India

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Quantitative assessment of teacher motivation, classroom practices, and student learning; Delhi and Uttar Pradesh, India; November 2015

Study Documentation

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Metadata Producer(s)	IDinsight

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Quantitative assessment of teacher motivation, classroom practices, and student learning; Delhi and Uttar Pradesh, India; November 2015

Overview

Identification	20151112_STIRSIEF-BaselineDocumentation
Version	Baseline Report

Abstract

This report summarizes the findings from the baseline survey of the impact evaluation conducted by IDinsight for STIR Education in Delhi and Uttar Pradesh in India, funded by a World Bank Strategic Impact Evaluation Fund (SIEF) grant. STIR works with teachers in low-cost and government school in order to improve student learning by empowering teachers to act as change-makers and to innovate to overcome challenges in the classroom.

This study seeks to evaluate the impact of STIR's purely motivational, pedagogically neutral, teacher-focused model on the student learning levels. IDinsight is conducting two three-armed randomized control trials. The study will look at outcomes from 180 Affordable Private Schools (APS) in Delhi and 270 government schools in Rae Barely and Varanasi districts of Uttar Pradesh. The study began in early 2015, and will last two academic years. In addition to measuring STIR's impact in two different contexts, the study will simultaneously test two iterations of STIR's model in these two contexts.

The baseline survey collected information on teacher motivation levels, student learning levels, teachers' and students' activities in the classroom, verbal communication between teachers and students, and the level of teaching content.

Unit of Analysis	For student learning the basic unit of analysis are students. For classroom practices the basic unt of analysis are teachers.

Scope & Coverage

Keywords	Randomized Trial, Education, India, Non-financial Incentives
Topics	Analysis of Education, Education and Economic Development, General, Government Policy, Other
Countries	India

Geographic Coverage

Delhi, India (Code "1" in region variables)
Uttar Pradesh, India (Code "2" in region variables)

Universe

180 Affordable Private Schools in Delhi, 540 teachers amongst these schools and 5400 students
270 Government Schools in Delhi, 810 teachers amongst these schools and 8100 students

Producers & Sponsors

Primary Investigator(s)	IDinsight, Authoring Entity Andrew Faker, Primary Investigator Neil Buddy Shah, Primary Investigator Ronald Abraham, Primary Investigator Sangeeta Dey, Co-Primary Investigator Sangeeta Goyal, Co-Primary Investigator Lant Pritchett, Co-Primary Investigator
Other Producer(s)	IDinsight , Research and Evaluation Morsel Reseach and Development Private Limited , Conducted the Teacher Motivation survey of the baseline study in Uttar Pradesh

Funding Agency/ies	Strategic Impact Evaluation Fund - The World Bank (SIEF)

Sampling

Sampling Procedure

Delhi:

STIR initially did a search process of several hundred APS schools in east Delhi. From these schools, STIR passed school names onto IDinsight where the teachers might be interested in working with IDinsight. IDinsight attempted to sample all schools for the TM survey. In total, IDinsight interviewed 1260 teachers for the teacher motivation survey. From these 1260 teachers, STIR did an additional round of screening to determine which teachers were the most interested and returned a list of 811 teachers to IDinsight. This list formed the basis of the classroom observation and student testing baseline survey. For sampling students in the classroom, IDinsight sampled 10 students per classroom in classes with more than 10 students using the attendance register for the day the enumerator came to the class. In classes with fewer than 10 students,   all children sampled.

UP:

In UP, IDinsight obtained a list of all clusters in Raebareli and Varanasi districts that STIR was working in. From this list, IDinsight selected all clusters with more than 16 schools. This was done to ensure that there would be enough schools in the cluster to assign some to the control group while also maintaining enough treatment schools for STIR to form a network. For the TM survey, IDinsight surveyed all teachers in the school, yielding roughly 1150 teachers. For the CO and ST surveys, IDinsight sampled roughly 2/3 of the teachers who completed the TM questionnaire, to get a final list of roughly 810 teachers. For sampling students in the classroom, IDinsight sampled 10 students per classroom in classes with more than 10 students using the attendance register for the day the enumerator came to the class. In classes with fewer than 10 students, all children sampled.

Data Collection

Data Collection Mode	All stages of data collection was with informed consent. Teachers gave written consent for the Teacher Motivation survey, oral consent for the classroom observation survey, and in loco parentis consent for students. Students were also given the chance to refuse.
	The teacher motivation survey was paper based in which teachers filled out a questionnaire themselves. Enumerators would describe the questionnaires to the teachers and explain any doubts that came up while the teachers were filling out their responses.
	The student learning and classroom observation survey was conducted electronically using Open Data Kit (ODK), an offline data collection software on mobile phones. The student testing tool was printed as a booklet which was used for testing the reading ability of the students. The math test was printed on paper to provide students with space to attempt the questions. The answers of the students were then recorded by the enumerators (surveyors) on the mobile phones. Based on the answers recorded they would automatically be directed to the next question to be provided to the students. Similarly in the class room observation the enumerators would record what they observed in the class rooms on the mobile phones. The ODK form automatically directed the enumerators to the next questions and also provided instructions to the enumerators with regards to timing of each observation round.

Files Description

Dataset contains 6 file(s)

Student_Testing_All_Data	
# Cases	10765
# Variable(s)	13
File Structure	Type: relational
	Key(s): school (School Code) , teacher (Teacher Code) , student (Student Code)

Notes

STIR (http://www.stireducation.org/) Baseline Survey Dataset

Domain:STIR works in the education sector and seeks to empower teachers to impact student learning positively.

Background: This dataset represents the baseline data for the STIR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae-Bareily districts of Uttar Pardesh; and Affordable Private schools in East Delhi. The evaluation has been designed and conducted by IDinsight (http://www.idinsight.org). This survey is conducted as part of the SIEF grant by the World Bank. The survey has 2 broad components: Testing the learning level of Students and Observing the classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. The Randomization has been done at the school level. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STIRs base model, STIRs advanced model and a control (pure in UP; placebo in Delhi). The project is still in the first year of the two-year evaluation. On average the teaching practices of 3 teachers are observed per school and 10 students on average are selected for each teacher for testing. Prior to this a first round of baselines were conducted in which teacher motivation level was looked at.

Tools for Surveying: The Student Testing tool is based on the ASER Student testing tool. The ASER tool has two sections - Hindi and Math. There are 5 questions in the hindi and 6 questions in the math, the difficulty of which increases ordinally. One question of additional difficulty was added in each section to prevent maxing out by a large proportion of students. The Classroom Observation tool is based on an activity based tool to which a 6 point child friendliness ASER matrix was added and also a section to code verbal interactions between teachers and students within the classroom.

Variables: The variables in the clean dataset have been named following the camelCase convention. The raw as well as the clean data set have variable labels which are either same as the questions in the questionairre or some subset of the questions' text. All variable level notes documenting the changes made have a common string of ED. Hence typing notes search ED will present all the notes associated to the variables of that particular dataset.

In Delhi, new teachers were surveyed, who were not surveyed during the Teacher Motivation Survey. This was done since all the teachers from the list had dropped out due to one reason or the other. The status of these teachers can be seen using the teacherStatus variable. This is a categorical variable. Teachers covered during the teacher motivation survey have status "TM Data available". Those teachers who have joined STIR's network after the teacher motivation survey have status "New STIR teacher" and those teachers who are not part of STIR's network have status "Non-STIR teacher". 7 teachers are new teachers in STIR's network (304507,313903,313904,314902,314903,319003,318004) and 4 teachers (305307,305306,301402,301403) are not part of the STIR network.

Based on teachers status (TM data available, New STIR teacher or non STIR teacher), schools have been classified into 4 categories. This can be seen from the variable called school status. 406 schools across both Delhi and Uttar Pradesh have all teachers surveyed for whom teacher motivation data is available. In 4 schools (3045,3139,3149,3190) all teachers who have been surveyed are those who have joined STIR's network after the teacher motivation survey. One school (3014) is such that only non-STIR teachers have been surveyed, rest have all dropped out. And in one school (3053) one STIR teacher for whom teacher motivation data is available and two non-STIR teachers have been surveyed. The reason for this was that the teacher who was part of STIR's network did not allow students to be tested.

Student Testing Data Set

Purpose: The student testing tool is used to compute student learning levels. The tool has two main sections - Hindi Reading and math. Hindi Reading ranges from Letters to Story. A student progresses to the next question if he or she reads the paragraph/story/collection of words with 3 or less than 3 mistakes. A students' hindi level is denoted by the maximum level he or she has succesfully answered. At the end of each story the student is asked two questions. While the answer of the question has no direct bearing on whether or not he or she moves forward, it is an interesting data-point which captures the comprehension ability of the student. Similarly the math section ranges from single digit numbers to fractions. If a student gets at least one of the two sub-questions for each question correct he or she moves to the next question. A students math level is computed using the same logic as in Hindi. This data set has on average 10 observations (students) per teacher. Note for few teachers the number may be less than 10 due to logistic constraints auch as absenteeism, low enrollment etc. Thus the data set is unique at the student level. A student code has been generated. This can be used as a unique identifier. This data is in long format where each row represents a student. The data set can be linked to all other data sets using teacher code. However since all other files are also in long form but with different dimensions there may be repeating values. A cleaner solution would be to reshape all files wide and merge using teacher code (which would then be unique for all files).

Data Cleaning: The Data Cleaning specific to the Student testing data file serves the following requirements: 1. Reshaping the data from the csvs which are in a wide form to the long format. 2. Correcting coding mistakes by enumerators where all students of the same class do not have the same grade. 3. Correcting for those cases where the grade coded is different than actual grades: In Delhi the initial target grades were 1st to 5th However this was later expanded to 1st to 8th. Before the surveyCTO form was updated grades beyond 5th were coded as 5th and grades below 1st were coded as 1st. 4. Dropping those cases of dummy coding: In Delhi the 10 students' testing for each teacher was divided among multiple enumerators. Given that the SurveyCTO form was designed for complete 10 Students, a number of forms had to be completed as dummy data. These are identifiable by Student names. These have been dropped.

Final Variables: The variables kept in the final dataset are identifiers for region (Delhi or UP), grade, enumerator, school teacher. It also has variables denoting Hindi Level, Math level (generated using logic mentioned above) comprehension questions and time elapsed (where a student is unable to answer). A student ID is also generated. This student ID indicates the lowest level of the dataset. The dataset is unique at the student ID level.

Variable notes: All changes made have been recorded as variable notes. They have a common string of ED.

Due to logistical constraints, 5 teachers have only CO data (These are teacher codes: 152103,157902,158403,158503,305304). Similarly 9 teachers have no CO data only have student testing data, (Teacher Code: 302301,304303,309203,311401,313401,314102,316001,316202,320001). These are due to teachers being absent when the team visited or were unavailable for some reason.

ED- The student name is used to identify the cases where there has been dummy coding in Delhi. This was done before saving the complete dataset in the previous section. That identifier has been used here to drop after reshaping long. What we are left with are those students for whom the survey was actually conducted.

ED- Grades have been edited for a few teachers in Delhi. The reason for this in some cases is coding errors on the part of the enumerators The majority cases are due to the constraints with respect to the SurveyCTO form. These were cases where the actual grade was above 5th grade (6,7,8) but was coded as 5th or actual grade was UKG but was coded as 1st due to how the SurveyCTO form was defined. This has been edited using the status sheet which is updated everyday after field visits based on de-briefing with enumerators. In U.P. the same has been done after reconciling with the hard copy student information sheets.

ED- In Delhi initially suverys were also conducted in pre-primary grades and grades above 8th. These have been dropped.

Classroom_Obs_All_Data

# Cases	4752
# Variable(s)	33

File Structure	Type: relational Key(s): school (School Code) , teacher (Teacher Code) , round (Classroom Observation Round Number)

Notes

STIR ("http://www.stireducation.org/") Baseline Survey Dataset
Domain:STIR works in the education sector and seeks to empower teachers to impact student learning positively.

Background: This dataset represents the baseline data for the STIR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae-Bareily districts of Uttar Pardesh; and Affordable Private schools in East Delhi. The evaluation has been designed and conducted by IDinsight("http://www.idinsight.org"). This survey is conducted as part of the SIEF grant by the World Bank. The survey has 2 broad components: Testing the learning level of Students and Observing the classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. The Randomization has been done at the school level. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STIRs base model, STIRs advanced model and a control (pure in UP; placebo in Delhi). The project is still in the first year of the two-year evaluation. On average the teaching practices of 3 teachers are observed per school and 10 students on average are selected for each teacher for testing. Prior to this a first round of baselines were conducted in which teacher motivation level was looked at.

Tools for Surveying: The Student Testing tool is based on the ASER Student testing tool. The ASER tool has two sections - Hindi and Math. There are 5 questions in the hindi and 6 questions in the math, the difficulty of which increases ordinally. One question of additional difficulty was added in each section to prevent maxing out by a large proportion of students. The Classroom Observation tool is based on an activity based tool to which a 6 point child friendliness ASER matrix was added and also a section to code verbal interactions between teachers and students within the classroom.

Variables: The variables in the clean dataset have been named following the camelCase convention. The raw as well as the clean data set have variable labels which are either same as the questions in the questionairre or some subset of the questions' text. All variable level notes documenting the changes made have a common string of ED. Hence typing notes search ED will present all the notes associated to the variables of that particular dataset.

In Delhi, new teachers were surveyed, who were not surveyed during the Teacher Motivation Survey. This was done since all the teachers from the list had dropped out due to one reason or the other. The status of these teachers can be seen using the teacherStatus variable. This is a categorical variable. Teachers covered during the teacher motivation survey have status "TM Data available". Those teachers who have joined STIR's network after the teacher motivation survey have status "New STIR teacher" and those teachers who are not part of STIR's network have status "Non-STIR teacher". 7 teachers are new teachers in STIR's network (304507,313903,313904,314902,314903,319003,318004) and 4 teachers (305307,305306,301402,301403) are not part of the STIR network.

Based on teachers status (TM data available, New STIR teacher or non STIR teacher), schools have been classified into 4 categories. This can be seen from the variable called school status. 406 schools across both Delhi and Uttar Pradesh have all teachers surveyed for whom teacher motivation data is available. In 4 schools (3045,3139,3149,3190) all teachers who have been surveyed are those who have joined STIR's network after the teacher motivation survey. One school (3014) is such that only non-STIR teachers have been surveyed, rest have all dropped out. And in one school (3053) one STIR teacher for whom teacher motivation data is available and two non-STIR teachers have been surveyed. The reason for this was that the teacher who was part of STIR's network did not allow students to be tested.

For 13 teachers (301903, 301904, 302102, 302104, 306104, 306602, 308902, 309305, 309801, 310001, 313202, 314902, 318301) the time stamp is missing due to a technical glitch in the phone. These were dropped for all analysis that were by time of day.

Classroom Observation Data Set
Overview: The classroom observation tool has 4 sections. Amongst these 4 sections, Sections 1,2 and 4 are similar in content and structure. These three sections are activity based with a few questions on child - friendliness. Section 3 has a different structure. This section captures verbal interactions between students and teachers in the classroom by asking a series of

questions 30 times every 5 seconds. From an analysis stand-point it is best to deal with Sections 1,2 and 4 as one chunk and section 3 separately.

Purpouse: This data set has to do with Sections 1, 2 and 4. 2 questions are asked in round 3 apart from the verbal interaction bit. These are to do with teacher activities and student activities. These two questions from round three are considered in this dataset as well. Thus this dataset has all 4 rounds, but round 3 is represented by only 2 questions. This part of the class room observation tool has questions on the activities of the teacher and students in the classroom, what materials are used in teaching as well as child-friendliness questions which are related to if the teacher smiles/jokes, if the student asks atleast one question, if the students' work is displayed and if local information is used. This data set also has a variable which captures topics covered in class. This question can act as an important link between the Student teating tool and Class room observation tool and help us look at interesting relations between what is being taught in relation to the level of students. This data set has 4 observations per teacher. Thus the data set is unique by a combination of teacher code and round. This data is in long format where each row represents a teacher and round combination. The data set can be linked to all other data sets using teacher code. However since all other files are also in long form but with different dimensions there may be repeating values. A cleaner solution would be to reshape all files wide and merge using teacher code (which would then be unique for all files).

Data Cleaning: The Data Cleaning specific to the Classroom Observation data file serves the following requirements: 1. Reshaping the data from the csvs which are in a wide form to the long format. 2. Using grades corrected in the Student testing part in the classroom observation part as well. 3. Dropping those cases of dummy coding: In Delhi one teacher was surveyed by multiple enumerators. Hence a few of the forms have no CO part. These are dropped.

Final Variables: The variables kept in the final dataset are identifiers for region (Delhi or UP), grade, enumerator, school teacher. It also has variables denoting classroom activities, child-friendliness and content being taught. All variables have been renamed to make it easier to understand and have been labeled as per the question.

The variables part of the classroom observation dataset are not all collected in all rounds of the classroom observation. Only teacher activities and number of students in different activities are collected in all four rounds. The ASER child friendliness matrices and main subject and topics used are not collected in round 3. Similarly whether the students' work is displayed in the class is only collected in one round. While these appear as missing data they are not really missing. Similarly materials used and main topics are a multiple select option ie the enumerator can choose more than one main materials used and more than one main topics taught in the class. Thus if mainTopic2 is blank it is not that the data is missing, rather only one main topic is being taught. All such variables have been labelled accordingly. If one needs to keep only the relevant observations for EACH variable, they need to filter for values above 0 (positive values). All other cases have been given values less than 0 (-999,-888 etc.)

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ED- Grades have been edited for a few teachers in Delhi. The reason for this in some cases is coding errors on the part of the enumerators The majority cases are due to the constraints with respect to the SurveyCTO form. These were cases where the actual grade was above 5th grade (6,7,8) but was coded as 5th or actual grade was UKG but was coded as 1st due to how the SurveyCTO form was defined. This has been edited using the status sheet which is updated everyday after field visits based on de-briefing with enumerators.

ED- In Delhi initially suverys were also conducted in pre-primary grades and grades above 8th. These have been dropped.

Due to logistical constraints, 5 teachers have only CO data (These are teacher codes: 152103,157902,158403,158503,305304). Similarly 9 teachers have no CO data only have student testing data, (Teacher Code: 302301,304303,309203,311401,313401,314102,316001,316202,320001). These are due to teachers being absent when the team visited or were unavailable for some reason.

Flanders_All_Data

# Cases	35640
# Variable(s)	14
File Structure	Type: relational Key(s): school (School Code) , teacher (Teacher Code) , flandersRound

Notes

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Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. The Randomization has been done at the school level. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STIRs base model, STIRs advanced model and a control (pure in UP; placebo in Delhi). The project is still in the first year of the two-year evaluation. On average the teaching practices of 3 teachers are observed per school and 10 students on average are selected for each teacher for testing. Prior to this a first round of baselines were conducted in which teacher motivation level was looked at.

Tools for Surveying: The Student Testing tool is based on the ASER Student testing tool. The ASER tool has two sections - Hindi and Math. There are 5 questions in the hindi and 6 questions in the math, the difficulty of which increases ordinally. One question of additional difficulty was added in each section to prevent maxing out by a large proportion of students. The Classroom Observation tool is based on an activity based tool to which a 6 point child friendliness ASER matrix was added and also a section to code verbal interactions between teachers and students within the classroom.

Variables: The variables in the clean dataset have been named following the camelCase convention. The raw as well as the clean data set have variable labels which are either same as the questions in the questionairre or some subset of the questions' text. All variable level notes documenting the changes made have a common string of ED. Hence typing notes search ED will present all the notes associated to the variables of that particular dataset.

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Based on teachers status (TM data available, New STIR teacher or non STIR teacher), schools have been classified into 4 categories. This can be seen from the variable called school status. 406 schools across both Delhi and Uttar Pradesh have all teachers surveyed for whom teacher motivation data is available. In 4 schools (3045,3139,3149,3190) all teachers who have been surveyed are those who have joined STIR's network after the teacher motivation survey. One school (3014) is such that only non-STIR teachers have been surveyed, rest have all dropped out. And in one school (3053) one STIR teacher for whom teacher motivation data is available and two non-STIR teachers have been surveyed. The reason for this was that the teacher who was part of STIR's network did not allow students to be tested.

Due to logistical constraints, 5 teachers have only CO data (These are teacher codes: 152103,157902,158403,158503,305304). Similarly 9 teachers have no CO data only have student testing data, (Teacher Code: 302301,304303,309203,311401,313401,314102,316001,316202,320001). These are due to teachers being absent when the team visited or were unavailable for some reason.

Flanders Data Set

Overview: The classroom observation tool has 4 sections. Amongst these 4 sections, Sections 1,2 and 4 are similar in content and structure. These three sections are activity based with a few questions on child - friendliness. Section 3 has a different structure. This section captures verbal interactions between students and teachers in the classroom by asking a series of questions 30 times every 5 seconds. From an analysis stand-point it is best to deal with Sections 1,2 and 4 as one chunk and section 3 separately.

Purpose: This data set has to do with Section 3. This part of the class room observation tool is based on the flanders tool which is used to quanitfy verbal interaction in the classroom. This section has 30 sets of questions to be coded by enumerators every 5 seconds. The questions basically look at who is speaking and what is being said. This data set has 30 observations per teacher. Thus the data set is unique by a combination of teacher code and flandersRound. This data is in long format where each row represents a teacher and flanders round combination. The data set can be linked to all other data sets using teacher code. However since all other files are also in long form but with different dimensions there may be repeating values. A cleaner solution would be to reshape all files wide and merge using teacher code (which would then be unique for all files).

Data Cleaning: The Data Cleaning specific to the Flanders data file is same as that for the Classroom Observation Data 1. Reshaping the data from the csvs which are in a wide form to the long format. 2. Using grades corrected in the Student testing part in the classroom observation part as well. 3. Dropping those cases of dummy coding: In Delhi one teacher was surveyed by multiple enumerators. Hence a few of the forms have no CO part. These are dropped.

Final Variables: The variables kept in the final dataset are identifiers for region (Delhi or UP), grade, enumerator, school teacher. It also has variables denoting who is speaking and what they are saying.

The basic variables of the flanders data set denote who is speaking (teacher, student or no onw) and what is being said. At each point only one person is observed as speaking (ie either student or the teacher or no one). In this case if a teacher is speaking then the answer to what is the student saying would not be recorded. Hence while it appears as missing it is due to the exclusivity of the questions in the tool. All such cases have been given negative values (-999). Thus if one filters for values greater than 0 they are left with the relevant observations.

ED- The student name is used to identify the cases where there has been dummy coding in Delhi. This was done before saving the complete dataset in the previous section. That identifier has been used here to drop after reshaping long. What we are left with are those students for whom the survey was actually conducted.

ED- Grades have been edited for a few teachers in Delhi. The reason for this in some cases is coding errors on the part of the enumerators The majority cases are due to the constraints with respect to the SurveyCTO form. These were cases where the actual grade was above 5th grade (6,7,8) but was coded as 5th or actual grade was UKG but was coded as 1st due to how the SurveyCTO form was defined. This has been edited using the status sheet which is updated everyday after field visits based on de-briefing with enumerators.

ED- In Delhi initially suverys were also conducted in pre-primary grades and grades above 8th. These have been dropped.

TeacherMotivation_Data

# Cases	1935
# Variable(s)	46
File Structure	Type: relational Key(s): school (School Code) , teacher (Teacher Code)

Notes

Teacher Motivation Dataset:

Overview: The teacher motivation survey was conducted as a first round of baseline between February and April 2015. This happened much before the classroom observation and student learning survey to gauge teacher motivation levels before interacting with STIR. To measure teacher motivation a self-administered questionnaire was created which was based on two prominent behavioral economic theories: 1. Different people value different things and 2. Positive and negative experiences matter differently. The 40 question questionnaire was then used to collect data which was then collapsed to create one single number which has been called the Teacher Motivation Index.

Computation of the Index: There were two broad types of questions in the teacher motivation questionaire which encompassed 10 broad themes. The first kind of questions were where teachers had to either agree or disagree with a variety of statements. These include statements on job security, family support etc. There were also questions which were used to gauge how teachers value parameters such as distance, support from colleagues etc. The same questions were asked both positively and negatively. This resulted in 40 total questions. The sum of answers to all the positively framed questions were added up. From this the sum of all answers to the negatively framed questions were subtracted. The resulting value was divided by 20 to arrive at the index value. This data set is unique at the teacher level.

Final variables: The final variables include school code, teacher code, answers to all the individual questions, sum of values of all the positive answers, sum of all the values of all the negative answers, the count (which is 20) and the final index value, which has been called the teacher motivation index.

Naming of the final variables: The variables representing the individual questions have been named following an ABCC convention. A is 1 if it is a statement question with which teachers had to agree or disagree and 2 if it is a question on how teachers value different parameters. B is 1 if it is a positively framed statement or a question on how teachers value positive parameters and 2 if it is negatively framed statements and pertaining negative values. CC represents the category number. There are 10 broad categories. They are however not serially numbered ie do not go frop 01 to 10. Eg: 06,09,12,13,14 are missing. The orignal teacher motivation questionaire was across 15 broad categories (60 questions). This was reduced to make it less time consuming. The most relevant 10 categories were preserved.

Labels with question variables: The labels associated with the questions of the Teacher Motivation survey (named with prefix q) follow a fixed convention. These 40 questions are on 10 broad themes. For each theme there is a statement question (which is used to gauge the current situation of teachers) and a question on how teachers value (by using scenarios) a certain parameter. Further more each question is asked once positively and once negatively. This makes a possible 4 combination for each theme, thus the 40 question. The label is defined to first describe the broad theme and in brackets the combination of question type and question tone. Eg: In label "x(a,b)" "x" would be the broad theme of the question, "a" would be if it is a statement question or value (scenario) question and "b" would if it is asked positively or negatively.

TeacherDataset

# Cases	2032
# Variable(s)	9
File Structure	Type: relational Key(s): school (School Code) , teacher (Teacher Code)

Notes

Teacher Demographics Dataset:

Overview: While all the other datasets provided have outcome variables collected from surveying, the teacher demographic dataset is provides demographic information of the teachers. Note only codes are used to represent teachers, schools, district and clusters to ensure anonymity. Demographic data is included for all teachers who were visited in both rounds of the baseline survey from both Delhi and Uttar Pradesh. This data set is unique at the teacher (teachercode) level.

Final variables: The variables in the data file include identifiers for region, district, cluster, school and teachers. Also data on age, experience in teaching, gender and level of education of the teachers is also available. This data was reported directly by

teachers. If a teacher has not reported any field, it has been given a value of -999. This way be keeping all positive values the relevant observations can be filtered.

SchoolClusterDataset

# Cases	450
# Variable(s)	5
File Structure	Type: relational Key(s): school (School Code)

<u>Notes</u>

School Cluster Dataset:

Overview: This data set gives all the schools mapped to the various treatment arms. As mentioned before, both RCT's (in Delhi and UP), 3 treatment arms: Intrinsic motivators, Extrinsic motivators and control (Pure in U.P., placebo in Delhi). The extrinsic motivators are then classified into various bundles based on the kind of motivators provided to teachers eg: Local recognition as a motivator or exposure as a motivator. This data set is unique at the school level. It can be used individually as well as by merging it back in to the other data files using school (schoolcode) to undertake treatment arms wise analysis.

Final variables: The final variables in this data file are indicators for geography, school, tratment status, which extrinsic bundle a school belongs to and what cluster a school belongs to. Note that the extrinsicPackage variable will have data only if a school is in the extrinsic motivator arm. If the school is a control or intrinsic motivator school this data will not be applicable. This has been replaced by -999. Hence if positive values are kept in this column then one would have a list of all the etrinsic motivators school.

Variables List

Dataset contains 120 variable(s)

File Student_Testing_All_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
1	KEY	Survey formID	discrete	character-41	10765	0	SurveyCTO-generated unique ID
2	region	Geography	discrete	numeric-8.0	10765	0	Select your region
3	school	School Code	continuous	numeric-9.0	10765	0	Select your school
4	schoolSt ..	Status of school based on teachers surveyed	discrete	numeric-44.0	10765	0	-
5	teacher	Teacher Code	continuous	numeric-9.0	10765	0	Please select the teacher's name and enter the classroom
6	teacherS ..	Teacher's Status	discrete	numeric-17.0	10765	0	-
7	grade	Student Grade	discrete	numeric-9.0	10765	0	Student's grade
8	enumerator	Surveyor Code	continuous	numeric-9.0	10765	0	Select your name
9	student	Student Code	continuous	numeric-10.0	10765	0	-
10	hindiLevel	Maximum level in Hindi	discrete	numeric-9.0	10765	0	-
11	mathLevel	Maximum level in Math	discrete	numeric-14.0	10765	0	-
12	comprehe ..	Comprehension Questions	discrete	numeric-8.0	10765	0	-
13	timeElap ..	Time elapsed	discrete	numeric-8.0	10765	0	-

File Classroom_Obs_All_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
1	KEY	Survey formID	discrete	character-41	4752	0	SurveyCTO-generated unique ID
2	region	Geography	discrete	numeric-8.0	4752	0	Select your region
3	school	School Code	continuous	numeric-39.0	4752	0	Select your school
4	teacher	Teacher Code	continuous	numeric-40.0	4752	0	Please select the teacher's name and enter the classroom
5	grade	Teacher Grade	discrete	numeric-9.0	4752	0	Student's grade
6	enumerator	Surveyor Code	continuous	numeric-24.0	4752	0	Select your name
7	date	Date of Classroom Observation	discrete	character-11	4752	-	-
8	classObs ..	Classroom entry time stamp	discrete	numeric-11.0	4752	0	-
9	round	Classroom Observation Round Number	discrete	character-6	4752	0	-
10	time	Time of Classroom Observation	discrete	character-41	4752	0	-
11	teacherC ..	What the teacher is doing in the classroom during this observation	discrete	numeric-80.0	4752	0	What is the teacher currently doing?
12	drillsOr ..	Number of students engaged in drills or practice during this observation	continuous	numeric-8.0	4752	0	How many students are doing each of the following activities? Drills or practice

File Classroom_Obs_All_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
13	groupDis ..	Number of students engaged in group discussions or question and answers during t	continuous	numeric-8.0	4752	0	How many students are doing each of the following activities? Group discussion/questions and answers
14	lectureD ..	Number of students engaged in lectures or demonstrations during this observation	continuous	numeric-8.0	4752	0	How many students are doing each of the following activities? Listening to lecture or demonstration
15	silentWork	Number of students engaged in silent work during this observation	continuous	numeric-8.0	4752	0	How many students are doing each of the following activities? Silent Work
16	offTask	Number of students off task during this observation	continuous	numeric-8.0	4752	0	How many students are doing each of the following activities? Off Task
17	teacherF ..	If the teacher teacher smiled, laughed or joked with at least some students duri	discrete	numeric-35.0	4752	0	Did the teacher smile, laugh or joke with at least some students?
18	atLeast1Qn	If the students asked atleast one question during this observation	discrete	numeric-35.0	4752	0	Did the students ask the teacher at least one question?
19	localInf ..	If the teacher used local information to make academic content relevant during t	discrete	numeric-35.0	4752	0	Did the teacher use local information to make academic content relevant?
20	learning ..	If the teacher used any learning aides (posters, chalkboard, supplies) during th	discrete	numeric-35.0	4752	0	Did the teacher use any learning aides (posters, chalkboard, supplies) other than the textbook?
21	groupWork	If the teacher asked children to work in small groups or pairs during this obser	discrete	numeric-35.0	4752	0	Did the teacher ask children to work in small groups or pairs?
22	material ..	Materials used during this observation	discrete	numeric-35.0	4752	0	Which materials were in use during the observation?
23	material ..	Materials used during this observation	discrete	numeric-35.0	4752	0	Which materials were in use during the observation?
24	material ..	Materials used during this observation	discrete	numeric-35.0	4752	0	Which materials were in use during the observation?
25	material ..	Materials used during this observation	discrete	numeric-35.0	4752	0	Which materials were in use during the observation?
26	mainSubj ..	Main subject covered in class during this observation	discrete	numeric-35.0	4752	0	What was the main subject covered in this class?
27	mainTopi ..	Main topic covered in class during this observation	discrete	numeric-35.0	4752	0	What topics were covered in this class?
28	mainTopi ..	Main topic covered in class during this observation	discrete	numeric-35.0	4752	0	What topics were covered in this class?
29	mainTopi ..	Main topic covered in class during this observation	discrete	numeric-35.0	4752	0	What topics were covered in this class?
30	mainTopi ..	Main topic covered in class during this observation	discrete	numeric-35.0	4752	0	What topics were covered in this class?
31	workDisp ..	If work of the students was displayed in the classroom	discrete	numeric-38.0	4752	0	Was children's work displayed in the classroom?
32	schoolSt ..	Status of school based on teachers surveyed	discrete	numeric-44.0	4752	0	-
33	teacherS ..	Teacher's Status	discrete	numeric-17.0	4752	0	-

File Flanders_All_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
1	KEY	-	discrete	character-41	35640	0	SurveyCTO-generated unique ID
2	region	Geography	discrete	numeric-8.0	35640	0	Select your region
3	school	School Code	continuous	numeric-39.0	35640	0	Select your school
4	teacher	Teacher Code	continuous	numeric-40.0	35640	0	Please select the teacher's name and enter the classroom
5	grade	Teacher Grade	discrete	numeric-9.0	35640	0	Student's grade
6	enumerator	Surveyor Code	continuous	numeric-24.0	35640	0	Select your name
7	entryTime	Classroom entry time stamp	continuous	numeric-11.0	35250	390	-
8	flanders ..	-	discrete	character-2	35640	0	-
9	whoSpeak ..	Who is speaking right now?	discrete	numeric-8.0	35640	0	Who is speaking right now?
10	speechSt ..	What is being said right now?	discrete	numeric-23.0	35640	0	What is being said right now?
11	speechTe ..	What is being said right now?	discrete	numeric-42.0	35640	0	What is being said right now?
12	speechOt ..	What is being said right now?	discrete	numeric-18.0	35640	0	What is being said right now?
13	teacherS ..	Teacher's Status	discrete	numeric-17.0	35640	0	-
14	schoolSt ..	Status of school based on teachers surveyed	discrete	numeric-44.0	35640	0	-

File TeacherMotivation_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
1	school	School Code	continuous	numeric-10.0	1935	0	-
2	teacher	Teacher Code	continuous	numeric-10.0	1935	0	-
3	q1104	Job security(Statement,Positive)	discrete	numeric-14.0	1874	61	I do not worry about losing my job.
4	q1215	Own family support(Statement,Negative)	discrete	numeric-14.0	1871	64	My family members don't appreciate my job.
5	q1111	Responibilities related to school(Statement,Positive)	discrete	numeric-14.0	1871	64	I am given many extra responsibilities in my school.
6	q1210	Student involvement(Statement,Negative)	discrete	numeric-14.0	1872	63	Students don't pay attention in the class.
7	q1105	Creative environment(Statement,Positive)	discrete	numeric-14.0	1867	68	I get ample opportunities to show my creativity in the classroom.
8	q1108	Support from parents(Statement,Positive)	discrete	numeric-14.0	1874	61	Parents are proactive about making sure that their child completes his or her homework.
9	q1201	Recognition by supervisor / colleagues(Statement,Negative)	discrete	numeric-14.0	1873	62	I work very hard but don't receive any praise for my work.
10	q1102	Student performance(Statement,Positive)	discrete	numeric-14.0	1869	66	When I work hard, students perform as per my expectations.
11	q1107	Sense of mastery of one's job(Statement,Positive)	discrete	numeric-14.0	1866	69	I find it quite easy to manage the students in the class.
12	q1208	Support from parents(Statement,Negative)	discrete	numeric-14.0	1871	64	Parents don't pay attention to their child's education.

File TeacherMotivation_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
13	q1203	Availability of good teaching learning material(Statement,Negative)	discrete	numeric-14.0	1865	70	I need more teaching learning material but it is not available in the school.
14	q1101	Recognition by supervisor / colleagues(Statement,Positive)	discrete	numeric-14.0	1872	63	My supervisor praises me for my efforts in the school.
15	q1211	Responibilities related to school(Statement,Negative)	discrete	numeric-14.0	1869	66	I am not given any extra responsibilities in the school.
16	q1110	Student involvement(Statement,Positiv	discrete	numeric-14.0	1872	63	Students pay attention in the class.
17	q1202	Student performance(Statement,Negati	discrete	numeric-14.0	1870	65	I work hard but students don't perform as per my expectation.
18	q1115	Own family support(Statement,Positive)	discrete	numeric-14.0	1871	64	My family members praise my efforts.
19	q1205	Creative environment(Statement,Negati	discrete	numeric-14.0	1872	63	I don't have freedom to adopt new methods in my school.
20	q1103	Availability of good teaching learning material(Statement,Positive)	discrete	numeric-14.0	1870	65	I am satisfied with the quality of teaching learning material available in the school.
21	q1207	Sense of mastery of one's job(Statement,Negative)	discrete	numeric-14.0	1865	70	It's tough to manage students in the class.
22	q1204	Job security(Statement,Negative)	discrete	numeric-14.0	1873	62	I feel insecure about my job.
23	q2104	Job security(Value,Positive)	discrete	numeric-10.0	1874	61	When a temporary teacher becomes a permanent in her school, how will she feel?
24	q2107	Sense of mastery of one's job(Value,Positive)	discrete	numeric-10.0	1874	61	If a parent praises teachers' efforts, how motivated will the teacher feel?
25	q2210	Student involvement(Value,Negative)	discrete	numeric-10.0	1874	61	Even after working hard, Neetu's students don't pay attention in class. How will she feel?
26	q2208	Support from parents(Value,Negative)	discrete	numeric-10.0	1874	61	Shyama ensures that she lets parents know of their child's shortcomings but parents don't respond well. How will she feel?
27	q2101	Recognition by supervisor / colleagues(Value,Positive)	discrete	numeric-10.0	1874	61	Suppose a supervisor praises her teachers a lot. How will they feel?
28	q2202	Student performance(Value,Negative)	discrete	numeric-10.0	1874	61	If a teacher works very hard and the students don't perform according to her expectations, how will she feel?
29	q2103	Availability of good teaching learning material(Value,Positive)	discrete	numeric-10.0	1874	61	Suppose a science teacher has charts and models to aid her teaching. How will she feel?
30	q2205	Creative environment(Value,Negative)	discrete	numeric-10.0	1874	61	If a teacher is not appreciated by her colleagues for her innovative methods, how will she feel?
31	q2110	Student involvement(Value,Positive)	discrete	numeric-10.0	1874	61	Suppose most of Madhu's students usually don't pay attention in the class. But, since a few days they are paying attention in the class. How will Madhu feel?
32	q2108	Support from parents(Value,Positive)	discrete	numeric-10.0	1874	61	A teacher always tells parents to pay attention on their child's shortcomings

File TeacherMotivation_Data

#	Name	Label	Type	Format	Valid	Invalid	Question
							and parents do the same. How will the teacher feel?
33	q2115	Own family support(Value,Positive)	discrete	numeric-10.0	1874	61	Mamta's family members support her a lot with respect to her profession. How will she feel?
34	q2211	Responsibilities related to school(Value,Negative)	discrete	numeric-10.0	1873	62	Suppose a teacher, Seeta, isn't given extra responsibilities in the school while her colleague, Pratibha, is given a lot of responsibilities in the school. How will Seeta feel?
35	q2105	Creative environment(Value,Positive)	discrete	numeric-10.0	1874	61	If a teacher does innovative activities with students and her colleagues praise her. How will she feel?
36	q2204	Job security(Value,Negative)	discrete	numeric-10.0	1874	61	Ram is working as a temporary teacher in his school. What is true for him?
37	q2207	Sense of mastery of one's job(Value,Negative)	discrete	numeric-10.0	1874	61	Whenever Bhawna's subject is discussed, Bhawna is always praised for her inputs. How will she feel?
38	q2111	Responibilities related to school(Value,Positive)	discrete	numeric-10.0	1872	63	If Rekha is given a lot of responsibilities in the school then how will she feel?
39	q2215	Own family support(Value,Negative)	discrete	numeric-10.0	1872	63	A teacher's family is not supportive of her job and she often has to do household chores even after a tiring workday. What is true among the following?
40	q2201	Recognition by supervisor / colleagues(Value,Negative)	discrete	numeric-10.0	1874	61	Saurabh is a principal who never praises his teachers. How will the teachers at his school feel?
41	q2102	Student performance(Value,Positive)	discrete	numeric-10.0	1874	61	Suppose a teacher, Govind, gave a surprise test to his students and students performed well. How will he feel?
42	q2203	Availability of good teaching learning material(Value,Negative)	discrete	numeric-10.0	1874	61	Even after multiple requests, a teacher doesn't get desired teaching material for her class. How will she feel?
43	posIndex	Positive Index	continuous	numeric-9.0	1875	60	-
44	negIndex	Negative Index	continuous	numeric-9.0	1875	60	-
45	count	count	discrete	numeric-9.0	1875	60	-
46	index	Teacher Motivation Index	continuous	numeric-9.0	1874	61	-

File TeacherDataset

#	Name	Label	Type	Format	Valid	Invalid	Question
1	region	Geography	discrete	numeric-13.0	2032	0	-
2	district	District	discrete	numeric-9.0	2032	0	-
3	clusterc ..	Cluster to which a school belongs	discrete	character-3	2032	0	-
4	school	School Code	continuous	numeric-10.0	2032	0	-
5	teacher	Teacher Code	continuous	numeric-10.0	2032	0	-
6	age	Age of teachers (in years as of 2015)	discrete	numeric-16.0	2032	0	-

File TeacherDataset

#	Name	Label	Type	Format	Valid	Invalid	Question
7	teaching ..	Teaching experience (in years as of 2015)	discrete	numeric-23.0	2032	0	-
8	gender	Gender	discrete	numeric-19.0	2032	0	-
9	levelOfE ..	Highest level of Education	discrete	numeric-28.0	2032	0	-

File SchoolClusterDataset

#	Name	Label	Type	Format	Valid	Invalid	Question
1	region	Geography	discrete	numeric-9.0	450	0	-
2	school	School Code	continuous	numeric-10.0	450	0	-
3	treatmen ..	Treatment Arm	discrete	numeric-9.0	450	0	-
4	extrinsi ..	Extrinsic Treatment bundle	discrete	numeric-32.0	450	0	-
5	clusterc ..	Cluster to which a school belongs	discrete	character-3	450	0	-

Quantitative assessment of teacher motivation, classroom practices, and student learning; Delhi and Uttar Pradesh, India; November 2015 - Variables Description

- 20 -

Variables Description

Dataset contains 120 variable(s)

Quantitative assessment of teacher motivation, classroom practices, and student learning; Delhi and Uttar Pradesh, India; November 2015 - Variables Description

- 20 -

File : Student_Testing_All_Data

KEY: Survey formID

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]
Literal question	SurveyCTO-generated unique ID
Notes	ED-KEY == "uuid:d6426b4d-803d-447c-8bdf-534c5c0ac08d" and KEY == "uuid:84b83f6f-c7a8-4440-9108-546a8570a812" were incorrectly entered. Enum Uddhav did not work these days in U.P. These forms were filled out during the training process and hence should not be part of the dataset. ED-For KEY == "uuid:297d2f5e-2ea4-4725-bfc3-1b2cd917dbc1" teacher was initially miscoded in U.P. The correct teacher code is 157602 but was initially coded as 157603 ED-For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher was initially miscoded in U.P. The correct teacher code is 154304 but was initially coded as 154303 ED-For KEY == "uuid:83c01f7d-ef6f-4ace-9c23-d946218458b7" teacher was initially miscoded in U.P. The correct teacher code is 209501 but was initally coded as 209502. ED - For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher 164007 was surveyed twice by mistake in U.P. This has now been corrected here by dropping first instance where the teacher was surveyed

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]
Literal question	Select your region

Value	Label	Cases	Percentage
1	Delhi	3379	31.4%
2	UP	7386	68.6%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-9999] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-] [Mean=2290.795 /-] [StdDev=896.162 /-]
Literal question	Select your school

schoolStatus: Status of school based on teachers surveyed

Information	[Type= discrete] [Format=numeric] [Range= 0-3] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	All teachers have TM data	10677	99.2%
1	All teachers are new STIR teachers	48	0.4%
2	All teachers are non STIR teachers	20	0.2%
3	Teachers surveyed are both STIR and non-STIR	20	0.2%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

teacher: Teacher Code

Information	[Type= continuous] [Format=numeric] [Range= 150102-999910] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-] [Mean=229082.86 /-] [StdDev=89616.301 /-]
Literal question	Please select the teacher's name and enter the classroom
Notes	ED- In PS Pure Makrahan Aihar, a new teacher was surveyed using the name of another teacher with code 155201 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 155202 ED- In PS Daud Pur Ramnagar, a new teacher was surveyed using the name of another teacher with code 154703 There are two other teachers from this school (154702 and 154701). Hence the new teacher code created is the numerically next option ie. 154704 ED- In UPS Domaila, a new teacher was surveyed using the name of another teacher with code 201801 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 201802

File : Student_Testing_All_Data

teacher: Teacher Code

ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200103 This new teacher already had a teacher code but was not part of the ODK form on that day. Has been replaced with the orignal teacher code 200104.

ED- One teacher was surveyed in PS DHURI KHERA-GAHIRI even though initially the school associated was PS BARAHA - I. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There is already one teacher in the school hence the code used is the next possible one numerically.

ED- One teacher was surveyed in UPS RANIKHERA even though initially the school associated was PS KANKHARA. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There is already two teacher in the school hence the code used is the next possible one numerically.

ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999902 was used has now been replaced with 888801. NOTE: the teacher with code 999902 originally had dropped out so it was a simple change.

ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999903 has now been replaced with 888802. NOTE: the teacher with code 999903 originally had also been surveyed so grade had to be used additionally to identify.

ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999904 has now been replaced with 888803. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.

ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999909 has now been replaced with 888804. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.

ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200106 This new teacher already had a teacher code but was not part of the ODK form on that day. Grade had to be used to identify the case since there were multiple forms with teacher code 200106. Has been replaced with the orignal teacher code 200104.

ED-In JGM School in Delhi one teacher had been miscoded by an enumerator. The initial teacher code assigned was 312202. This has now been replaced by 312201.

ED-In RB Convent School in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (304506) who had dropped out. Corrected here.

ED-In RamanDeep Vidya Bhavan in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (319001) who had dropped out. Corrected here. note: In Delhi specifically since multiple enumerators surveyed one teacher, many ST cases have been dummy coded. These are identified by Student name.

teacherStatus: Teacher's Status

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	TM Data available	10677	99.2%
1	New STIR teacher	48	0.4%
2	Non-STIR teacher	40	0.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

grade: Student Grade

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]
Literal question	Student's grade
Notes	ED- for teacher = 302503, 1 of the 10 STs had grade 0(pre-primary)and remaining grade 1. This has now been edited for first across all of them. ED- for teacher = 302702, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them. ED- for teacher = 306401, 8 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them. ED- for teacher = 308901, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them. ED- for teacher = 308901, 3 of the 7 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them. ED- for teacher = 303701, 2 of the 4 STs had grade 3 and remaining grade 5. This has now been edited for fifth across all of them.

File : Student_Testing_All_Data

grade: Student Grade

ED- for teacher = 308904, 9 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.

ED- for teacher = 317002, 6 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.

ED- for teacher = 313504, 3 of the 10 STs had grade 5 and remaining grade 7. This has now been edited for seventh across all of them.

ED- for teacher = 316702, 9 of the 10 STs had grade 1 and remaining grade 5. This has now been edited for first across all of them.

ED- for teacher = 318903, 3 of the 5 STs had grade 1 and remaining grade 2. This has now been edited for first across all of them.

ED- Teacher 164007 had 9 students from grade 7th and 1 from pre-primary This has now been edited for seventh across all of them.

ED- Teacher 207307 had 9 students from grade 2nd and 1 from pre-primary This has now been edited for second across all of them.

ED- In U.P. for 2 teachers(164007,207307)student grade coded as pre-primary. Edited here

ED- Teacher 159402 had 5 students from grade 5, 4 from grade 4 and 1 grade 2 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact 5 from grade 4. Duly changed

ED- Teacher 159902 had 1 student from grade 4 and 9 from grade 5 After reconciliation with student information hard copies, it was figured out that there were no students from grade 5 and were infact all from grade 5. Duly changed

ED- Teacher 160802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

ED- Teacher 162102 had 1 student from grade 4 and 8 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 4 and were infact all from grade 3. Duly changed

ED- Teacher 201504 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

ED- Teacher 204804 had 1 student from grade 7 and 9 from grade 8 After reconciliation with student information hard copies, it was figured out that there were no students from grade 7 and were infact all from grade 8. Duly changed

ED- Teacher 206802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

ED- Teacher 206903 had 1 student from grade 2 and 4 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

ED- Teacher 209002 had 1 student from grade 3 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 3 and were infact all from grade 4. Duly changed

ED- Teacher 210103 had 1 student from grade 1 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 1 and were infact all from grade 4. Duly changed

ED- In Delhi for teacher 319802 grade was coded as First instead of nursery

ED- In Delhi for teacher 308401 grade was coded as third instead of second

ED- In Delhi for teacher 308602 grade was coded as fifth instead of fourth

ED- In Delhi for teacher 308602 grade was coded as fourth instead of fifth

ED- In Delhi for teachers (302504,309502,310803,311702,314703,315902) grade was coded as fifth instead of sixth

ED- In Delhi for teachers (301902,302502,303705,311901,314701,888801) grade was coded as fifth instead of seventh

ED- In Delhi for teachers (302804,303603,303802,307003,308902,310201,311801,311902,319804) grade was coded as fifth instead of eighth

ED- In Delhi for teachers (302801,303101,303606,304701,305401,306306,307101,307104,307404,308201,308203,308603, 309104,309203,309303,309702,310302,310501,311002,312005,313403,313801,314003,314402,315602,315903,316704,317101, 317804,318803) grade was coded as first instead of UKG

Value	Label	Cases	Percentage
1	First	1255	11.7%
2	Second	1327	12.3%
3	Third	1562	14.5%
4	Fourth	1555	14.4%
5	Fifth	1592	14.8%
6	Sixth	1035	9.6%
7	Seventh	1062	9.9%
8	Eight	1084	10.1%
9	UKG	293	2.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Student_Testing_All_Data

enumerator: Surveyor Code

Information	[Type= continuous] [Format=numeric] [Range= 6-110] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-] [Mean=33.189 /-] [StdDev=28.591 /-]
Literal question	Select your name

student: Student Code

Information	[Type= continuous] [Format=numeric] [Range= 15010201-99991010] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-] [Mean=22908291.245 /-] [StdDev=8961630.222 /-]

hindiLevel: Maximum level in Hindi

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Nothing	1526	14.2%
1	Letter	2355	21.9%
2	Word	2062	19.2%
3	Paragraph	1259	11.7%
4	Story1	850	7.9%
5	Story2	699	6.5%
6	Story3	2014	18.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mathLevel: Maximum level in Math

Information	[Type= discrete] [Format=numeric] [Range= 0-7] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Nothing	1421	13.2%
1	Single-Digit	3125	29.0%
2	Double-Digit	1498	13.9%
3	Addition	1246	11.6%
4	Subtraction	1236	11.5%
5	Multiplication	849	7.9%
6	Division	959	8.9%
7	Fractions	431	4.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

comprehensionQuestions: Comprehension Questions

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0		7096	65.9%
1		870	8.1%
2		862	8.0%
3		716	6.7%
4		619	5.8%
5		299	2.8%

File : Student_Testing_All_Data
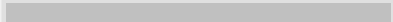
comprehensionQuestions: Comprehension Questions

Value	Label	Cases	Percentage
6		303	2.8%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

timeElapsed: Time elapsed

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=10765 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0		9005	83.7%
1		1096	10.2%
2		472	4.4%
3		109	1.0%
4		63	0.6%
5		11	0.1%
6		9	0.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Classroom_Obs_All_Data

KEY: Survey formID

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	SurveyCTO-generated unique ID
Notes	ED-KEY == "uuid:d6426b4d-803d-447c-8bdf-534c5c0ac08d" and KEY == "uuid:84b83f6f-c7a8-4440-9108-546a8570a812" were incorrectly entered. Enum Uddhav did not work these days in U.P. These forms were filled out during the training process and hence should not be part of the dataset. ED-For KEY == "uuid:297d2f5e-2ea4-4725-bfc3-1b2cd917dbc1" teacher was initially miscoded in U.P. The correct teacher code is 157602 but was initially coded as 157603 ED-For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher was initially miscoded in U.P. The correct teacher code is 154304 but was initially coded as 154303 ED-For KEY == "uuid:83c01f7d-ef6f-4ace-9c23-d946218458b7" teacher was initially miscoded in U.P. The correct teacher code is 209501 but was initally coded as 209502. ED - For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher 164007 was surveyed twice by mistake in U.P. This has now been corrected here by dropping first instance where the teacher was surveyed

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Select your region

Value	Label	Cases		Percentage
1	Delhi	1384		29.1%
2	UP	3368		70.9%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-9999] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=2254.606 /-] [StdDev=876.571 /-]
Literal question	Select your school

teacher: Teacher Code

Information	[Type= continuous] [Format=numeric] [Range= 150102-999910] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=225463.962 /-] [StdDev=87657.232 /-]
Literal question	Please select the teacher's name and enter the classroom
Notes	ED- In PS Pure Makrahan Aihar, a new teacher was surveyed using the name of another teacher with code 155201 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 155202 ED- In PS Daud Pur Ramnagar, a new teacher was surveyed using the name of another teacher with code 154703 There are two other teachers from this school (154702 and 154701). Hence the new teacher code created is the numerically next option ie. 154704 ED- In UPS Domaila, a new teacher was surveyed using the name of another teacher with code 201801 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 201802 ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200103 This new teacher already had a teacher code but was not part of the ODK form on that day. Has been replaced with the orignal teacher code 200104. ED- One teacher was surveyed in PS DHURI KHERA-GAHIRI even though initially the school associated was PS BARAHA - I. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There is already one teacher in the school hence the code used is the next possible one numerically. ED- One teacher was surveyed in UPS RANIKHERA even though initially the school associated was PS KANKHARA. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There are already two teacher in the school hence the code used is the next possible one numerically. ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999902 was used has now been replaced with 888801. NOTE: the teacher with code 999902 originally had dropped out so it was a simple change. ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999903 has now been replaced with 888802. NOTE: the teacher with code 999903 originally had also been surveyed so grade had to be used additionally to identify.

File : Classroom_Obs_All_Data

teacher: Teacher Code

	ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999904 has now been replaced with 888803. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.
	ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999909 has now been replaced with 888804. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.
	ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200106 This new teacher already had a teacher code but was not part of the ODK form on that day. Grade had to be used to identify the case since there were multiple forms with teacher code 200106. Has been replaced with the orignal teacher code 200104.
	ED-In JGM School in Delhi one teacher had been miscoded by an enumerator. The initial teacher code assigned was 312202. This has now been replaced by 312201.
	ED-In RB Convent School in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (304506) who had dropped out. Corrected here.
	ED-In RamanDeep Vidya Bhavan in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (319001) who had dropped out. Corrected here. note: In Delhi specifically since multiple enumerators surveyed one teacher, many ST cases have been dummy coded. These are identified by Student name.

grade: Teacher Grade

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Student's grade
Notes	ED- for teacher = 302503, 1 of the 10 STs had grade 0(pre-primary)and remaining grade 1. This has now been edited for first across all of them.
	ED- for teacher = 302702, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 306401, 8 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 308901, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 308901, 3 of the 7 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 303701, 2 of the 4 STs had grade 3 and remaining grade 5. This has now been edited for fifth across all of them.
	ED- for teacher = 308904, 9 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.
	ED- for teacher = 317002, 6 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.
	ED- for teacher = 313504, 3 of the 10 STs had grade 5 and remaining grade 7. This has now been edited for seventh across all of them.
	ED- for teacher = 316702, 9 of the 10 STs had grade 1 and remaining grade 5. This has now been edited for first across all of them.
	ED- for teacher = 318903, 3 of the 5 STs had grade 1 and remaining grade 2. This has now been edited for first across all of them.
	ED- Teacher 164007 had 9 students from grade 7th and 1 from pre-primary This has now been edited for seventh across all of them.
	ED- Teacher 207307 had 9 students from grade 2nd and 1 from pre-primary This has now been edited for second across all of them.
	ED- In U.P. for 2 teachers(164007,207307)student grade coded as pre-primary. Edited here
	ED- Teacher 159402 had 5 students from grade 5, 4 from grade 4 and 1 grade 2 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact 5 from grade 4. Duly changed
	ED- Teacher 159902 had 1 student from grade 4 and 9 from grade 5 After reconciliation with student information hard copies, it was figured out that there were no students from grade 5 and were infact all from grade 5. Duly changed
	ED- Teacher 160802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
	ED- Teacher 162102 had 1 student from grade 4 and 8 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 4 and were infact all from grade 3. Duly changed
	ED- Teacher 201504 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
	ED- Teacher 204804 had 1 student from grade 7 and 9 from grade 8 After reconciliation with student information hard copies, it was figured out that there were no students from grade 7 and were infact all from grade 8. Duly changed
	ED- Teacher 206802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

File : Classroom_Obs_All_Data

grade: Teacher Grade

ED- Teacher 206903 had 1 student from grade 2 and 4 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
ED- Teacher 209002 had 1 student from grade 3 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 3 and were infact all from grade 4. Duly changed
ED- Teacher 210103 had 1 student from grade 1 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 1 and were infact all from grade 4. Duly changed
ED- In Delhi for teacher 319802 grade was coded as First instead of nursery
ED- In Delhi for teacher 308401 grade was coded as third instead of second
ED- In Delhi for teacher 308602 grade was coded as fifth instead of fourth
ED- In Delhi for teacher 308602 grade was coded as fourth instead of fifth
ED- In Delhi for teachers (302504,309502,310803,311702,314703,315902) grade was coded as fifth instead of sixth
ED- In Delhi for teachers (301902,302502,303705,311901,314701,888801) grade was coded as fifth instead of seventh
ED- In Delhi for teachers (302804,303603,303802,307003,308902,310201,311801,311902,319804) grade was coded as fifth instead of eighth
ED- In Delhi for teachers (302801,303101,303606,304701,305401,306306,307101,307104,307404,308201,308203,308603, 309104,309203,309303,309702,310302,310501,311002,312005,313403,313801,314003,314402,315602,315903,316704,317101, 317804,318803) grade was coded as first instead of UKG

Value	Label	Cases	Percentage
1	First	588	12.4%
2	Second	560	11.8%
3	Third	692	14.6%
4	Fourth	700	14.7%
5	Fifth	704	14.8%
6	Sixth	440	9.3%
7	Seventh	472	9.9%
8	Eight	480	10.1%
9	UKG	116	2.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

enumerator: Surveyor Code

Information	[Type= continuous] [Format=numeric] [Range= 6-110] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=32.746 /-] [StdDev=28.767 /-]
Literal question	Select your name

date: Date of Classroom Observation

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-]

Value	Label	Cases	Percentage
2015-07-16		92	1.9%
2015-07-17		28	0.6%
2015-07-20		156	3.3%
2015-07-21		128	2.7%
2015-07-22		128	2.7%
2015-07-23		120	2.5%
2015-07-24		108	2.3%
2015-07-25		144	3.0%
2015-07-27		120	2.5%
2015-07-29		160	3.4%
2015-07-30		160	3.4%
2015-07-31		84	1.8%
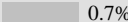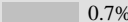
File : Classroom_Obs_All_Data

date: Date of Classroom Observation

Value	Label	Cases	Percentage
2015-08-01		100	2.1%
2015-08-03		100	2.1%
2015-08-04		84	1.8%
2015-08-05		68	1.4%
2015-08-06		92	1.9%
2015-08-07		80	1.7%
2015-08-08		104	2.2%
2015-08-10		12	0.3%
2015-08-11		96	2.0%
2015-08-12		104	2.2%
2015-08-13		116	2.4%
2015-08-14		72	1.5%
2015-08-17		16	0.3%
2015-08-18		80	1.7%
2015-08-19		4	0.1%
2015-08-20		108	2.3%
2015-08-21		120	2.5%
2015-08-22		88	1.9%
2015-08-24		40	0.8%
2015-08-25		100	2.1%
2015-08-26		104	2.2%
2015-08-27		136	2.9%
2015-08-28		96	2.0%
2015-08-31		48	1.0%
2015-09-01		80	1.7%
2015-09-02		152	3.2%
2015-09-03		116	2.4%
2015-09-04		120	2.5%
2015-09-07		108	2.3%
2015-09-08		128	2.7%
2015-09-09		124	2.6%
2015-09-10		64	1.3%
2015-09-11		20	0.4%
2015-09-14		8	0.2%
2015-09-15		12	0.3%
2015-09-17		4	0.1%
2015-09-24		12	0.3%
2015-09-29		12	0.3%
2015-09-30		4	0.1%
2015-10-01		16	0.3%
2015-10-03		4	0.1%
2015-10-05		16	0.3%
2015-10-06		24	0.5%

File : Classroom_Obs_All_Data

date: Date of Classroom Observation

Value	Label	Cases	Percentage
2015-10-07		12	0.3%
2015-10-09		4	0.1%
2015-10-12		12	0.3%
2015-10-13		32	0.7%
2015-10-14		32	0.7%
2015-10-15		24	0.5%
2015-10-16		20	0.4%
2015-10-17		12	0.3%
2015-10-19		8	0.2%
2015-10-26		32	0.7%
2015-10-27		4	0.1%
2015-10-28		28	0.6%
2015-10-29		20	0.4%
2015-10-30		20	0.4%
2015-10-31		12	0.3%
2015-11-02		20	0.4%
2015-11-03		4	0.1%
2015-11-04		28	0.6%
2015-11-05		8	0.2%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

classObservationEntryTime: Classroom entry time stamp

Information	[Type= discrete] [Format=numeric] [Range= -999-1762336200000] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Technical Glitch. Time stamp not captured		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

round: Classroom Observation Round Number

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
Round1		1188	25.0%
Round2		1188	25.0%
Round3		1188	25.0%
Round4		1188	25.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

time: Time of Classroom Observation

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
06:41		1	0.0%
06:46		1	0.0%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
06:51		1	0.0%
06:56		1	0.0%
08:10		1	0.0%
08:15		1	0.0%
08:16		1	0.0%
08:18		2	0.0%
08:19		1	0.0%
08:20		1	0.0%
08:21		2	0.0%
08:23		3	0.1%
08:24		1	0.0%
08:25		1	0.0%
08:26		3	0.1%
08:27		3	0.1%
08:28		3	0.1%
08:29		3	0.1%
08:31		3	0.1%
08:32		6	0.1%
08:33		3	0.1%
08:34		5	0.1%
08:35		1	0.0%
08:36		2	0.0%
08:37		11	0.2%
08:38		1	0.0%
08:39		6	0.1%
08:40		9	0.2%
08:41		1	0.0%
08:42		17	0.4%
08:44		9	0.2%
08:45		15	0.3%
08:47		16	0.3%
08:48		3	0.1%
08:49		7	0.1%
08:50		17	0.4%
08:52		16	0.3%
08:53		14	0.3%
08:54		5	0.1%
08:55		30	0.6%
08:56		4	0.1%
08:57		11	0.2%
08:58		22	0.5%
08:59		3	0.1%
09:00		25	0.5%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
09:01		10	0.2%
09:02		5	0.1%
09:03		29	0.6%
09:04		5	0.1%
09:05		19	0.4%
09:06		24	0.5%
09:07		3	0.1%
09:08		28	0.6%
09:09		12	0.3%
09:10		17	0.4%
09:11		37	0.8%
09:12		3	0.1%
09:13		17	0.4%
09:14		24	0.5%
09:15		3	0.1%
09:16		39	0.8%
09:17		10	0.2%
09:18		9	0.2%
09:19		37	0.8%
09:20		4	0.1%
09:21		33	0.7%
09:22		23	0.5%
09:23		2	0.0%
09:24		37	0.8%
09:25		14	0.3%
09:26		19	0.4%
09:27		35	0.7%
09:29		37	0.8%
09:30		27	0.6%
09:31		6	0.1%
09:32		41	0.9%
09:33		9	0.2%
09:34		25	0.5%
09:35		38	0.8%
09:37		39	0.8%
09:38		19	0.4%
09:39		12	0.3%
09:40		48	1.0%
09:41		5	0.1%
09:42		26	0.5%
09:43		29	0.6%
09:44		7	0.1%
09:45		43	0.9%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
09:46		14	0.3%
09:47		14	0.3%
09:48		43	0.9%
09:49		8	0.2%
09:50		30	0.6%
09:51		22	0.5%
09:52		5	0.1%
09:53		40	0.8%
09:54		16	0.3%
09:55		19	0.4%
09:56		39	0.8%
09:57		3	0.1%
09:58		30	0.6%
09:59		30	0.6%
10:00		5	0.1%
10:01		39	0.8%
10:02		15	0.3%
10:03		20	0.4%
10:04		40	0.8%
10:05		9	0.2%
10:06		30	0.6%
10:07		26	0.5%
10:08		6	0.1%
10:09		35	0.7%
10:10		23	0.5%
10:11		22	0.5%
10:12		35	0.7%
10:14		34	0.7%
10:15		30	0.6%
10:16		5	0.1%
10:17		42	0.9%
10:18		4	0.1%
10:19		20	0.4%
10:20		36	0.8%
10:22		37	0.8%
10:23		11	0.2%
10:24		10	0.2%
10:25		33	0.7%
10:26		5	0.1%
10:27		26	0.5%
10:28		18	0.4%
10:29		7	0.1%
10:30		22	0.5%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
10:31		12	0.3%
10:32		17	0.4%
10:33		28	0.6%
10:34		4	0.1%
10:35		15	0.3%
10:36		16	0.3%
10:37		7	0.1%
10:38		25	0.5%
10:39		7	0.1%
10:40		9	0.2%
10:41		19	0.4%
10:42		3	0.1%
10:43		18	0.4%
10:44		8	0.2%
10:45		3	0.1%
10:46		17	0.4%
10:47		7	0.1%
10:48		11	0.2%
10:49		14	0.3%
10:50		6	0.1%
10:51		10	0.2%
10:52		13	0.3%
10:53		1	0.0%
10:54		10	0.2%
10:55		10	0.2%
10:56		6	0.1%
10:57		16	0.3%
10:59		8	0.2%
11:00		18	0.4%
11:01		3	0.1%
11:02		17	0.4%
11:03		3	0.1%
11:04		7	0.1%
11:05		21	0.4%
11:07		18	0.4%
11:08		8	0.2%
11:09		1	0.0%
11:10		21	0.4%
11:11		3	0.1%
11:12		12	0.3%
11:13		14	0.3%
11:14		1	0.0%
11:15		25	0.5%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
11:16		9	0.2%
11:17		9	0.2%
11:18		21	0.4%
11:19		9	0.2%
11:20		17	0.4%
11:21		18	0.4%
11:22		5	0.1%
11:23		23	0.5%
11:24		22	0.5%
11:25		14	0.3%
11:26		31	0.7%
11:27		2	0.0%
11:28		18	0.4%
11:29		33	0.7%
11:30		8	0.2%
11:31		35	0.7%
11:32		10	0.2%
11:33		12	0.3%
11:34		42	0.9%
11:35		6	0.1%
11:36		29	0.6%
11:37		19	0.4%
11:38		5	0.1%
11:39		51	1.1%
11:40		14	0.3%
11:41		20	0.4%
11:42		34	0.7%
11:44		33	0.7%
11:45		36	0.8%
11:46		7	0.1%
11:47		43	0.9%
11:48		7	0.1%
11:49		22	0.5%
11:50		55	1.2%
11:52		41	0.9%
11:53		18	0.4%
11:54		13	0.3%
11:55		61	1.3%
11:56		4	0.1%
11:57		32	0.7%
11:58		28	0.6%
11:59		6	0.1%
12:00		44	0.9%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
12:01		14	0.3%
12:02		17	0.4%
12:03		39	0.8%
12:04		6	0.1%
12:05		33	0.7%
12:06		24	0.5%
12:07		6	0.1%
12:08		36	0.8%
12:09		14	0.3%
12:10		14	0.3%
12:11		34	0.7%
12:12		2	0.0%
12:13		25	0.5%
12:14		28	0.6%
12:15		2	0.0%
12:16		35	0.7%
12:17		7	0.1%
12:18		15	0.3%
12:19		37	0.8%
12:20		8	0.2%
12:21		25	0.5%
12:22		17	0.4%
12:23		4	0.1%
12:24		40	0.8%
12:25		15	0.3%
12:26		15	0.3%
12:27		27	0.6%
12:29		27	0.6%
12:30		35	0.7%
12:31		5	0.1%
12:32		40	0.8%
12:33		6	0.1%
12:34		13	0.3%
12:35		45	0.9%
12:37		40	0.8%
12:38		12	0.3%
12:39		4	0.1%
12:40		45	0.9%
12:42		30	0.6%
12:43		16	0.3%
12:44		2	0.0%
12:45		34	0.7%
12:46		7	0.1%

File : Classroom_Obs_All_Data

time: Time of Classroom Observation

Value	Label	Cases	Percentage
12:47		20	0.4%
12:48		20	0.4%
12:49		2	0.0%
12:50		21	0.4%
12:51		7	0.1%
12:52		5	0.1%
12:53		14	0.3%
12:54		5	0.1%
12:55		11	0.2%
12:56		7	0.1%
12:58		8	0.2%
12:59		6	0.1%
13:00		3	0.1%
13:01		7	0.1%
13:02		2	0.0%
13:03		4	0.1%
13:04		6	0.1%
13:07		2	0.0%
13:09		4	0.1%
13:12		2	0.0%
13:14		1	0.0%
13:17		2	0.0%
13:28		1	0.0%
13:33		2	0.0%
13:38		2	0.0%
13:43		2	0.0%
13:48		1	0.0%
14:08		1	0.0%
14:13		2	0.0%
14:18		2	0.0%
14:21		1	0.0%
14:23		2	0.0%
14:26		1	0.0%
14:28		1	0.0%
14:31		1	0.0%
14:36		1	0.0%
14:48		1	0.0%
14:53		1	0.0%
14:58		1	0.0%
15:03		1	0.0%
Technical Glitch. Time stamp not captured		52	1.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Classroom_Obs_All_Data

teacherCurrentActivity: What the teacher is doing in the classroom during this observation

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What is the teacher currently doing?

Value	Label	Cases	Percentage	
1	Teaching students (discussing academic material)	3532		74.3%
2	Classroom management (discipline, attendance, or other non-academic interaction)	649		13.7%
3	Out of classroom or off task	571		12.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

drillsOrPractice: Number of students engaged in drills or practice during this observation

Information	[Type= continuous] [Format=numeric] [Range= 0-43] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=4.793 /-] [StdDev=7.77 /-]
Literal question	How many students are doing each of the following activities? Drills or practice

groupDiscussionQA: Number of students engaged in group discussions or question and answers during t

Information	[Type= continuous] [Format=numeric] [Range= 0-39] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=1.678 /-] [StdDev=4.37 /-]
Literal question	How many students are doing each of the following activities? Group discussion/questions and answers

lectureDemonstration: Number of students engaged in lectures or demonstrations during this observation

Information	[Type= continuous] [Format=numeric] [Range= 0-43] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=4.703 /-] [StdDev=8.322 /-]
Literal question	How many students are doing each of the following activities? Listening to lecture or demonstration

silentWork: Number of students engaged in silent work during this observation

Information	[Type= continuous] [Format=numeric] [Range= 0-56] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=3.865 /-] [StdDev=6.792 /-]
Literal question	How many students are doing each of the following activities? Silent Work

offTask: Number of students off task during this observation

Information	[Type= continuous] [Format=numeric] [Range= 0-38] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-] [Mean=2.535 /-] [StdDev=4.404 /-]
Literal question	How many students are doing each of the following activities? Off Task

teacherFriendliness: If the teacher teacher smiled, laughed or joked with at least some students duri

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Did the teacher smile, laugh or joke with at least some students?

Value	Label	Cases	Percentage	
-999	Data not collected in Round 3 of CO	1188		25.0%
1	Yes	421		8.9%
2	No	3128		65.8%
3		15		0.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Classroom_Obs_All_Data

atLeast1Qn: If the students asked atleast one question during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Did the students ask the teacher at least one question?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Yes	1266	26.6%
2	No	2282	48.0%
3		16	0.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

localInformation: If the teacher used local information to make academic content relevant during t

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Did the teacher use local information to make academic content relevant?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Yes	585	12.3%
2	No	2958	62.2%
3		21	0.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

learningAides: If the teacher used any learning aides (posters, chalkboard, supplies) during th

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Did the teacher use any learning aides (posters, chalkboard, supplies) other than the textbook?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Yes	1558	32.8%
2	No	1990	41.9%
3		16	0.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

groupWork: If the teacher asked children to work in small groups or pairs during this obser

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Did the teacher ask children to work in small groups or pairs?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Yes	164	3.5%
2	No	3387	71.3%
3		13	0.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

materialsUsed1: Materials used during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]

File : Classroom_Obs_All_Data

materialsUsed1: Materials used during this observation

Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Which materials were in use during the observation?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Textbooks	1796	37.8%
2	Notebooks	484	10.2%
3	Blackboards	746	15.7%
4	Learning Aides	33	0.7%
5	Other	51	1.1%
6	None	454	9.6%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

materialsUsed2: Materials used during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Which materials were in use during the observation?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only one material used	2330	49.0%
1	Textbooks	0	
2	Notebooks	306	6.4%
3	Blackboards	767	16.1%
4	Learning Aides	148	3.1%
5	Other	11	0.2%
6	None	2	0.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

materialsUsed3: Materials used during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Which materials were in use during the observation?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only two materials used	3281	69.0%
1	Textbooks	0	
2	Notebooks	0	
3	Blackboards	175	3.7%
4	Learning Aides	103	2.2%
5	Other	4	0.1%
6	None	1	0.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

materialsUsed4: Materials used during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

File : Classroom_Obs_All_Data

materialsUsed4: Materials used during this observation

Literal question	Which materials were in use during the observation?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only three materials used	3549	74.7%
1	Textbooks	0	
2	Notebooks	0	
3	Blackboards	0	
4	Learning Aides	14	0.3%
5	Other	1	0.0%
6	None	0	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mainSubject: Main subject covered in class during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-5] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What was the main subject covered in this class?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
1	Math	852	17.9%
2	Hindi	1048	22.1%
3	English	467	9.8%
4	Other	782	16.5%
5	None	415	8.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mainTopics1: Main topic covered in class during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-120] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What topics were covered in this class?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-777	No main subject taught	415	8.7%
101	Single-digit numbers	116	2.4%
102	Double-digit (or higher) numbers	125	2.6%
103	Addition	223	4.7%
104	Subtraction	35	0.7%
105	Multiplication	268	5.6%
106	Division	209	4.4%
107	Other math	44	0.9%
108	Letters	9	0.2%
109	Words	188	4.0%
110	Sentences	91	1.9%
111	Stories	399	8.4%
112	Vocabulary	69	1.5%

File : Classroom_Obs_All_Data

mainTopics1: Main topic covered in class during this observation

Value	Label	Cases	Percentage
113	Other Hindi	124	2.6%
114	Letters	78	1.6%
115	Words	105	2.2%
116	Sentences	73	1.5%
117	Stories	102	2.1%
118	Vocabulary	20	0.4%
119	Other English	89	1.9%
120	Other topic	782	16.5%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mainTopics2: Main topic covered in class during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-120] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What topics were covered in this class?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only one main topic taught	2893	60.9%
-777	No main subject taught	415	8.7%
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	27	0.6%
103	Addition	29	0.6%
104	Subtraction	46	1.0%
105	Multiplication	39	0.8%
106	Division	5	0.1%
107	Other math	0	
108	Letters	0	
109	Words	20	0.4%
110	Sentences	33	0.7%
111	Stories	14	0.3%
112	Vocabulary	16	0.3%
113	Other Hindi	0	
114	Letters	0	
115	Words	7	0.1%
116	Sentences	7	0.1%
117	Stories	2	0.0%
118	Vocabulary	9	0.2%
119	Other English	2	0.0%
120	Other topic	0	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mainTopics3: Main topic covered in class during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-120] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What topics were covered in this class?

File : Classroom_Obs_All_Data

mainTopics3: Main topic covered in class during this observation

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only two main topic taught	3123	65.7%
-777	No main subject taught	415	8.7%
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	0	
103	Addition	4	0.1%
104	Subtraction	5	0.1%
105	Multiplication	10	0.2%
106	Division	3	0.1%
107	Other math	0	
108	Letters	0	
109	Words	0	
110	Sentences	1	0.0%
111	Stories	1	0.0%
112	Vocabulary	0	
113	Other Hindi	1	0.0%
114	Letters	0	
115	Words	0	
116	Sentences	1	0.0%
117	Stories	0	
118	Vocabulary	0	
119	Other English	0	
120	Other topic	0	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

mainTopics4: Main topic covered in class during this observation

Information	[Type= discrete] [Format=numeric] [Range= -999-120] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	What topics were covered in this class?

Value	Label	Cases	Percentage
-999	Data not collected in Round 3 of CO	1188	25.0%
-888	Only three main topic taught	3143	66.1%
-777	No main subject taught	415	8.7%
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	0	
103	Addition	0	
104	Subtraction	0	
105	Multiplication	3	0.1%
106	Division	3	0.1%
107	Other math	0	
108	Letters	0	
109	Words	0	
110	Sentences	0	

File : Classroom_Obs_All_Data

mainTopics4: Main topic covered in class during this observation

Value	Label	Cases	Percentage
111	Stories	0	
112	Vocabulary	0	
113	Other Hindi	0	
114	Letters	0	
115	Words	0	
116	Sentences	0	
117	Stories	0	
118	Vocabulary	0	
119	Other English	0	
120	Other topic	0	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

workDisplayed: If work of the students was displayed in the classroom

Information	[Type= discrete] [Format=numeric] [Range= -999-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]
Literal question	Was children's work displayed in the classroom?

Value	Label	Cases	Percentage
-999	Data only collected in one round of CO	3564	75.0%
1	Yes	146	3.1%
2	No	1037	21.8%
3	Dont Know	5	0.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

schoolStatus: Status of school based on teachers surveyed

Information	[Type= discrete] [Format=numeric] [Range= 0-3] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	All teachers have TM data	4712	99.2%
1	All teachers are new STIR teachers	24	0.5%
2	All teachers are non STIR teachers	8	0.2%
3	Teachers surveyed are both STIR and non-STIR	8	0.2%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

teacherStatus: Teacher's Status

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=4752 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	TM Data available	4712	99.2%
1	New STIR teacher	24	0.5%
2	Non-STIR teacher	16	0.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Flanders_All_Data

KEY

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	SurveyCTO-generated unique ID
Notes	ED-KEY == "uuid:d6426b4d-803d-447c-8bdf-534c5c0ac08d" and KEY == "uuid:84b83f6f-c7a8-4440-9108-546a8570a812" were incorrectly entered. Enum Uddhav did not work these days in U.P. These forms were filled out during the training process and hence should not be part of the dataset. ED-For KEY == "uuid:297d2f5e-2ea4-4725-bfc3-1b2cd917dbc1" teacher was initially miscoded in U.P. The correct teacher code is 157602 but was initially coded as 157603 ED-For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher was initially miscoded in U.P. The correct teacher code is 154304 but was initially coded as 154303 ED-For KEY == "uuid:83c01f7d-ef6f-4ace-9c23-d946218458b7" teacher was initially miscoded in U.P. The correct teacher code is 209501 but was initally coded as 209502. ED - For KEY == "uuid:54bc383e-64da-41db-be14-763c828ff9fa" teacher 164007 was surveyed twice by mistake in U.P. This has now been corrected here by dropping first instance where the teacher was surveyed

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	Select your region

Value	Label	Cases	Percentage	
1	Delhi	10380		29.1%
2	UP	25260		70.9%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-9999] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-] [Mean=2254.606 /-] [StdDev=876.491 /-]
Literal question	Select your school

teacher: Teacher Code

Information	[Type= continuous] [Format=numeric] [Range= 150102-999910] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-] [Mean=225463.962 /-] [StdDev=87649.238 /-]
Literal question	Please select the teacher's name and enter the classroom
Notes	ED- In PS Pure Makrahan Aihar, a new teacher was surveyed using the name of another teacher with code 155201 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 155202 ED- In PS Daud Pur Ramnagar, a new teacher was surveyed using the name of another teacher with code 154703 There are two other teachers from this school (154702 and 154701). Hence the new teacher code created is the numerically next option ie. 154704 ED- In UPS Domaila, a new teacher was surveyed using the name of another teacher with code 201801 There is only one teacher from this school. Hence the new teacher code created is the numerically next option ie. 201802 ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200103 This new teacher already had a teacher code but was not part of the ODK form on that day. Has been replaced with the orignal teacher code 200104. ED- One teacher was surveyed in PS DHURI KHERA-GAHIRI even though initially the school associated was PS BARAHA - I. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There is already one teacher in the school hence the code used is the next possible one numerically. ED- One teacher was surveyed in UPS RANIKHERA even though initially the school associated was PS KANKHARA. This has now been corrected by replacing both the Teacher and School code. Both schools are in Rae Bareily. Hence no other changes are required. There are already two teacher in the school hence the code used is the next possible one numerically. ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999902 was used has now been replaced with 888801. NOTE: the teacher with code 999902 originally had dropped out so it was a simple change. ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999903 has now been replaced with 888802. NOTE: the teacher with code 999903 originally had also been surveyed so grade had to be used additionally to identify.

File : Flanders_All_Data

teacher: Teacher Code

	ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999904 has now been replaced with 888803. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.
	ED -Pooja Public School was not updated on the SurveyCTO list and hence teachers could not be selected. The survey was conducted using the teacher codes from Pragati Public school. Hence teacher 999909 has now been replaced with 888804. NOTE: the teacher with code 999903 originally had dropped out so it was a simple change.
	ED- In UPS Babatpur, a teacher was surveyed using the name of another teacher with code 200106 This new teacher already had a teacher code but was not part of the ODK form on that day. Grade had to be used to identify the case since there were multiple forms with teacher code 200106. Has been replaced with the orignal teacher code 200104.
	ED-In JGM School in Delhi one teacher had been miscoded by an enumerator. The initial teacher code assigned was 312202. This has now been replaced by 312201.
	ED-In RB Convent School in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (304506) who had dropped out. Corrected here.
	ED-In RamanDeep Vidya Bhavan in Delhi one teacher had been surveyed for whom TM survey data was not available. This teacher joined STIR after the TM survey. Was surveyed using the code of a teacher (319001) who had dropped out. Corrected here. note: In Delhi specifically since multiple enumerators surveyed one teacher, many ST cases have been dummy coded. These are identified by Student name.

grade: Teacher Grade

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	Student's grade
Notes	ED- for teacher = 302503, 1 of the 10 STs had grade 0(pre-primary)and remaining grade 1. This has now been edited for first across all of them.
	ED- for teacher = 302702, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 306401, 8 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 308901, 5 of the 10 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 308901, 3 of the 7 STs had grade 5 and remaining grade 6. This has now been edited for sixth across all of them.
	ED- for teacher = 303701, 2 of the 4 STs had grade 3 and remaining grade 5. This has now been edited for fifth across all of them.
	ED- for teacher = 308904, 9 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.
	ED- for teacher = 317002, 6 of the 10 STs had grade 5 and remaining grade 8. This has now been edited for eighth across all of them.
	ED- for teacher = 313504, 3 of the 10 STs had grade 5 and remaining grade 7. This has now been edited for seventh across all of them.
	ED- for teacher = 316702, 9 of the 10 STs had grade 1 and remaining grade 5. This has now been edited for first across all of them.
	ED- for teacher = 318903, 3 of the 5 STs had grade 1 and remaining grade 2. This has now been edited for first across all of them.
	ED- Teacher 164007 had 9 students from grade 7th and 1 from pre-primary This has now been edited for seventh across all of them.
	ED- Teacher 207307 had 9 students from grade 2nd and 1 from pre-primary This has now been edited for second across all of them.
	ED- In U.P. for 2 teachers(164007,207307)student grade coded as pre-primary. Edited here
	ED- Teacher 159402 had 5 students from grade 5, 4 from grade 4 and 1 grade 2 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact 5 from grade 4. Duly changed
	ED- Teacher 159902 had 1 student from grade 4 and 9 from grade 5 After reconciliation with student information hard copies, it was figured out that there were no students from grade 5 and were infact all from grade 5. Duly changed
	ED- Teacher 160802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
	ED- Teacher 162102 had 1 student from grade 4 and 8 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 4 and were infact all from grade 3. Duly changed
	ED- Teacher 201504 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
	ED- Teacher 204804 had 1 student from grade 7 and 9 from grade 8 After reconciliation with student information hard copies, it was figured out that there were no students from grade 7 and were infact all from grade 8. Duly changed
	ED- Teacher 206802 had 1 student from grade 2 and 9 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed

File : Flanders_All_Data

grade: Teacher Grade

ED- Teacher 206903 had 1 student from grade 2 and 4 from grade 3 After reconciliation with student information hard copies, it was figured out that there were no students from grade 2 and were infact all from grade 3. Duly changed
ED- Teacher 209002 had 1 student from grade 3 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 3 and were infact all from grade 4. Duly changed
ED- Teacher 210103 had 1 student from grade 1 and 9 from grade 4 After reconciliation with student information hard copies, it was figured out that there were no students from grade 1 and were infact all from grade 4. Duly changed
ED- In Delhi for teacher 319802 grade was coded as First instead of nursery
ED- In Delhi for teacher 308401 grade was coded as third instead of second
ED- In Delhi for teacher 308602 grade was coded as fifth instead of fourth
ED- In Delhi for teacher 308602 grade was coded as fourth instead of fifth
ED- In Delhi for teachers (302504,309502,310803,311702,314703,315902) grade was coded as fifth instead of sixth
ED- In Delhi for teachers (301902,302502,303705,311901,314701,888801) grade was coded as fifth instead of seventh
ED- In Delhi for teachers (302804,303603,303802,307003,308902,310201,311801,311902,319804) grade was coded as fifth instead of eighth
ED- In Delhi for teachers (302801,303101,303606,304701,305401,306306,307101,307104,307404,308201,308203,308603, 309104,309203,309303,309702,310302,310501,311002,312005,313403,313801,314003,314402,315602,315903,316704,317101, 317804,318803) grade was coded as first instead of UKG

Value	Label	Cases	Percentage
1	First	4350	12.2%
2	Second	4590	12.9%
3	Third	5040	14.1%
4	Fourth	5250	14.7%
5	Fifth	5100	14.3%
6	Sixth	3360	9.4%
7	Seventh	3570	10.0%
8	Eight	3510	9.8%
9	UKG	870	2.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

enumerator: Surveyor Code

Information	[Type= continuous] [Format=numeric] [Range= 6-110] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-] [Mean=32.746 /-] [StdDev=28.764 /-]
Literal question	Select your name

entryTime: Classroom entry time stamp

Information	[Type= continuous] [Format=numeric] [Range= 1752656220000-1762336200000] [Missing=*]
Statistics [NW/ W]	[Valid=35250 /-] [Invalid=390 /-] [Mean=1755597639370.21 /-] [StdDev=2175212206.979 /-]

flandersRound

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1		1188	3.3%
10		1188	3.3%
11		1188	3.3%
12		1188	3.3%
13		1188	3.3%
14		1188	3.3%
15		1188	3.3%
16		1188	3.3%

File : Flanders_All_Data

flandersRound

Value	Label	Cases	Percentage
17		1188	3.3%
18		1188	3.3%
19		1188	3.3%
2		1188	3.3%
20		1188	3.3%
21		1188	3.3%
22		1188	3.3%
23		1188	3.3%
24		1188	3.3%
25		1188	3.3%
26		1188	3.3%
27		1188	3.3%
28		1188	3.3%
29		1188	3.3%
3		1188	3.3%
30		1188	3.3%
4		1188	3.3%
5		1188	3.3%
6		1188	3.3%
7		1188	3.3%
8		1188	3.3%
9		1188	3.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

whoSpeaking: Who is speaking right now?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	Who is speaking right now?

Value	Label	Cases	Percentage
1	Teacher	14503	40.7%
2	Student	11481	32.2%
3	No one	9656	27.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

speechStudent: What is being said right now?

Information	[Type= discrete] [Format=numeric] [Range= -999-9] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	What is being said right now?

Value	Label	Cases	Percentage
-999	Student is not speaking	24159	67.8%
7	Response	3442	9.7%
8	Initiation	2612	7.3%
9	Group Work	5427	15.2%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : Flanders_All_Data

speechTeacher: What is being said right now?

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	What is being said right now?

Value	Label	Cases	Percentage	
-999	Teacher is not speaking	21137		59.3%
1	Lecture	6366		17.9%
2	Directions	4020		11.3%
3	Criticism, justifies authority, discipline	407		1.1%
4	Clarification	1868		5.2%
5	Praise	185		0.5%
6	Asks questions	1657		4.6%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

speechOther: What is being said right now?

Information	[Type= discrete] [Format=numeric] [Range= -999-10] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]
Literal question	What is being said right now?

Value	Label	Cases	Percentage	
-999	No one is speaking	25984		72.9%
10	Silence/confusion	9656		27.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

teacherStatus: Teacher's Status

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage	
0	TM Data available	35340		99.2%
1	New STIR teacher	180	0.5%	
2	Non-STIR teacher	120	0.3%	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

schoolStatus: Status of school based on teachers surveyed

Information	[Type= discrete] [Format=numeric] [Range= 0-3] [Missing=*]
Statistics [NW/ W]	[Valid=35640 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage	
0	All teachers have TM data	35340		99.2%
1	All teachers are new STIR teachers	180	0.5%	
2	All teachers are non STIR teachers	60	0.2%	
3	Teachers surveyed are both STIR and non-STIR	60	0.2%	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : TeacherMotivation_Data

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3200] [Missing=*]
Statistics [NW/ W]	[Valid=1935 /-] [Invalid=0 /-] [Mean=2364.632 /-] [StdDev=636.442 /-]

teacher: Teacher Code

Information	[Type= continuous] [Format=numeric] [Range= 32002-319806] [Missing=*]
Statistics [NW/ W]	[Valid=1935 /-] [Invalid=0 /-] [Mean=236020.666 /-] [StdDev=64066.472 /-]

q1104: Job security(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Literal question	I do not worry about losing my job.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	230	12.3%
2	DISAGREE	175	9.3%
3	AGREE	332	17.7%
4	FULLY AGREE	1137	60.7%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1215: Own family support(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1871 /-] [Invalid=64 /-]
Literal question	My family members don't appreciate my job.

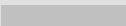| Value	Label	Cases	Percentage
1	FULLY DISAGREE	1163	62.2%
2	DISAGREE	189	10.1%
3	AGREE	274	14.6%
4	FULLY AGREE	245	13.1%
Sysmiss		64	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1111: Responibilities related to school(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1871 /-] [Invalid=64 /-]
Literal question	I am given many extra responsibilities in my school.

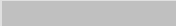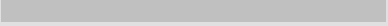| Value	Label	Cases	Percentage
1	FULLY DISAGREE	391	20.9%
2	DISAGREE	248	13.3%
3	AGREE	533	28.5%
4	FULLY AGREE	699	37.4%
Sysmiss		64	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1210: Student involvement(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]

File : TeacherMotivation_Data

q1210: Student involvement(Statement,Negative)

Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Literal question	Students don't pay attention in the class.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	531	28.4%
2	DISAGREE	459	24.5%
3	AGREE	712	38.0%
4	FULLY AGREE	170	9.1%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1105: Creative environment(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1867 /-] [Invalid=68 /-]
Literal question	I get ample opportunities to show my creativity in the classroom.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	73	3.9%
2	DISAGREE	129	6.9%
3	AGREE	336	18.0%
4	FULLY AGREE	1329	71.2%
Sysmiss		68	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1108: Support from parents(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Literal question	Parents are proactive about making sure that their child completes his or her homework.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	576	30.7%
2	DISAGREE	387	20.7%
3	AGREE	610	32.6%
4	FULLY AGREE	301	16.1%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1201: Recognition by supervisor / colleagues(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1873 /-] [Invalid=62 /-]
Literal question	I work very hard but don't receive any praise for my work.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	949	50.7%
2	DISAGREE	305	16.3%
3	AGREE	402	21.5%
4	FULLY AGREE	217	11.6%
Sysmiss		62	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : TeacherMotivation_Data

q1102: Student performance(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1869 /-] [Invalid=66 /-]
Literal question	When I work hard, students perform as per my expectations.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	69	3.7%
2	DISAGREE	168	9.0%
3	AGREE	546	29.2%
4	FULLY AGREE	1086	58.1%
Sysmiss		66	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1107: Sense of mastery of one's job(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1866 /-] [Invalid=69 /-]
Literal question	I find it quite easy to manage the students in the class.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	43	2.3%
2	DISAGREE	80	4.3%
3	AGREE	309	16.6%
4	FULLY AGREE	1434	76.8%
Sysmiss		69	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

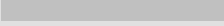## # q1208: Support from parents(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1871 /-] [Invalid=64 /-]
Literal question	Parents don't pay attention to their child's education.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	177	9.5%
2	DISAGREE	266	14.2%
3	AGREE	650	34.7%
4	FULLY AGREE	778	41.6%
Sysmiss		64	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1203: Availability of good teaching learning material(Statement,Negative)
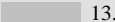
Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1865 /-] [Invalid=70 /-]
Literal question	I need more teaching learning material but it is not available in the school.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	560	30.0%
2	DISAGREE	320	17.2%
3	AGREE	549	29.4%
4	FULLY AGREE	436	23.4%

File : TeacherMotivation_Data

q1203: Availability of good teaching learning material(Statement,Negative)

Value	Label	Cases	Percentage
Sysmiss		70	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1101: Recognition by supervisor / colleagues(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Literal question	My supervisor praises me for my efforts in the school.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	87	4.6%
2	DISAGREE	122	6.5%
3	AGREE	475	25.4%
4	FULLY AGREE	1188	63.5%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.
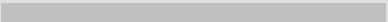
q1211: Responibilities related to school(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1869 /-] [Invalid=66 /-]
Literal question	I am not given any extra responsibilities in the school.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	870	46.5%
2	DISAGREE	345	18.5%
3	AGREE	328	17.5%
4	FULLY AGREE	326	17.4%
Sysmiss		66	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1110: Student involvement(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Literal question	Students pay attention in the class.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	94	5.0%
2	DISAGREE	417	22.3%
3	AGREE	817	43.6%
4	FULLY AGREE	544	29.1%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1202: Student performance(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1870 /-] [Invalid=65 /-]
Literal question	I work hard but students don't perform as per my expectation.

File : TeacherMotivation_Data
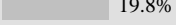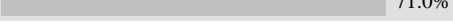
q1202: Student performance(Statement,Negative)

Value	Label	Cases	Percentage
1	FULLY DISAGREE	262	14.0%
2	DISAGREE	369	19.7%
3	AGREE	811	43.4%
4	FULLY AGREE	428	22.9%
Sysmiss		65	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1115: Own family support(Statement,Positive)
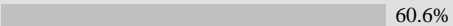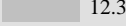
Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1871 /-] [Invalid=64 /-]
Literal question	My family members praise my efforts.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	89	4.8%
2	DISAGREE	84	4.5%
3	AGREE	370	19.8%
4	FULLY AGREE	1328	71.0%
Sysmiss		64	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.
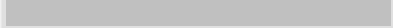
q1205: Creative environment(Statement,Negative)
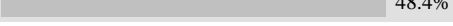
Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Literal question	I don't have freedom to adopt new methods in my school.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	1134	60.6%
2	DISAGREE	279	14.9%
3	AGREE	230	12.3%
4	FULLY AGREE	229	12.2%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q1103: Availability of good teaching learning material(Statement,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1870 /-] [Invalid=65 /-]
Literal question	I am satisfied with the quality of teaching learning material available in the school.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	184	9.8%
2	DISAGREE	255	13.6%
3	AGREE	526	28.1%
4	FULLY AGREE	905	48.4%
Sysmiss		65	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : TeacherMotivation_Data

q1207: Sense of mastery of one's job(Statement,Negative)
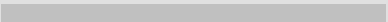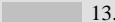
Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1865 /-] [Invalid=70 /-]
Literal question	It's tough to manage students in the class.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	914	49.0%
2	DISAGREE	275	14.7%
3	AGREE	500	26.8%
4	FULLY AGREE	176	9.4%
Sysmiss		70	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.
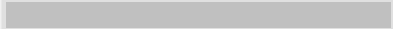
q1204: Job security(Statement,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-4] [Missing=*]
Statistics [NW/ W]	[Valid=1873 /-] [Invalid=62 /-]
Literal question	I feel insecure about my job.

Value	Label	Cases	Percentage
1	FULLY DISAGREE	1188	63.4%
2	DISAGREE	194	10.4%
3	AGREE	245	13.1%
4	FULLY AGREE	246	13.1%
Sysmiss		62	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2104: Job security(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. Promotion is important but will not make her happy. b. She will be happy but this will not impact her performance. c. She will be happy and will work hard. missing - data not reported
Literal question	When a temporary teacher becomes a permanent in her school, how will she feel?

Value	Label	Cases	Percentage
1	A	51	2.7%
2	B	178	9.5%
3	C	1645	87.8%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2107: Sense of mastery of one's job(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not affect her. b. b. She will be happy but this might not impact her performance c. c. She will be very happy and will work hard. missing - data not reported
Literal question	If a parent praises teachers' efforts, how motivated will the teacher feel?

Value	Label	Cases	Percentage
1	A	72	3.8%
2	B	511	27.3%

File : TeacherMotivation_Data
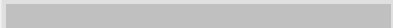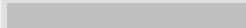
q2107: Sense of mastery of one's job(Value,Positive)

Value	Label	Cases	Percentage
3	C	1291	68.9%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2210: Student involvement(Value,Negative)
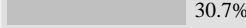
Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter much to her. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	Even after working hard, Neetu's students don't pay attention in class. How will she feel?

Value	Label	Cases	Percentage
1	A	34	1.8%
2	B	1130	60.3%
3	C	710	37.9%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2208: Support from parents(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter much to her. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	Shyama ensures that she lets parents know of their child's shortcomings but parents don't respond well. How will she feel?

Value	Label	Cases	Percentage
1	A	59	3.1%
2	B	1239	66.1%
3	C	576	30.7%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2101: Recognition by supervisor / colleagues(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. This is important but will not make them happy. b. They will be happy but this might not impact their performance. c. They will be happy and will work hard. missing - data not reported
Literal question	Suppose a supervisor praises her teachers a lot. How will they feel?

Value	Label	Cases	Percentage
1	A	153	8.2%
2	B	145	7.7%
3	C	1576	84.1%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2202: Student performance(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]

File : TeacherMotivation_Data

q2202: Student performance(Value,Negative)

Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter much to her. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	If a teacher works very hard and the students don't perform according to her expectations, how will she feel?

Value	Label	Cases	Percentage
1	A	16	0.9%
2	B	1243	66.3%
3	C	615	32.8%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2103: Availability of good teaching learning material(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. This is important but will not make her happy. b. She will be happy but this might not impact her performance. c. She will be happy and will work hard. missing - data not reported
Literal question	Suppose a science teacher has charts and models to aid her teaching. How will she feel?

Value	Label	Cases	Percentage
1	A	225	12.0%
2	B	159	8.5%
3	C	1490	79.5%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2205: Creative environment(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter much to her. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	If a teacher is not appreciated by her colleagues for her innovative methods, how will she feel?

Value	Label	Cases	Percentage
1	A	294	15.7%
2	B	1129	60.2%
3	C	451	24.1%
Sysmiss		61	

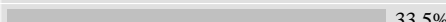*Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.*

q2110: Student involvement(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not affect her. b. b. She will be happy but this might not impact her performance c. c. She will be very happy and will work hard. missing - data not reported
Literal question	Suppose most of Madhu's students usually don't pay attention in the class. But, since a few days they are paying attention in the class. How will Madhu feel?

File : TeacherMotivation_Data

q2110: Student involvement(Value,Positive)

Value	Label	Cases	Percentage
1	A	29	1.5%
2	B	329	17.6%
3	C	1516	80.9%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2108: Support from parents(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not affect much as parents are just fulfilling their duty. b. She will be happy but this might not impact her performance. c. She will be very happy and will work hard. missing - data not reported
Literal question	A teacher always tells parents to pay attention on their child's shortcomings and parents do the same. How will the teacher feel?

Value	Label	Cases	Percentage
1	A	441	23.5%
2	B	121	6.5%
3	C	1312	70.0%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.
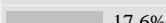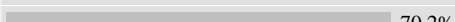
q2115: Own family support(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. This is important but will not make her happy. b. She will be happy but this might not impact her performance. c. She will be happy and will work hard. missing - data not reported
Literal question	Mamta's family members support her a lot with respect to her profession. How will she feel?

Value	Label	Cases	Percentage
1	A	107	5.7%
2	B	185	9.9%
3	C	1582	84.4%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2211: Responibilities related to school(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1873 /-] [Invalid=62 /-]
Definition	Value labels mean the following: a. Seeta wouldn't mind this at all. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	Suppose a teacher, Seeta, isn't given extra responsibilities in the school while her colleague, Pratibha, is given a lot of responsibilities in the school. How will Seeta feel?

Value	Label	Cases	Percentage
1	A	433	23.1%
2	B	1063	56.8%
3	C	377	20.1%
Sysmiss		62	
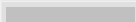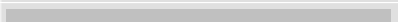
File : TeacherMotivation_Data

q2211: Responibilities related to school(Value,Negative)

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2105: Creative environment(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not affect her. b. b. She will be happy but this might not impact her performance c. c. She will be very happy and will work hard. missing - data not reported
Literal question	If a teacher does innovative activities with students and her colleagues praise her. How will she feel?

Value	Label	Cases	Percentage
1	A	72	3.8%
2	B	451	24.1%
3	C	1351	72.1%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2204: Job security(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. Being a temporary/permanent teacher doesn't matter at all. b. He will be disappointed but his teaching will be not affected. c. He will be disappointed and his teaching will be affected. missing - data not reported
Literal question	Ram is working as a temporary teacher in his school. What is true for him?

Value	Label	Cases	Percentage
1	A	609	32.5%
2	B	628	33.5%
3	C	637	34.0%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2207: Sense of mastery of one's job(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. This is important but will not make her happy. b. She will be happy but this might not impact her performance. c. She will be happy and will work hard. missing - data not reported
Literal question	Whenever Bhawna's subject is discussed, Bhawna is always praised for her inputs. How will she feel?

Value	Label	Cases	Percentage
1	A	230	12.3%
2	B	329	17.6%
3	C	1315	70.2%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2111: Responibilities related to school(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Definition	Value labels mean the following: a. It will not matter at all. b. She will be happy but this might not impact her performance. c. She will be very happy and will work hard. missing - data not reported

File : TeacherMotivation_Data

q2111: Responibilities related to school(Value,Positive)

Literal question	If Rekha is given a lot of responsibilities in the school then how will she feel?

Value	Label	Cases	Percentage
1	A	716	38.2%
2	B	199	10.6%
3	C	957	51.1%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2215: Own family support(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1872 /-] [Invalid=63 /-]
Definition	Value labels mean the following: a. Family support doesn't matter at all. b. She might do better with family support. c. She would do better with family support. missing - data not reported
Literal question	A teacher's family is not supportive of her job and she often has to do household chores even after a tiring workday. What is true among the following?

Value	Label	Cases	Percentage
1	A	192	10.3%
2	B	578	30.9%
3	C	1102	58.9%
Sysmiss		63	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2201: Recognition by supervisor / colleagues(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It won't matter much. b. They will be disappointed but their teaching will be not affected. c. They will be disappointed and their teaching will be affected. missing - data not reported
Literal question	Saurabh is a principal who never praises his teachers. How will the teachers at his school feel?

Value	Label	Cases	Percentage
1	A	231	12.3%
2	B	1078	57.5%
3	C	565	30.1%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2102: Student performance(Value,Positive)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter. b. He will be happy but this might not impact his performance. c. He will be very happy and will work hard. missing - data not reported
Literal question	Suppose a teacher, Govind, gave a surprise test to his students and students performed well. How will he feel?

Value	Label	Cases	Percentage
1	A	79	4.2%
2	B	146	7.8%
3	C	1649	88.0%

File : TeacherMotivation_Data

q2102: Student performance(Value,Positive)

Value	Label	Cases	Percentage
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

q2203: Availability of good teaching learning material(Value,Negative)

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-]
Definition	Value labels mean the following: a. It will not matter much to her. b. She will be disappointed but her teaching will be not affected. c. She will be disappointed and her teaching will be affected. missing - data not reported
Literal question	Even after multiple requests, a teacher doesn't get desired teaching material for her class. How will she feel?

Value	Label	Cases	Percentage
1	A	75	4.0%
2	B	1087	58.0%
3	C	712	38.0%
Sysmiss		61	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

posIndex: Positive Index

Information	[Type= continuous] [Format=numeric] [Range= 0-120] [Missing=*]
Statistics [NW/ W]	[Valid=1875 /-] [Invalid=60 /-] [Mean=86.193 /-] [StdDev=15.651 /-]

negIndex: Negative Index

Information	[Type= continuous] [Format=numeric] [Range= -97-0] [Missing=*]
Statistics [NW/ W]	[Valid=1875 /-] [Invalid=60 /-] [Mean=-49.493 /-] [StdDev=13.926 /-]

count: count

Information	[Type= discrete] [Format=numeric] [Range= 0-20] [Missing=*]
Statistics [NW/ W]	[Valid=1875 /-] [Invalid=60 /-]

| Value	Label	Cases	Percentage
0		1	0.1%
8		1	0.1%
11		2	0.1%
14		5	0.3%
15		1	0.1%
17		1	0.1%
18		3	0.2%
19		4	0.2%
20		1857	99.0%
Sysmiss		60	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

index: Teacher Motivation Index

Information	[Type= continuous] [Format=numeric] [Range= -2.34999990463257-4.94999980926514] [Missing=*]
Statistics [NW/ W]	[Valid=1874 /-] [Invalid=61 /-] [Mean=1.84 /-] [StdDev=1.116 /-]

File : TeacherDataset

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Delhi	783	38.5%
2	Uttar Pradesh	1249	61.5%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

district: District

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1		783	38.5%
2		537	26.4%
3		712	35.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

clustercode: Cluster to which a school belongs

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
D1		106	5.2%
D2		76	3.7%
D3		129	6.3%
D4		126	6.2%
D5		141	6.9%
D6		139	6.8%
D7		66	3.2%
U1		67	3.3%
U10		47	2.3%
U11		132	6.5%
U12		99	4.9%
U13		55	2.7%
U14		55	2.7%
U15		63	3.1%
U16		48	2.4%
U2		51	2.5%
U3		87	4.3%
U4		105	5.2%
U5		70	3.4%
U6		95	4.7%
U7		90	4.4%
U8		121	6.0%
U9		64	3.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : TeacherDataset

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3200] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-] [Mean=2334.33 /-] [StdDev=633.945 /-]

teacher: Teacher Code

Information	[Type= continuous] [Format=numeric] [Range= 32002-319806] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-] [Mean=233011.85 /-] [StdDev=63778.058 /-]

age: Age of teachers (in years as of 2015)

Information	[Type= discrete] [Format=numeric] [Range= -999-74] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Age not reported	90	4.4%
16		1	0.0%
17		2	0.1%
18		31	1.5%
19		56	2.8%
20		69	3.4%
21		49	2.4%
22		61	3.0%
23		51	2.5%
24		58	2.9%
25		62	3.1%
26		34	1.7%
27		52	2.6%
28		56	2.8%
29		29	1.4%
30		92	4.5%
31		47	2.3%
32		114	5.6%
33		74	3.6%
34		77	3.8%
35		93	4.6%
36		62	3.1%
37		46	2.3%
38		62	3.1%
39		51	2.5%
40		83	4.1%
41		38	1.9%
42		55	2.7%
43		49	2.4%
44		50	2.5%
45		43	2.1%
46		28	1.4%
47		24	1.2%
48		28	1.4%

File : TeacherDataset
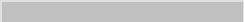
age: Age of teachers (in years as of 2015)

Value	Label	Cases	Percentage
49		12	0.6%
50		26	1.3%
51		12	0.6%
52		12	0.6%
53		7	0.3%
54		10	0.5%
55		23	1.1%
56		11	0.5%
57		11	0.5%
58		17	0.8%
59		7	0.3%
60		19	0.9%
61		21	1.0%
62		24	1.2%
63		2	0.1%
74		1	0.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

teachingExperience: Teaching experience (in years as of 2015)

Information	[Type= discrete] [Format=numeric] [Range= -999-48] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Experience not reported	99	4.9%
0.0833333358168		9	0.4%
0.1666666716337		6	0.3%
0.25		4	0.2%
0.3333333432674		7	0.3%
0.4166666567325		6	0.3%
0.5		17	0.8%
0.5833333134651		7	0.3%
0.6666666865348		15	0.7%
0.75		9	0.4%
0.8333333134651		4	0.2%
0.9166666865348		1	0.0%
1		97	4.8%
1.0833333730697		2	0.1%
1.1666666269302		6	0.3%
1.25		1	0.0%
1.3333333730697		3	0.1%
1.4166666269302		2	0.1%
1.5		14	0.7%
1.5833332538604		2	0.1%
1.6666667461395		10	0.5%
1.75		1	0.0%

File : TeacherDataset

teachingExperience: Teaching experience (in years as of 2015)

Value	Label	Cases	Percentage
1.9166667461395		2	0.1%
2		155	7.6%
2.0833332538604		2	0.1%
2.1666667461395		4	0.2%
2.25		4	0.2%
2.3333332538604		2	0.1%
2.4166667461395		1	0.0%
2.5		10	0.5%
2.5833332538604		2	0.1%
2.6666667461395		2	0.1%
2.75		5	0.2%
2.8333332538604		2	0.1%
2.9166667461395		1	0.0%
3		67	3.3%
3.0833332538604		3	0.1%
3.1666667461395		6	0.3%
3.25		1	0.0%
3.3333332538604		5	0.2%
3.5		5	0.2%
3.5833332538604		3	0.1%
3.6666667461395		3	0.1%
3.9166667461395		1	0.0%
4		72	3.5%
4.1666665077209		2	0.1%
4.25		4	0.2%
4.3333334922790		3	0.1%
4.4166665077209		1	0.0%
4.5		5	0.2%
4.5833334922790		4	0.2%
4.6666665077209		1	0.0%
4.75		1	0.0%
4.8333334922790		1	0.0%
4.9166665077209		3	0.1%
5		126	6.2%
5.0833334922790		3	0.1%
5.25		1	0.0%
5.3333334922790		1	0.0%
5.4166665077209		2	0.1%
5.5		9	0.4%
5.5833334922790		2	0.1%
5.75		2	0.1%
6		158	7.8%
6.0833334922790		1	0.0%

File : TeacherDataset

teachingExperience: Teaching experience (in years as of 2015)

Value	Label	Cases	Percentage
6.1666665077209		1	0.0%
6.25		1	0.0%
6.3333334922790		1	0.0%
6.4166665077209		3	0.1%
6.5		4	0.2%
6.6666665077209		1	0.0%
6.75		1	0.0%
6.9166665077209		1	0.0%
7		49	2.4%
7.0833334922790		1	0.0%
7.3333334922790		5	0.2%
7.5		3	0.1%
7.6666665077209		1	0.0%
7.8333334922790		1	0.0%
8		52	2.6%
8.1666669845581		3	0.1%
8.25		2	0.1%
8.3333330154419		1	0.0%
8.4166669845581		2	0.1%
8.5		1	0.0%
8.75		2	0.1%
8.9166669845581		1	0.0%
9		146	7.2%
9.1666669845581		1	0.0%
9.3333330154419		1	0.0%
9.6666669845581		1	0.0%
10		113	5.6%
10.25		4	0.2%
10.333333015441		1	0.0%
10.5		2	0.1%
10.583333015441		1	0.0%
10.75		1	0.0%
10.833333015441		1	0.0%
10.916666984558		1	0.0%
11		46	2.3%
11.416666984558		1	0.0%
11.666666984558		1	0.0%
11.833333015441		1	0.0%
12		54	2.7%
12.333333015441		2	0.1%
12.583333015441		1	0.0%
12.666666984558		1	0.0%
12.833333015441		1	0.0%

File : TeacherDataset

teachingExperience: Teaching experience (in years as of 2015)

Value	Label	Cases	Percentage
13		37	1.8%
13.166666984558		1	0.0%
13.333333015441		1	0.0%
13.666666984558		1	0.0%
14		48	2.4%
14.166666984558		2	0.1%
14.583333015441		1	0.0%
14.666666984558		1	0.0%
15		75	3.7%
15.583333015441		1	0.0%
15.75		1	0.0%
16		55	2.7%
16.833333969116		1	0.0%
17		19	0.9%
17.666666030883		1	0.0%
18		41	2.0%
18.25		1	0.0%
18.5		1	0.0%
18.583333969116		1	0.0%
19		29	1.4%
19.5		1	0.0%
19.666666030883		1	0.0%
20		30	1.5%
20.666666030883		1	0.0%
21		7	0.3%
21.5		2	0.1%
22		14	0.7%
23		9	0.4%
23.833333969116		1	0.0%
24		8	0.4%
24.5		1	0.0%
25		16	0.8%
26		11	0.5%
27		3	0.1%
28		5	0.2%
29		8	0.4%
30		18	0.9%
31		4	0.2%
32		9	0.4%
33		2	0.1%
34		3	0.1%
35		8	0.4%
36		1	0.0%

File : TeacherDataset

teachingExperience: Teaching experience (in years as of 2015)

Value	Label	Cases	Percentage
37		3	0.1%
38		2	0.1%
40		6	0.3%
41		5	0.2%
42		4	0.2%
44		1	0.0%
45		1	0.0%
48		1	0.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

gender: Gender

Information	[Type= discrete] [Format=numeric] [Range= -999-2] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Gender not reported	63	3.1%
1	Male	617	30.4%
2	Female	1352	66.5%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

levelOfEducation: Highest level of Education

Information	[Type= discrete] [Format=numeric] [Range= -999-6] [Missing=*]
Statistics [NW/ W]	[Valid=2032 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Education Level not reported	108	5.3%
1	10TH PASS	150	7.4%
2	12TH PASS	390	19.2%
3	BACHELORS	269	13.2%
4	MASTERS	458	22.5%
5	M PHILL	635	31.2%
6	PH. D	22	1.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File : SchoolClusterDataset

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=450 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1		179	39.8%
2		271	60.2%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3200] [Missing=*]
Statistics [NW/ W]	[Valid=450 /-] [Invalid=0 /-] [Mean=2300.771 /-] [StdDev=673.722 /-]

treatmentStatus: Treatment Arm

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=450 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Control	148	32.9%
2	Intrinsic	152	33.8%
3	Extrinsic	150	33.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

extrinsicPackage: Extrinsic Treatment bundle

Information	[Type= discrete] [Format=numeric] [Range= -999-5] [Missing=*]
Statistics [NW/ W]	[Valid=450 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
-999	Not an extrinsic cluster school	300	66.7%
1	Exposure	37	8.2%
2	Government and policy engagement	34	7.6%
3	Local recognition	47	10.4%
4	Head Teacher Development	20	4.4%
5	Career Development	12	2.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

clustercode: Cluster to which a school belongs

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=450 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
D1		25	5.6%
D2		23	5.1%
D3		26	5.8%
D4		28	6.2%
D5		27	6.0%
D6		29	6.4%
D7		21	4.7%
U1		21	4.7%
U10		17	3.8%

File : SchoolClusterDataset

clustercode: Cluster to which a school belongs

Value	Label	Cases	Percentage
U11		17	3.8%
U12		15	3.3%
U13		17	3.8%
U14		16	3.6%
U15		16	3.6%
U16		18	4.0%
U2		16	3.6%
U3		20	4.4%
U4		16	3.6%
U5		15	3.3%
U6		15	3.3%
U7		15	3.3%
U8		17	3.8%
U9		20	4.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.