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# **Baseline Study of Life Stage-II (06- 14 Years) Children of Bargarh Area (Mau Block) of Chitrakoot District of Bundelkhand Region of UP**

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**ABSSS-CHILD FUND India  
project: Bargarh  
(Chitrakoot, UP)**

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## Introduction

This document is a report of a baseline study of life stage (LS) II children in select villages of 11 gram panchayats (GPs) of Bargarh cluster of Chitrakoot district, in the Bundelkhand region of Uttar Pradesh (UP). The children and the villages are covered under a multidimensional development project initiated by **Akhil Bhartiya Samaj Sewa Sansthan (ABSSS), a reputed NGO headquartered in Chitrakoot, with support from ChildFund India (CFI).**

The study was undertaken in December 2016-January 2017.

## Objective

The objective of the study was to generate baseline data under various parameters, against which the impact of the ABSSS-CFI project could be measured at appropriate stages of the project.

## Scope

The study covered 300 LS II children (girls and boys) who are ‘sponsored’ by the project. Information was gathered from the children on the following heads:

- Schooling status
- Family members’ involvement in child’s school education
- Literacy and numeracy levels
- Relations with family-members and friends
- Food (nutritional) intake
- Severe illness record
- Self-perceptions and beliefs on ways to deal with others, and hygiene practices
- Awareness about basic information related to sexual health
- Experience of violence
- Participation in youth club activities.

It is expected that the project will yield positive improvements under all the above heads.

## Methodology

Data was generated by administering a detailed questionnaire in Hindi. The questionnaire was pilot tested before it was finalized. Field investigators were given proper orientation to administration of the questionnaire. Respondents were given the option of not answering any or all of the questions.

The data was collated, checked and analyzed using basic statistical tools.

## Limitations

The study covered a sample of only ‘sponsored’ children, many of whom are already exposed to some development initiatives undertaken by ABSSS and possibly an NGO working in the area previously. As such, the data may not accurately reflect the status of all LS-II children in the area. The distribution of sponsored LS-II children may not also accurately reflect the distribution of all LS-II children by location (village) and age in the surveyed area.

The questionnaire included some ‘sensitive’ topics on which respondents are likely to give ‘socially desirable’ answers. While the data does not suggest that many respondents gave socially desirable answers, it is possible that some respondents did do so.

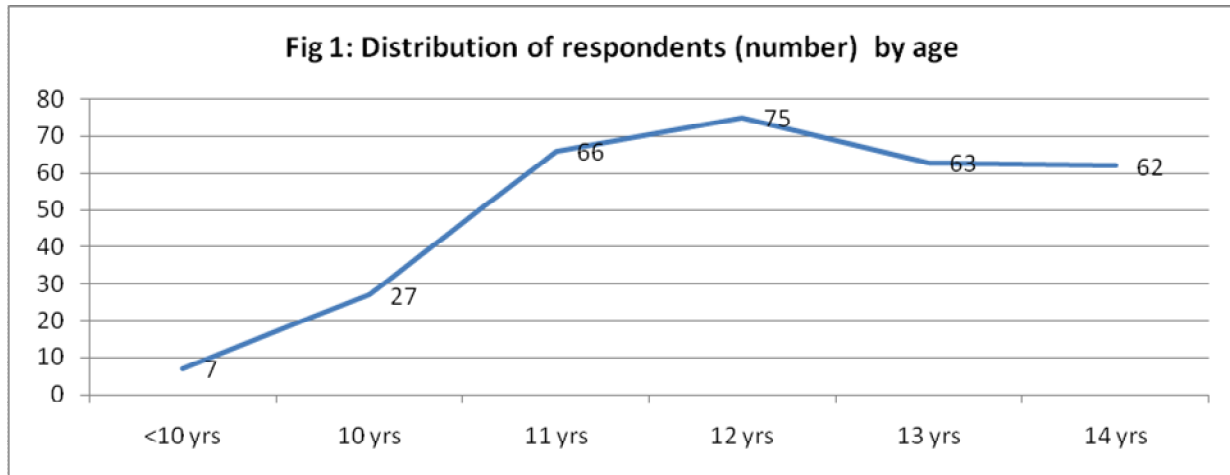
## Profile of respondents

The survey covered 300 sponsored children of whom 153 (51%) were female. The children live in 34 villages of 11 GPs of Bargarh cluster. The distribution of surveyed children by GP is given in the table below. (Note: Distribution of respondents by village was determined by number of sponsored children in each village).

**Table 1: Distribution of villages by GP and respondents by GP**

No	Gram panchayat	No of villages	No of respondents
1	Dondiya	2	13
2	Kolmajara	4	39
3	Kalchiha	2	6
4	Koniya	3	24
5	Bojh	5	17
6	Semra	2	15
7	Gahur	2	26
8	Bargarh	6	32
9	Goiya Kala	4	57
10	Turgawan	2	34
11	Khohar	2	37
Total		34	300

The distribution of respondents by age is shown in figure 1. As can be seen, most children (89%) were 11-years-old or older.



## Key findings

### Current schooling status

As many as 97% of the respondents are going to school. Only 9 children reported that they were not going to school.

### Type of school

Around 60% of the children are going to a public (govt) school and around 35% are going to a non-religious private school. Less than 3% are going to a religious private school. The proportion of children going to a non-religious private school is significant as this entails considerable expenditure and reflects dissatisfaction with the government schooling system.

### Distribution of respondents by grade (level) of schooling

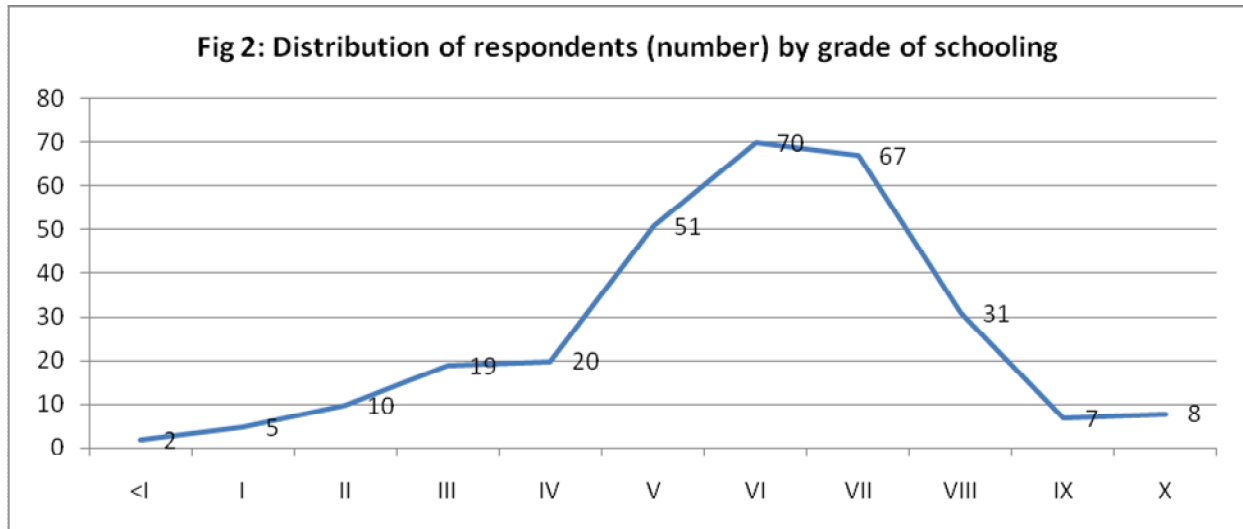
The distribution of respondents by grade (level) of schooling should match distribution by age (fig 1). However, as seen in figure 2, this is not the case. While 89% of children are 11-years-old or older, and therefore should be in grade VI or higher grades, only around 70% of the children are in these grades. That is, around 20% of the children are in lower grades not matching their age.

### This could be due to several reasons:

- (i) The children were enrolled in school late
- (ii) The children could not cope up with learning demands and were 'detained' in the same grade at the end of an academic year by the schools and/or parents
- (iii) The children dropped out of school at some stage and rejoined it later

- (iv) They were found to be at a low learning level and were deliberately enrolled by private schools in a lower grade.

While the fact of being in a lower grade cannot possibly be remedied, the issue of learning level, which is discussed next, can be addressed through targeted ways.



### Learning levels

Learning levels of respondents were ascertained by administered by using literacy (reading) and numeracy tools used in the Annual Survey of Education Report (ASER).

Reading ability was assessed against five levels:

- (i) Beginner (cannot read)
- (ii) Can read letters but not words
- (iii) Can read words but not paragraphs
- (iv) Can read paragraphs but not stories
- (v) Can read stories.

**Numeracy levels were also assessed against five levels:**

- (i) Beginner (no numeracy skills)
- (ii) Can recognize numbers till 9
- (iii) Can recognize numbers till 99
- (iv) Can perform subtraction but not division operations properly
- (v) Can perform division operations well.

As 70% of respondents are in grade VI or higher grades, it can be reasonably expected that 70% of respondents would be able to read stories and perform division operations well. However, it was found that only 22% of surveyed children could read stories and only 10% could perform

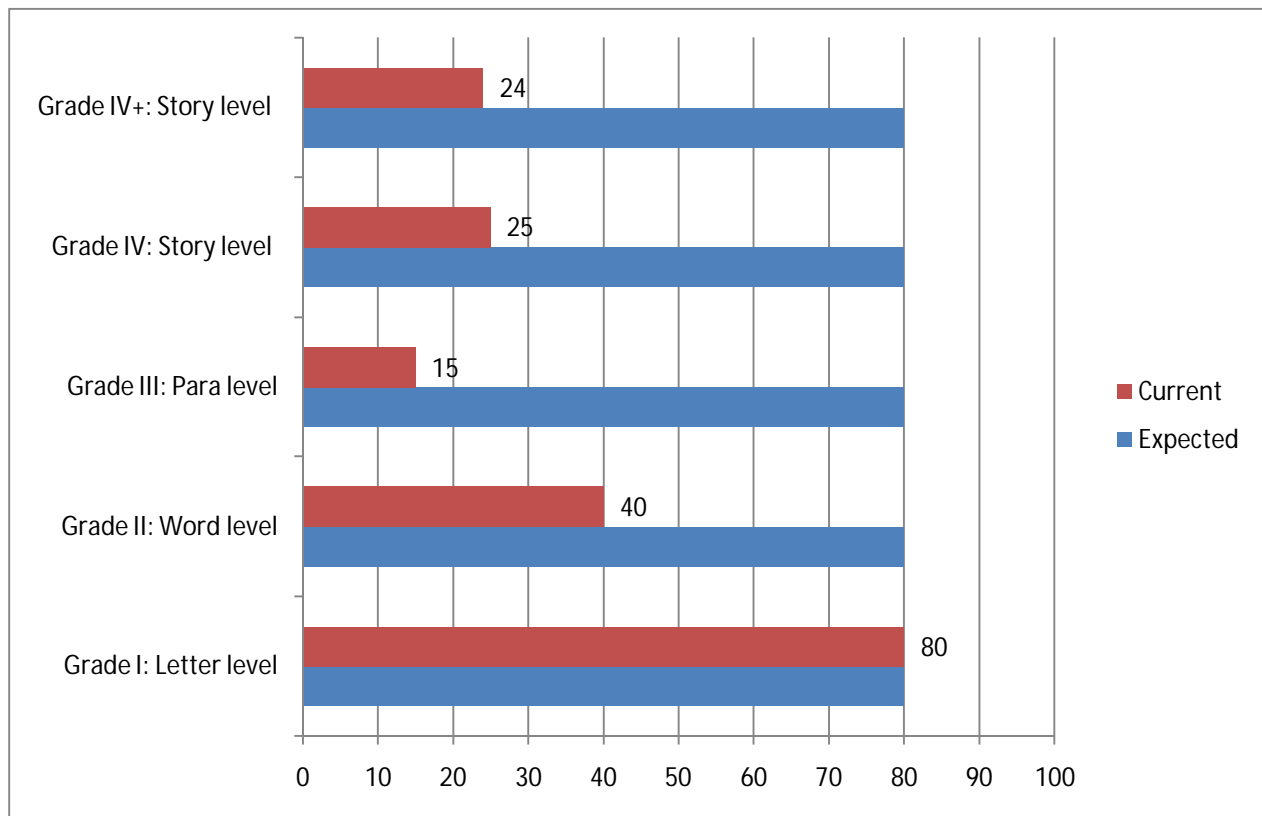
division operations well. This shows that there is a **huge gap between expected and actual learning levels**.

The expected and current percentages of children by grade and learning levels for reading and numeracy are given in figures 3 and 4 respectively. The gap between expected and current percentages indicates the potential for project intervention through remedial classes and other measures.

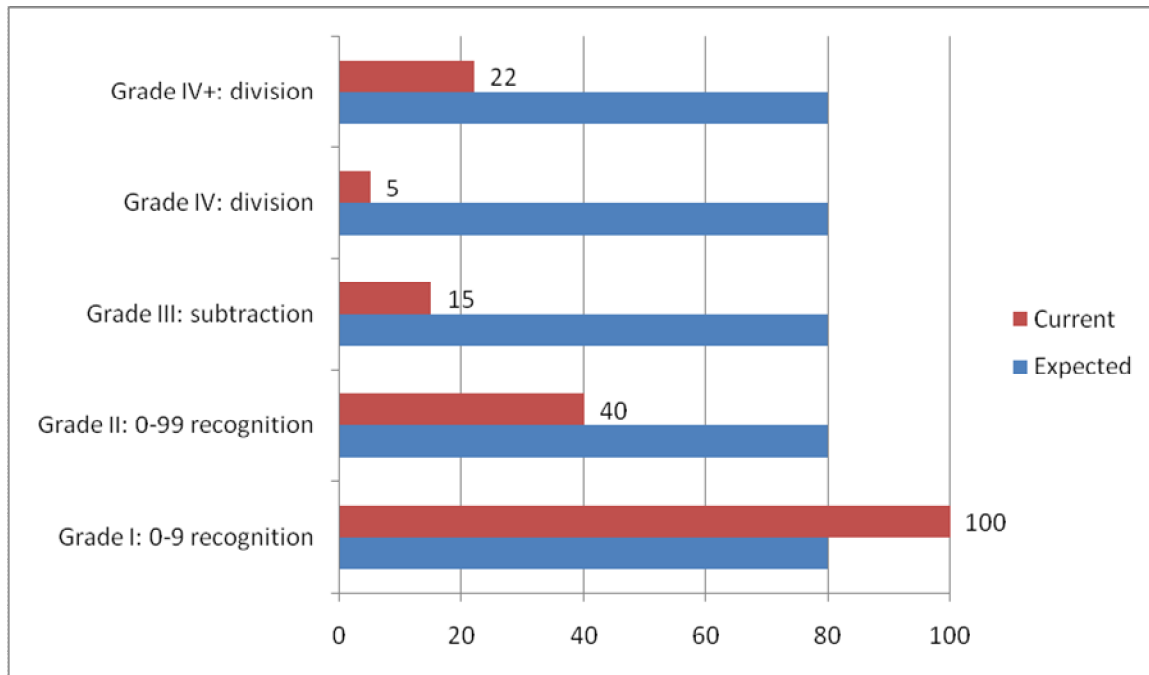
As the figures show, in grade I, children attain expected learning levels comfortably, but as they go to higher grades, there is a drastic drop in actual learning-levels vis-à-vis desired learning-levels.

We can also see that the learning gap with regard to numeracy is larger than the learning gap with regard to reading. Significantly, the learning levels we are talking about are attainable in any situation. What is required is a concerted effort focusing on ‘hard spots’ of learning, use of child-centred and constructivist pedagogy that encourages children to learn by doing, and regular assessments to identify children who require special support.

**Figure 3: Expected and current percentage of children by grade and learning levels for reading**



**Figure 4: Expected and current percentage of children by grade and learning levels for numeracy**



### **Family involvement in school-education**

Family involvement in a child's school-education is an important determinant of her performance in school. When family-members are closely involved, the child feels encouraged to go to school regularly and learn well. When family-members show high disinterest in school education through their expressed attitudes and behaviour, the incentive for learning is considerably lowered.

Family-involvement in schooling was ascertained through several questions addressed to the children. It was found that as many as 53% of children reported that no member of their families had visited their school in the previous semester to talk to their teacher or attend a school meeting.

It was also found that nearly 47% of children reported that no member of their family helps them in school work or homework. Only 15% of children reported that some member of their family helps them in these areas 'often'.

The most likely reasons for low involvement in school-education is that

- (i) Most parents are barely literate and cannot therefore provide any meaningful support to children in their studies
- (ii) Most parents are daily-wage labourers who leave home early and return late; if they have to attend a meeting called by the school, it could mean a loss of a day's wages.

If parents have to provide meaningful support to children in their studies, a considerable investment would have to be made in adult education, an area that is out of the radar of government as well as non-government agencies. As this situation is not likely to be remedied in the near future, efforts could be made to provide support to children through other means such as peer groups and youth clubs.

In any case, there is considerable need and scope for increasing engagement of parents with school. If more parents interact with schools more frequently, and demand better performance by school staff (including regular attendance and more child-friendly behaviour by teachers), school performance could improve and positively impact children's learning levels.

### **Relations with family-members and other adults**

Notably, most children report that their family-members demonstrate concern for them.

- Only 15% of children reported that family-members 'do not at all' hug, praise or comfort them.
- And only 7% reported that family members 'do not at all' take time to listen to them.
- Over 90% of children reported that family member 'often' or 'sometimes' set clear rules for them.
- However, 40% of children reported that family members do not spend time with them individually, without siblings or others.
- This response is not surprising considering the dominant Indian norms about family-life, which do not allow much scope for exclusively one-to-one relations.

Even allowing for socially desirable responses, the children's responses to questions on relations with family members indicate that most children feel cared for.

The family is the main source of emotional support for the children. Nearly 40% of the surveyed children reported that they did not know any other adult they could trust and ask for advice or help.

### **Friends**

Over 80% of children reported that they had a friend to whom they could tell something important.

### **Food (nutritional) intake**

Respondents' food (nutritional) intake was ascertained by asking whether



- (i) They often missed meals
- (ii) Ate normal meals but without locally defined high protein options
- (iii) Ate locally defined high protein options on some days only
- (iv) Or ate these options every day. Only 3% of the children responded with a yes to question
- (v) But 74% said they ate high protein options on some days. Nearly one-fourth of the children reported having meals without high proteins.

### **Incidence of serious illness**

While children in the area fall sick regularly (see, for example, data discussed in another ABSSS report ‘Why do children stay absent from school?’), none of the surveyed children had, in the previous 6 months, suffered illness requiring hospitalization. As the survey questions were geared towards serious illnesses, data on family practices during incidence of minor illnesses—such as home treatment/no-treatment, referral to indigenous medical practitioners or referral to qualified health workers, government dispensaries or doctors—could not be obtained.

### **Self-perceptions and beliefs**

Self-perceptions and beliefs of children were ascertained on several areas, including self-management, attitudes towards relationships, management of emotions, and hygiene practices. It was found that:

- 95% of children said they should think carefully before taking a decision.
- 96% said that healthy relationships include trust, honesty, and respect.
- Only 23% said that a good way to communicate with friends is to yell at them.
- Only 10% said that when they are angry, they should shout at or hit someone.
- Only 10% said that the way they behave cannot affect others (but another 9% said they “don’t know”).

Even allowing for socially desirable answers, the above responses indicate that most children have desired self-management beliefs.

However, 47% of the children reported that they did not know that washing hands with water after defecating helps prevent diseases. Likewise, among children above the age of 10 years, less than 10% reported that they knew that condoms can prevent sexually transmitted infections and pregnancy. Only 11% of children of this age group reported that they knew that at puberty a boy is capable of becoming a father.

These data indicate **that awareness level about basic hygiene and sexual health facts among the LS II children is terribly low.**

### **Experience of violence**

With reference to their experiences in school,

- 55% of the children reported that in the previous 3 months they had seen a child in their school or community being hit or humiliated by another student.
- 49% of the children reported that in the previous 3 months, they had seen a child in their school or community being hit or humiliated by a teacher, the principal, or another adult who works in the school.

The above data indicates fairly high level of socially sanctioned violence. Particularly alarming and morally as well as legally unacceptable is violence committed by adults in school. It appears that acceptance of some basic provisions of the Right to Education (RTE) Act is low in schools.

### **Participation in clubs or groups**

Less than 45% of the children reported that they are a member of a club or group, and less than 15% said they engaged with it weekly. The data indicates high need and scope for improving participation of LS II children in group activities.

### **Conclusion**

The baseline survey indicates that there is large need and scope for project interventions in the following areas:

- Improving reading and numeracy ability levels of LS II children
- Improving engagement of adult family-members with school
- Improving awareness of LS II children about basic health and hygiene facts, including facts related to sexual and reproductive health
- Improving awareness of adults in school about violence against children is morally as well as legally not permissible
- Improving participation of LS II children in group activities.

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**M&E Level 2 Child Data Collection Form- Life Stage 2**

सर्वेक्षण दिनांक	
सर्वेक्षक का नाम	
जांचकर्ता का नाम	
डाटा इंटी दिनांक	

Child Name: <b>बच्चे का नाम</b>	Child No: <b>केस नंबर</b>	Village: <b>गाँव</b>	Age: <b>उम</b>	Life Stage: <b>जीवनचरण</b>	Gender: <b>लिंग</b>
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**INSTRUCTIONS FOR INTERVIEWER - Say/read the following sentences to the child (and/or parent/caregiver, if present) before you ask the questions below:**

साक्षात्कर्ता के लिए निर्देश: बच्चे और उसके पास उपस्थित माता-पिता अथवा अभिवावक को प्रश्नावली शुरू करने से पहले निम्नलिखित, पढ़कर सुनाये

- I would like to ask you some questions about your experience because ChildFund would like to better understand the lives of children and youth in the places where it works so that it can improve its programs.

मैं आपसे आपके चाइल्ड फण्ड के साथ अनुभव को जानना चाहता/चाहती हूँ, यह चाइल्ड फण्ड के लिए अपने काम को बच्चों और युवाओं को बेहतर बनाने में मददगार होगा

- Answering these questions is voluntary, and if there is any question you do not wish to answer, that is fine. Your answers, or if you decline to answer, will not affect your benefits, sponsorship or relationship with ChildFund in any way. This information is only used to help improve programs.

आप स्वेच्छा से इन प्रश्नों का उत्तर दे सकते हैं, और किसी भी प्रश्न का उत्तर देने से आप मना कर सकते हैं. आप के उत्तर हमारे संबंधों पर किसी भी तरह से असर नहीं डालेंगे, बल्कि यह हमें आपना काम सुचारु और बेहतर बनाने में मदद करेंगे

- Your answers will not be shared with anyone with your name attached to them; they will only be combined with the answers of all the people who are interviewed so that ChildFund can understand the big picture of what is happening.

आप के उत्तर गोपनीय रखें जायेंगे और अन्य लोगों के उत्तर के साथ जोड़कर, हमें आपने काम को समझने में सहायता करेंगे

- Is it alright if I begin asking the questions?

यदि आप की अनुमति हो तो, मैं प्रश्नावली शुरू करूँ ?

If the child agrees to be asked the questions, begin below in Section 1. Read all of the questions and answers as they are written.

अनुमति मिलने पर, प्रश्नावली शुरू करें। प्रश्नावली दिए गए निर्देशानुसार भरे

क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
INSTRUCTIONS: Circle the answer that corresponds to the child's answer. Do not skip questions unless indicated सही उत्तर सही विकल्प कालम में लिखें। जब तक प्रश्न को छोड़ने को नहीं कहा जाएँ, कृपया प्रश्नों को नहीं छोड़ें			
1.	क्या आप अभी स्कूल/विद्यालय जाते हैं ? ( पूर्व प्राथमिक /शाला पूर्व - के बारे में भी पूछें) (Are you currently attending school?(includes preschool)	1= हाँ 2 = नहीं (यदि नहीं, प्रश्न 6 पूछें) 97 = उत्तर नहीं देना चाहते 98= पता नहीं 1=Yes 2=No (If No, skip to question 6) 97=Chose not to answer 98=I don't know	
2	आप कौन से स्कूल में जाते हैं? (What type of school do you attend?)	1= पब्लिक (सरकारी स्कूल/ सरकार द्वारा), 2 = धार्मिक (कान्वेंट , मदरस्से) 3= गैर धार्मिक निजी (स्कूल जो की	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		कॉर्पोरेट, ट्रस्ट, फाउंडेशन या व्यक्ति द्वारा चलाया जाता हो) 4= अन्य (स्कूल जहां पर केवल धार्मिक शास्त्रों पढ़ाया जाता है) 96= छोड़ कर, आगे बढ़े 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Public (government-run) 2=Religious private 3=Non-religious private 4=Other (alternative, Quran, home schooled etc) 96=Skipped 97= Chose not to answer 98=I don't know	
3.	आप अभी किस कक्षा में पढ़ रहे हो ? (यदि कक्षा 1 में हैं तो, प्रश्न 4 पूछें, अन्यथा प्रश्न 5 पूछें) (What grade (or year) are you in?) (For answers greater than 1 mark and skip to question 5)	1=1 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10 11= LKG/UKG/ आंगनवाड़ी 96= छोड़ कर, आगे बढ़े 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=1 2=2 3=3 4=4 5=5 6=6 7=7 8=8 9=9 10=10 11=Anything before grade 1 (preschool, kindergarten) 12=School doesn't have grades/years (includes non-formal) 96=Skipped 97= Chose not to answer 98=I don't know	
<b>INSTRUCTIONS: For children who answered Question 3 with "grade/year 1" ask: केवल कक्षा 1 में पढ़ रहे बच्चों से ही पूछें</b>			
4.	क्या आप पिछले साल शाला पूर्व/पूर्व प्राथमिक स्कूल आंगनवाड़ी में पढ़ने जाते थे ? (Were you enrolled in any type of pre-school last year?)	1= हाँ 2= नहीं 96= छोड़ कर, आगे बढ़े 97= उत्तर नहीं देना चाहते 98= पता नहीं 1= Yes 2= No	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		96=Skipped 97= Chose not to answer 98= I don't know	
5.	क्या आपके परिवार का कोई भी सदस्य विगत 6 माह में आपके स्कूल में अध्यापक से बातचीत करने अथवा किसी बैठक (विद्यालय प्रबंध समिति (SMC), अभिभावक शिक्षक संघ (PTA)) में शामिल हुए थे (Do you have a family member who has visited your school in the last semester to talk to the teacher or attend a meeting?)	1= हाँ 2= नहीं 96= छोड़ कर, आगे बढे 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= Yes 2=No 96=Skipped 97= Chose not to answer 98=I don't know	
INSTRUCTIONS: Use the ASER tool to determine reading fluency and assess numeracy skills. Enter the Final Levels below. (Instructions are provided on tool) ASER TOOL असर टूल का प्रयोग करते हुए बच्चे का पाठन कौशल एवम गणतीय कौशल स्तर का पता करे। नीचे बच्चे का अंतिम स्तर , उत्तर विकल्प पर गोला करें।(ASER TOOL असर टूल में निर्देश दिया गया है।)			
6.	असर (ASER) पाठन कौशल टूल का प्रयोग करते हुए बच्चे का पाठन कौशल स्तर का पता कर उपर्युक्त उत्तर विकल्प चुने (Mark the Final Level in the ASER Reading Tool)	1= शुरुआती स्तर 2=वर्णमाला/अक्षर स्तर 3=शब्द स्तर 4= अनुच्छेद/पैराग्राफ स्तर 5= कहानी स्तर 97= उत्तर नहीं देना चाहते 101= बच्चा दिव्यांग है, उसके साथ ASER TOOL प्रयोग करने में परेशानी हो रही है 1= Beginner 2=Letter level 3=Word level 4=Paragraph level 5=Story level 97= Chose not to answer 101=child has disability preventing him/her from using the tool	
7.	असर (ASER) गणतीय कौशल टूल का प्रयोग करते हुए बच्चे का गणतीय कौशल स्तर परख कर उपर्युक्त उत्तर विकल्प पर गोला करें । (Mark the Final Level in the ASER Numeracy Tool)	1= शुरुआती स्तर 2= अंक पहचान (1से 9) 3= अंक पहचान (10 से 99) 4= घटना/घटाव 5= भाग 101= बच्चा दिव्यांग है, उसके साथ ASER TOOL प्रयोग करने में परेशानी हो रही है 1= Beginner 2=Number recognition: 1-9 3= Number recognition10-99	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		4=Subtraction 5=Division 97= Chose not to answer 101=child has disability preventing him/her from using the tool	
8.	किस भाषा में बच्चे ने असर टूल (ASER TOOL) प्रयोग किया What language did the child test in?	अंग्रेजी हिन्दी दिव्यांग (ASER TOOL प्रयोग नहीं किया) English Hindi Disabled-not tested	
<b>READ ALOUD-“Think about the person who cares for you the most at home: mother or father, grandmother or grandfather, aunt, uncle, a guardian. Does he or she...” बच्चे से पूछे “ आप उस व्यक्ति के बारे में सोचे , जो घर पर तुम्हारा सब से ज्यादा ध्यान रखता हो देखभाल करता हो ( माता -पिता , दादा-दादी , नाना-नानी, चाचा-चाची, मामा-मामी ताऊ-ताई, बुआ-फूफा, मौसी मौसा), क्या यह व्यक्ति.....”</b>			
9.	आप स्कूल में है तो, आपका स्कूल से मिले गृह कार्य में कौन मदद करता है? (If you are in school does this person help you with your school or homework?)	1= कभी नहीं 2= कभी-कभी 3= अक्सर 96= छोड़ कर,आगे बढे 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Not at all 2=Sometimes 3=Often 96 = Skipped 97= Chose not to answer 98=I don't know	
10.	उपर्युक्त में से क्या वह आप को प्यार से गले लगाते हैं , प्रशंसा करते हैं? (Hug you, praise you or comfort you?)	1= कभी नहीं 2= कभी-कभी 3= अक्सर 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Not at all 2=Sometimes 3=Often 97= Chose not to answer 98=I don't know	
11.	जब आप कुछ कहना चाहते हैं, तो आपकी बात सुनी जाती है (Take time to listen to you?)	1= कभी नहीं 2= कभी-कभी 3= अक्सर 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Not at all 2=Sometimes 3=Often 97= Chose not to answer 98=I don't know	
12.	क्या करना है , और क्या नहीं करना क्या आपको बताया जाता है (Set clear rules for you?)	1= कभी नहीं 2= कभी-कभी 3= अक्सर 97= उत्तर नहीं देना चाहते	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		98=पता नहीं 1=Not at all 2=Sometimes 3=Often 97= Chose not to answer 98=I don't know	
13.	क्या आपके अभिभावक आपके साथ व्यक्तिगत रूप से आपके सहोदर भाई बहनों के बिना सिर्फ आपके साथ अलग से समय बिताते हैं (Spend time with you individually without your siblings or others?)	1= कभी नहीं 2= कभी-कभी 3= अक्सर 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Not at all 2=Sometimes 3=Often 97= Chose not to answer 98=I don't know	
14.	क्या इनके अलावा कोई और बड़े व्यक्ति है, जिनपर आप भरोसा करते हैं, मदद मांग सकते हैं और सलाह मांग सकते हैं ( टीचर, रिश्तेदार, पड़ोसी) What about another adult? Is there another adult you can trust and ask for advice or help? (For example, a teacher, aunt or uncle, school nurse, imam/priest/minister, or neighbor)	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Yes 2=No 97= Chose not to answer 98=I don't know	
15.	क्या आप का कोई ऐसा दोस्त है, जिससे आप अपने दिल की बात बता सकते हैं (We have been talking about adults who support you. What about children instead of adults? Do you have a friend you can tell something important to?)	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Yes 2=No 97= Chose not to answer 98=I don't know	
16.	अब मैं आपके सामने पिछले सप्ताह क्या खाया, उसके बारे में कुछ वाक्य पढ़ने जा रहा / रही हूँ जो उत्तर आपके सबसे नजदीकी हो उसको आपको बताने का प्रयास करना “Now I am going to ask you about what you have been eating in the last week. I am going to read some sentences to you. Tell me which one best describes what you have been eating during the last week.	1= घर में कम होने के कारण/वजह से मुझे अक्सर भूखा सोना पड़ता है 2= मैंने दोनों टाइम का खाना खाया, लेकिन प्रोटीन वर्ग (अर्थात दाल, अंडा, मीट, मच्छी, सोयाबीन और ज्वार - बाजारा) से बना नहीं खाया 3= मैंने कभी-कभी प्रोटीन वर्ग (अर्थात दाल, अंडा, मीट, मच्छी, सोयाबीन और ज्वार - बाजारा) से बना खाना खाया 4= मैंने रोज़ /हर दिन प्रोटीन वर्ग (अर्थात दाल, अंडा, मीट, मच्छी, सोयाबीन और ज्वार - बाजारा) से बना खाना खाया 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= I missed meals or ate less, so I often went to bed hungry (because there was not enough food, not because fasting during a holiday)	

Baseline Study of Life Stage-II (06-14 Years) Children of Bargarh Area (Mau Block) of Chitrakoot District of Bundelkhand Region of UP by ABSSS, Chitrakoot

क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		<p>2 = I ate normal meals, but I did not eat ____ (insert 2 to 3 locally defined high protein options)</p> <p>3 = I ate ____ (insert 2 to 3 locally defined high protein options) some days but not every day</p> <p>4= I ate ____ (insert 2 to 3 locally defined high protein options) every day</p> <p>97= Chose not to answer</p> <p>98=I don't know</p>	
17.	<p>क्या आप विगत 6 माह के दौरान इस कदर बीमार हुए हो कि 3 या उस से ज्यादा दिन स्कूल नहीं जा पाए हो , कोई काम नहीं कर पाए हो अथवा दोस्तों के साथ खेल कूद नहीं कर पाए हो</p> <p><b>In the last 6 months, have you been sick enough to miss school,work,or play with your friends for 3 days or more?</b></p>	<p>1=हाँ</p> <p>2= नहीं (यदि नहीं, खण्ड 5 (प्रश्न20) पूछें)</p> <p>97 =उत्तर नहीं देना चाहते</p> <p>98=पता नहीं</p> <p>1=Yes</p> <p>2=No(<i>If no skip to Section 5</i>)</p> <p>97= Chose not to answer</p> <p>98=I don't know</p>	
18.	<p>जब आप बीमार थे तब तब आपके परिवार /या व्यक्ति जो आपकी देखभाल करते हैं, , उसने क्या किया (यदि उत्तर विकल्प 1 या 2 है तो प्रश्न 19 पूछें यदि 1 या 2 के अलावा है तो प्रश्न 20 पूछें)</p> <p><b>When that happened what did your family or person who cares for you do? (If answered other than 1 or 2, skip to Section 5)</b></p>	<p>1= कुछ नहीं किया</p> <p>2= घर पर ही देखभाल हुई (दवाई वैध /अप्रशिक्षित डॉक्टर से ली )</p> <p>3= दवाई ANM दीदी/आंगनवाड़ी / सब सेंटर /PHC/CHC या ज़िला हॉस्पिटल से ली</p> <p>4= उपर्युक्त सभी तरीके से देखभाल की गयी</p> <p>96= छोड़ कर, आगे बढे</p> <p>97= उत्तर नहीं देना चाहते</p> <p>98=पता नहीं</p> <p>1=Nothing</p> <p>2=Cared for me at home, including by a traditional healer</p> <p>3=Got care from a community health worker, nurse or doctor (either in the community or at a health post/clinic/hospital)</p> <p>4=All of the above</p> <p>96=Skipped</p> <p>97= Chose not to answer</p> <p>98=I don't know</p>	
19.	<p>वह,आपके बीमारी की हालत में,अस्पताल में या डॉक्टर से दवाई /इलाज क्यों नहीं करवाया ?</p> <p><b>(Why didn't they take you to a community health worker, nurse or doctor (either in the community or at a health post/clinic/hospital?)</b></p>	<p>1= यहाँ पर यह सुविधा उपलब्ध नहीं है</p> <p>2=अस्पताल/डॉक्टर यहाँ से बहुत दूरी पर है</p> <p>3= अस्पताल/डॉक्टर फीस और दवाई का खर्च नहीं उठा सकते</p> <p>4= मेरे परिवार( माता-पिता और अभिवावक) के विचार में अस्पताल / डॉक्टर की दवाई का कोई लाभ नहीं है</p> <p>96= छोड़ कर, आगे बढे</p> <p>97= उत्तर नहीं देना चाहते</p> <p>98=पता नहीं</p> <p>1=We do not have one here</p>	



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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		2=It is too far away to go there 3=We could not afford it/it is too expensive 4=My family/parents/guardian did not think it would help me 96=Skipped 97= Chose not to answer 98=I don't know	
<b>READ ALOUD- "I will now read to you a few statements, please tell me if you think each is True or False".</b>			
<b>अब मैं आपके सामने कुछ व्यक्तव्य/वाक्य पढ़ रहा / रही हूँ, कृपया आप सोच कर बताएं कि यह सही है या गलत है</b>			
20.	कोई भी निर्णय लेने से पहले /पूर्व मुझे सावधानीपूर्वक विचार करना /सोचना चाहिए <b>I should think carefully before I make a decision</b>	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 97= Chose not to answer 98=I don't know	
21.	बेहतर संबंधों में विश्वास, ईमानदारी और सम्मान जरूरी है ( <b>Healthy relationships include trust, honesty, and respect.</b> )	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 97= Chose not to answer 98=I don't know	
22.	अपने मित्रों/दोस्तों से संवाद/बातचीत करने का अच्छा तरीका है कि उन पर चिल्लाया जाये ( <b>A good way to communicate with friends is to yell at them.</b> )	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 97= Chose not to answer 98=I don't know	
23.	जब मैं गुस्सा होता हूँ, तो मुझे दुसरो पर चिल्लाना चाहिए अथवा उन्हें पीटना चाहिए ( <b>When I am angry, I should shout at or hit someone.</b> )	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 97= Chose not to answer 98=I don't know	
24.	हमारे व्यवहार का तरीका दुसरे लोगो को प्रभावित करता है <b>The way I behave can affect others.</b>	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 97= Chose not to answer 98=I don't know	
25.	शौच के बाद पानी से हाथ धोने पर बिमारियों से बचाव में मदद मिलता है ( <b>Washing hands with water after defecating helps with preventing diseases</b> )	1= हाँ 2= नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
		1= True 2= False 97= Chose not to answer 98=I don't know	
<b>ONLY If the child is 10 years old or older. If UNDER 10 skip to question 28. केवल 10 वर्ष के ऊपर के बच्चो से पूछे, अन्यथा प्रश्न 28 पूछे</b>			
26.	यौन संचालित संक्रमण एवं गर्भावस्था से कंडोम (निरोध) बचा सकता है (Condoms can prevent sexually transmitted infections and pregnancy.)	1= सही/सत्य 2=गलत/असत्य 96=छोड़ कर, (10 से कम उम्र) 97=उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 96=Skipped (under 10) 97= Chose not to answer 98=I don't know	
27.	किशोरावस्था में लड़के में पिता बनने की क्षमता आ जाती है (At puberty a boy is capable of becoming a father.)	1= सही/सत्य 2=गलत/असत्य 96=छोड़ कर,(10 से कम उम्र) 97=उत्तर नहीं देना चाहते 98=पता नहीं 1= True 2= False 96=Skipped (under 10) 97= Chose not to answer 98=I don't know	
<b>READ ALOUD – Now I would like to ask you some questions about school. अब मैं आप से आपके स्कूल के बारे में पूछुंगा/पूछुंगी। कृपया जो सही हो आप बतायेगा:</b>			
28.	पिछले 3 माह में क्या आप ने अपने स्कूल में या समुदाय में किसी बच्चे को दूसरे बच्चे को मारते-पिटते या अपमानित करते देखा है (In the last 3 months, have you seen a child in your school or community being hit or humiliated by another student?)	1= हाँ 2=नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Yes 2=No 97= Chose not to answer 98=I don't know	
29.	पिछले 3 माह में क्या आप ने अपने स्कूल में या समुदाय में किसी बच्चे को टीचर, प्रधानाध्यापक या किसी बड़े व्यक्ति द्वारा मारते-पिटते या अपमानित करते देखा है (In the last 3 months, have you seen a child in your school or community being hit or humiliated by a teacher, the principal, or another adult who works in the school?)	1= हाँ 2=नहीं 97= उत्तर नहीं देना चाहते 98=पता नहीं 1=Yes 2=No 97= Chose not to answer 98=I don't know	

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क्र.	प्रश्न/विवरण	दिए गए विकल्प	उत्तर/सही विकल्प
30.	क्या आप बच्चों के किसी समूह में भाग लेते हैं, जैसे की खेल-कूद, नाटक मंडली, बाल संसद, स्काउट्स-गाइड्स (Are you currently participating in any clubs or groups for children? (For example, sports club, drama club; academic club; Health Scouts; Eco Scouts; choir; religious group; student council)	1=हाँ (प्रश्न 31 पूछें) 2= नहीं (प्रश्न 31 में 96 डालें) 97=उत्तर नहीं देना चाहते 98=पता नहीं 1=Yes (If yes go to question 31) 2=No (Mark 96=Skipped under question 31) 97= Chose not to answer 98=I don't know	
31.	आप इन समूहों में साप्ताहिक मासिक या वार्षिक कैसे भाग लेते हैं (How often do you engage with this group/club?)	1=साप्ताहिक 2=मासिक 3=वार्षिक 96= छोड़ दिया 97=उत्तर नहीं देना चाहते 98=पता नहीं 1=Weekly 2= Monthly 3=Annually 96=Skipped 97= Chose not to answer 98=I don't know	

dqkuh

Qqg fnuka | sckj" k gksjgh FkA xkp ea | Hh txg xak  
i kuh Hkj x; k FkA | Hh ckj" k ds : dusdh jkg n[ k jgs  
FkA vpkud , d fnu ckj" k : d x; hA | jrt fudy  
vk; hA | c ykx [kqk gks x; A vki eku eafpM; k mMus  
yxhA ykx vius diM; | qk us yxA cPps Hh ?kja | s  
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अक्षर

पैराग्राफ/अनुच्छेद

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## Story Comprehension Questions

### कहानी पर पूछे जाने वाले प्रश्न

प्रश्न	उत्तर Correctly (□) Incorrectly (□)
प्रश्न 1: बहुत दिन से क्या हो रहा था?	
प्रश्न 2: अचानक एक दिन क्या निकल आया ?	
प्रश्न 3: क्या आसमान में चिड़िया उड़ने लगी ?	
प्रश्न 4: क्या लोग अपने कपड़े धोने लगे ?	
प्रश्न 5: घरों से बाहर निकलकर बच्चे क्या करने लगे ?	
<b>Total Answered correctly?</b>	

**Numeracy Stimulus: Child Worksheet**  
**Number Recognition 1-9**

**संख्या पहचान 1 - 9 किन्हीं 5 संख्याओं को पहचाने**

4	7
8	2
1	9
6	5

**Numeracy Stimulus: Child Worksheet**  
**Number Recognition 1-9**

**संख्या पहचान 1 - 9**

4

8

1

6

9

**Numeracy Stimulus: Child Worksheet**  
**Number Recognition 10-99**

**संख्या पहचान 10 - 99 किन्ही 5 संख्याओं को पहचाने**

11	37
28	99
76	15
41	53
32	21



**Numeracy Stimulus: Child Worksheet**  
**Number Recognition 10-99**

**संख्या पहचान 10 - 99**

11

28

76

41

32

**Numeracy Stimulus: Child Worksheet**

**Subtraction घटाव**

$\begin{array}{r} 51 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 48 \\ \hline \end{array}$
$\begin{array}{r} 56 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ - 13 \\ \hline \end{array}$

**Numeracy Stimulus: Child Worksheet**

**Division भाग**

<b>7)918(</b>	<b>6)696(</b>
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**3)983(**

**9)513(**