hard as one could.*		
FCD3. *Check FS4: Is this respondent the mother or caretaker of any other children under age 5?*	YES .... 1 NO.. 2	2 ⇨*FCD5*
FCD4. *Check FS4: Has the respondent already answered the following question (UCD5) for any other child?*	YES .... 1 NO.. 2	1 ⇨*End*
FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES .... 1 NO.. 2 DK / NO OPINION.. 8	

CHILD FUNCTIONING (5-17 YEARS)		FCF
FCF1. I would like to ask you some questions about difficulties *(name)* may have. Does *(name)* wear glasses or contact lens?	YES... 1 NO.. 2	
FCF2. Does *(name)* use a hearing aid?	YES... 1 NO.. 2	
FCF3. Does *(name)* use any equipment or receive assistance for walking?	YES... 1 NO 2	
FCF4. In the following questions, I will ask you to answer by slelcting one of four possible answers. For each of the questions, would you say that *(name)* has 1) no difficulty 2) some difficulty 3) a lot of difficulty or 4) that (he/she) cannot do at all. *Repeat the categories during the individual questions whenever the respondent does not use an answer category:* Remember the four possible answers: Would you say that *(name)* has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
FCF5. *Check* FCF1: *Child wears glasses or contact lens?*	YES, FCF1=1..1 NO, FCF1=2 2	1 ⇨*FCF6A* 2 ⇨*FCF6B*
FCF6A. When wearing (his/her) glasses or contact lenses, does *(name)* have difficulty seeing? **FCF6B.** Does *(name)* have difficulty seeing?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY....................................... 3 CANNOT SEE AT ALL 4	
FCF7. *Check FCF2: Child uses a hearing aid?*	YES, FCF2=1..1 NO, FCF2=2 2	1 ⇨*FCF8A* 2 ⇨*FCF8B*

FCF8A. When using (his/her) hearing aid(s), does *(name)* have difficulty hearing sounds like peoples' voices or music? **FCF8B**. *Does (name) have difficulty hearing sounds like people's voices or music?*	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT HEAR AT ALL 4	
FCF9. *Check FCF3: Child uses equipment or receives assistance for walking?*	YES, FCF3=1...1 NO, FCF3=2 2	1 ⇨FCF10 2 ⇨FCF14
FCF10. Without (his/her) equipment or assistance, does *(name)* have difficulty walking 100 meters on level ground? *Probe:* That would be about the length of 1 football ground. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT WALK 100 METERS AT ALL 4	3 ⇨FCF12 4 ⇨FCF12
FCF11. Without (his/her) equipment or assistance, does *(name)* have difficulty walking 500 meters on level ground? *Probe:* That would be about the length of 5 football grounds *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT WALK 500 METERS AT ALL 4	
FCF12. With (his/her) equipment or assistance, does *(name)* have difficulty walking 100 meters on level ground? Probe: That would be about the length of 1 football ground.	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT WALK 100 METERS AT ALL 4	3 ⇨FCF16 4 ⇨FCF16
FCF13 With (his/her) equipment or assistance, does *(name)* have difficulty walking 500 meters on level ground? *Probe:* That would be about the length of 5 football ground.	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT WALK 500 METERS AT ALL 4	1 ⇨FCF16 2 ⇨FCF16 3 ⇨FCF16 4 ⇨FCF16

FCF14. Compared with children of the same age, does *(name)* have difficulty walking 100 meters on level ground? Probe: That would be about the length of 1 football ground.	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT WALK 100 METERS AT ALL 4	3 ⇨*FCF16* 4 ⇨*FCF16*
FCF15. Compared with children of the same age, does *(name)* have difficulty walking 500 meters on level ground? *Probe:* That would be about the length of 5 football ground.	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT WALK 500 METERS AT ALL 4	
FCF16. Does *(name)* have difficulty with self-care such as feeding or dressing (himself/herself)?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT CARE FOR SELF AT ALL 4	
FCF17. When *(name)* speaks, does (he/she) have difficulty being understood by people inside of this household?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT BE UNDERSTOOD AT ALL 4	
FCF18. When *(name)* speaks, does (he/she) have difficulty being understood by people outside of this household?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT BE UNDERSTOOD AT ALL 4	
FCF19. Compared with children of the same age, does *(name)* have difficulty learning things?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT LEARN THINGS AT ALL 4	
FCF20. Compared with children of the same age, does *(name)* have difficulty remembering things?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT REMEMBER THINGS AT ALL 4	
FCF21. Does *(name)* have difficulty concentrating on an activity that (he/she) enjoys doing??	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY... 3 CANNOT CONCENTRATE AT ALL.................... 4	

FCF22. Does *(name)* have difficulty accepting changes in (his/her) routine?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT ACCEPT CHANGES AT ALL 4	
FCF23. Compared with children of the same age, does *(name)* have difficulty controlling (his/her) behaviour?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT CONTROL BEHAVIOUR AT ALL...... 4	
FCF24. Does *(name)* have difficulty making friends?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY.. 3 CANNOT MAKE FRIENDS AT ALL................... 4	
FCF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often *(name)* seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY .... 1 WEEKLY.. 2 MONTHLY .... 3 A FEW TIMES A YEAR... 4 NEVER 5	
FCF26. I would also like to know how often *(name)* seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY .... 1 WEEKLY.. 2 MONTHLY .... 3 A FEW TIMES A YEAR... 4 NEVER 5	

PARENTAL INVOLVEMENT		PR
PR1. *Check CB3: Child's age?*	AGE 5-6 YEARS.. 1 AGE 7-14 YEARS.. 2 AGE 15-17 YEARS... 3	1⇨*End* 3⇨*End*
PR2. At the end of the interview I'll ask you if I can meet *(name)*. If (he/she) is close, can you please ask (him/her) to stay here. If *(name)* is not with you at the moment could I ask that you to now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back.		
PR3. Excluding school text books and holy books, how many books do you have for *(name)* to read at home?	NONE.. 00 NUMBER OF BOOKS ....0 __ TEN OR MORE BOOKS 10	
PR4. *Check CB7: Did the child attend any school?* *CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.*	YES, CB7/ED9=1 .... 1 NO, CB7/ED9=2 OR BLANK............................. 2	2⇨*End*
PR5. Does *(name)* ever have homework?	YES .... 1 NO .... 2 DK 8	2⇨*PR7* 8⇨*PR7*
PR6. Does anyone help *(name)* with homework?	YES .... 1 NO .... 2 DK.. 8	
PR7. Does *(name)*'s school have a management committee in which parents can participate (such as parents-teachers association or school management committee)?	YES... 1 NO .... 2 DK.. 8	2⇨*PR10* 8⇨*PR10*
PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?	YES... 1 NO .... 2 DK.. 8	2⇨*PR10* 8⇨*PR10*

PR9. During any of these meetings, was any of the following discussed: [A] A plan for addressing key education issues faced by (*name*)'s school? [B] School budget or use of funds received by (*name*)'s school?	YES NO DK PLAN FOR ADRESSING SCHOOL'S ISSUES........................ 1 2 8 SCHOOL BUDGET 1 2 8
PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for (*name*)?	YES.. 1 NO .... 2 DK.. 8

PR11. In the last 12 months, have you or any adult from your household gone to (*name*)'s school for any of the following reasons?
[A] A school celebration or sports event?
 	
[B] To discuss (*name*)'s progress with (his/her) teachers
	YES NO DK
	CELEBRATION OR SPORTS
	    EVENT…………………………1 2 8
	
	TO DISCUSS PROGRESS WITH
	    TEACHERS……………………1 2 8

PR12. In the last 12 months, has (*name*)'s school been closed on a school day due to any of the following reasons: [A] Natural disasters such as flood, cyclone, epidemic, or similar? [B] Man-made disasters such as fire, building collapse, riots or similar? [C] Teacher strike? [X] Other?	YES NO DK NATURAL DISASTER .... 1 2 8 MAN-MADE DISASTER ....1 2 8 TEACHER STRIKE...................................1 2 8 OTHER 1 2 8
PR13. In the last 12 months, was (*name*) unable to attend class due to (his/her) teacher being absent?	YES.. 1 NO .... 2 DK.. 8
PR14. Check *PR12[C] and PR13: Any 'Yes' recorded?*	YES, PR12[C]=1 OR PR13=1 .... 1 NO... 2 2⇨*End*

PR15. When (*teacher strike / teacher absence*) happened did you or any other adult member of your household contact any school officials or school governing body representatives?	YES.. 1 NO .... 2 DK.. 8	

FUNDAMENTAL LEARNING SKILLS		**FL**
FL0. *Check CB3: Child's age?*	AGE 5-6 YEARS.................................... 1 AGE 7-14 YEARS................................. 2 AGE 15-17 YEARS 3	1⇨*End* 3⇨*End*

FL1. Now, I would like to talk to *(name)*. I will ask (him/her) a few questions about (himself/herself) and about reading, and then ask (him/her) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well *(name)* has performed.

The activities are to help us find out how well children in this country are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

*May I talk to **(name)**?*	YES, PERMISSION IS GIVEN ....1 NO, PERMISSION IS NOT GIVEN 2	2⇨*FL28*

FL2. *Record the time.*	HOURS AND MINUTES ....__ __ : __ __	

FL3. My name is (*your name*). I would like to tell you a bit about myself.

Could you tell me a little bit about yourself?

When the child is comfortable, continue with the verbal consent:

Let me tell you why I am here today. I am from the Central Bureau of Statistics. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/***Name of caretaker***) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

Are you ready to get started?	YES ....1 NO / NOT ASKED..2	2⇨*FL28*

FL4. *Before starting the reading and number activities, please tick each box to show that*

☐ *You are not alone with the child unless they are at least visible to an adult known to the child.*

☐ *You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.*

☐ *The child is sat comfortably, able to use the READING & NUMBERS BOOK without difficulty while you can see which page is open.*

FL5. Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.		
FL6. First we are going to talk about reading. [A] Do you read books at home? [B] Does someone read to you at home?	YES NO READS BOOKS AT HOME.................................. 1 2 READ TO AT HOME 1 2	
FL7. Which language do you speak most of the time at home?	NEPALI.. 1 BHOJPURI .... 2 MAITHILI.. 3 OTHER LANGUAGE (*specify*) _____6 DK 8	
FL8. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1 .... 1 NO, CB7/ED9=2 OR BLANK....... 2	*1⇨FL9A*
FL8A. *Check CB4: Did the child ever attend school or any early childhood education programs* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*	YES, CB4/ED4=1 .... 1 NO, CB4/ED4=2 OR BLANK....... 2	*1⇨FL9B*
FL8B. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=1, 2 OR 3...................... 1 NO, FL7=6 OR 8 2	*1⇨FL10B* *2⇨FL23*
FL9A. Which language do your teachers use most of the time when teaching you in class? **FL9B.** When you were in school, what language did your teachers use most of the time when teaching you in class? *Probe if necessary and name the listed languages*.	NEPALI.. 1 BHOJPURI .... 2 MAITHILI.. 3 OTHER LANGUAGE (*specify*) _____6 DON'T KNOW 8	*8⇨FL23*

FL10A. Now I am going to give you a short story to read in (*Language recorded in FL9A/B*). Would you like to start reading the story? **FL10B** Now I am going to give you a short story to read in (*Language recorded in FL7*). Would you like to start reading the story?	YES.. 1 NO 2	2⇨*FL23*
FL11. *Check CB3: Child's age?*	AGE 7-9 YEARS............................ 1 AGE 10-14 YEARS 2	1⇨*FL13*
FL12. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?* Cʜᴇᴄᴋ ED9 ɪɴ ᴛʜᴇ EDUCATION Mᴏᴅᴜʟᴇ ɪɴ ᴛʜᴇ HOUSEHOLD QUESTIONNAIRE ғᴏʀ ᴄʜɪʟᴅ ɪғ CB7 ᴡᴀs ɴᴏᴛ ᴀsᴋᴇᴅ.	YES, CB7/ED9=1 .... 1 NO, CB7/ED9=2 OR BLANK...... 2	1⇨*FL19*
FL13. *Give the child the READING & NUMBERS BOOK* *Open the page showing the reading practice item and say:* Now we are going to do some reading. *Point to the sentence*. I would like you to read this aloud. Then I may ask you a question Seti is a cat. Kale is a dog. Seti is 5. Kale is 6.		
FL14.*Did the child read every word in the practice correctly?*	*YES*... 1 *NO* 2	2⇨*FL23*
FL15. *Once the reading is done, ask:* How old is Seti?	SETI IS 5 YEARS OLD .... 1 OTHER ANSWERS .... 2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL17*
FL16. *Say:* Seti is 5 years old *And go to FL23.*		⇨*FL23*
FL17. Here is another question: Who is older? Seti or Kale?	KALE IS OLDER (THAN SETI) .... 1 OTHER ANSWERS .... 2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL19*
FL18. *Say:* Kale is older than Seti. Kale is 6 years old and Seti is 5 years old. *And go to FL23.*		⇨*FL23*

FL19. *Turn the page to reveal the reading passage.*	Ram	is	in	class	two.	One	day,
	1	2	3	4	5	6	7
Thank you. Now I want you to try this.	Ram	was	going	home	from	school.	He
	8	9	10	11	12	13	14
Here is a story. I want you to read it aloud as carefully as you can.	saw	some	red	flowers	on	the	way.
	15	16	17	18	19	20	21
You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.	The	flowers	were	near	a	tomato	farm.
	22	23	24	25	26	27	28
After you have finished, I will ask you some questions about what you have read.	Ram	wanted	to	get	some	flowers	for
	29	30	31	32	33	34	35
If you come to a word you do not know, go onto the next word.	his	mother.	Ram	ran	fast	across	the
	36	37	38	39	40	41	42
Put your finger on the first word: Ready? Begin.	farm	to	get	the	flowers.	He	fell
	43	44	45	46	47	48	49
	down	near	a	banana	tree.	Ram	started
	50	51	52	53	54	55	56
	crying.	The	farmer	saw	him	and	came.
	57	58	59	60	61	62	63
	He	gave	Ram	many	flowers.	Ram	was
	64	65	66	67	68	69	70
	very	happy.					
	71	72					
FL20. *The result of this child's reading:*	LAST WORD ATTEMPTED...............NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSED. ....NUMBER __ __						

FL21. *How well did the child read that story?*	THE CHILD READ AT LEAST ONE WORD CORRECTLY 1	
	THE CHILD DID NOT READ ANY WORD CORRECTLY 2	2 ⇨*FL23*
	THE CHILD DID NOT TRY TO READ THE STORY 3	3 ⇨*FL23*

FL22. Now I am going to ask you a few questions about what you have read. *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say:* Thank you. That is ok. We will move on. *Make sure the child can still see the passage and ask:* [A] In which grade does Ram study? [B] What did Ram see on the way home? [C] Why did Ram start crying? [D] Where did Ram fall? [E] Why did Ram become happy?	 CORRECT (RAM STUDIES IN GRADE TWO) . 1 INCORRECT .... 2 NO RESPONSE / SAYS "I DON'T KNOW'...... 3 CORRECT (RED FLOWERS/FLOWERS) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS "I DON'T KNOW'...... 3 CORRECT (BECAUSE HE FELL) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS "I DON'T KNOW'...... 3 CORRECT (ON THE FARM / RAM FELL NEAR THE BANANA TREE) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS "I DON'T KNOW'...... 3 CORRECT (THE FARMER GAVE RAM A LOT OF FLOWERS/BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS "I DON'T KNOW'...... 3	

FL23. *Turn the page in the READING & NUMBERS BOOK so the child is looking at the list of numbers. Make sure the child is looking at this page.* Now here are some numbers. I want you to point to each number and tell me what the number is. *Point to the first number and say:* Start here. *If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say:* What is this number? *STOP RULE* *If the child does not attempt to read 2 consecutive numbers, say:* Thank you. That is ok.	**9** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT ....3 **12** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT ....3 **30** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT ....3 **48** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT ....3 **74** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT ....3 **731** CORRECT.................................1 INCORRECT............................2 NO ATTEMPT 3	

FL23A. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?*	YES, AT LEAST TWO
	   CORRECT..............................1
	NO, AT LEAST 2 INCORRECT
	   OR WITH NO ATTEMPT 2
		2⇨*FL28*

FL24. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:* Look at these numbers. Tell me which one is bigger. *Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.* *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.* *If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:* Thank you. That is ok. We will go to the next activity.	**7 & 5** CORRECT (7) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **11 & 24** CORRECT (24) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **58 & 49** CORRECT (58) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **65 & 67** CORRECT (67) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **146 & 154** CORRECT (154) .... 1 INCORRECT......................... 2 NO ATTEMPT ………………3	
FL25. *Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:* Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you. *Record the child's answer before turning the page in the book and repeating the question for the next sum.* *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate sum, turn the booklet page and show the child the next addition.* *If the child does not attempt 2 consecutive sums, record '3', no attempt, for remaining sums and say:* Thank you. That is ok. We will go to the next activity	**3 + 2** CORRECT (5) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **8 + 6** CORRECT (14) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **7 + 3** CORRECT (10) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **13 + 6** CORRECT (19) .... 1 INCORRECT......................... 2 NO ATTEMPT .... 3 **12 + 24** CORRECT (36) .... 1 INCORRECT......................... 2 NO ATTEMPT ………………3	

FL26. *Turn to the first practice sheet for pattern recognition.* *Say:* Here are some numbers. 1, 2, __, and 4. *Point to each number and blank space and say:* What number goes here?	CORRECT (3) .... 1 INCORRECT............................ 2 NO ATTEMPT 3	2 ⇨*FL26B* 3 ⇨*FL26B*
FL26A. That's correct, 3. Let's do another one.		⇨*FL26C*
FL26B. *Do not explain how to get the correct answer. Just say:* The number 3 goes here. Say the numbers with me. *(Point to each number)* 1, 2, 3, 4. 3 goes here. Let's do another one.		
FL26C. Here are some more numbers. 5, 10, 15 and __. *Point to each number and blank space and say:* What number goes here?	CORRECT (20) .... 1 INCORRECT............................ 2 NO ATTEMPT 3	2 ⇨*FL26E* 3 ⇨*FL26E*
FL26D. That's correct, 20.		⇨*FL27*
FL26E. *Do not explain how to get the correct answer. Just say:* The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20. 20 goes here. Now try on your own.		
FL26F. CHECK FL26: WAS THE ANSWER CORRECT?	YES, FL26=1............................ 1 NO, FL26=2 OR 3 2	2 ⇨*FL28*

FL27. Now I want you to try this on your own.	5, 6, 7, __	
	CORRECT (8)......................... 1	
Here are some more numbers. Tell me what number goes here (*pointing to the missing number*).	INCORRECT 2	
	NO ATTEMPT 3	
	14, 15, __, 17	
Record the child's answer before turning the page in the book and repeating the question.	CORRECT (16) 1	
	INCORRECT 2	
	NO ATTEMPT 3	
If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate question, turn the page and show the child the next question.	**20, __, 40, 50**	
	CORRECT (30) 1	
	INCORRECT 2	
	NO ATTEMPT 3	
	2, 4, 6, __	
	CORRECT (8)......................... 1	
If the child does not attempt 2 consecutive patterns, record '3', no attempt, for remaining patterns and say: Thank you. That is ok.	INCORRECT 2	
	NO ATTEMPT 3	
	5, 8, 11, __	
	CORRECT (14) 1	
	INCORRECT 2	
	NO ATTEMPT 3	

FL28. *Result of interview with the child.*	COMPLETED 01	
	NOT AT HOME 02	
Discuss any result not completed with Supervisor.	MOTHER / CARETAKER REFUSED 03	
	CHILD REFUSED... 04	
	PARTLY COMPLETED 05	
	INCAPACITATED.. 06	
	OTHER (*specify*) _____ 96	

FS11. *Record the time.*	HOURS AND MINUTES .... __ __ : __ __	
FS12. *Language of questionnaire.*	NEPALI .... 1 BHOJPURI... 2 MAITHILI 3	
FS13. *Language of interview.*	NEPALI .... 1 BHOJPURI... 2 MAITHILI .... 3 OTHER LANGUAGE *(specify)* _____ 6	
FS14. *Native language of the Respondent.* *Please refer to an annex of list of names and codes of mother tongues and record the respective code.*	LANGUAGE CODE *(specify)* ....___ ___ ___ OTHER LANGUAGE *(specify)* _____996	
FS15. *Was a translator used for some parts of this Questionnaire?*	YES, THE ENTIRE QUESTIONNAIRE........ 1 YES, PARTS OF THE QUESTIONNAIRE ... 2 NO, NOT USED.. 3	
FS16. *Thank the respondent and the child for her/his cooperation.* *Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.* *Make arrangements for the administration of the remaining questionnaire(s) in this household*		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS