India

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Quantitative Assesment of teacher motivation, classroom practices and student learning; Delhi and Uttar Pradesh, India; October 2017

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Quantitative Assesment of teacher motivation, classroom practices and student learning; Delhi and Uttar Pradesh, India; October 2017

Overview

Identification	NewStudy1
Version	Endine report

Abstract

This report summarizes the findings from the endline 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 endline survey collected information on teacher motivation levels, student learning levels and teachers' activities in the classroom.

Unit of Analysis	For student learning the basic unit of analysis are students. For classroom practices the basic unt of analysis are teachers. For teacher motivation the basic unit 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, Principal Investigator Neil Buddy Shah, Principal Investigator Ronald Abraham, Co-Principal Investigator Sangeeta Dey, Co-Principal Investigator Sangeeta Goyal, Co-Principal Investigator Lant Prichett, Co-Principal Investigator
Other Producer(s)	IDinsight , Research and Evaluation
Funding Agency/ies	Strategic Impact Evaluation Fund -- The World Bank (SIEF)

Sampling

Sampling Procedure

Baseline respondent identification and sampling strategy:

Delhi:

Teacher motivation:

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 1259 teachers for the teacher motivation survey.

Classroom observation

From these 1259 teachers, STIR did an additional round of screening to determine which teachers were the most interested and returned a list of 810 teachers to IDinsight. This list formed the basis of the classroom observation. However, due to attrition and refusals at the school level we were unable to meet our target of teachers and ended up surveying only 342 teachers.

Student testing

For sampling students in the classroom, IDinsight sampled 10 students per classroom in classes (of all teachers covered for the classroom observation) 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.

Uttar Pradesh:

Teacher motivation:

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 1145 teachers.

Classroom observation:

For the CO IDinsight sampled roughly 2/3 of the teachers who completed the TM questionnaire, to get a final list of roughly 810 teachers. Teachers were added to this list due to teachers dropping out and the final number was 838 teachers.

Student testing:

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.

Midline respondent identification and sampling strategy:

For midline, which took place at the beginning of the second academic year, we followed up with teachers and students surveyed at baseline. Teachers were added only in the case where the number of teachers still teaching in the school from our baseline lists fell below a certain number. In Delhi, teachers were added if less than two teachers from our list in a given school were available and in U.P, new teachers were added only if all teachers from our baseline lists in a given school dropped out. The sampling strategy had two clear advantages:

1) It helped us target teachers and students that have been exposed to STIR for as long as possible since the timeline for the overall evaluation is relatively short

2) The evaluations are already quite complex and this helped have a clear interpretation and narrative surrounding the results

Delhi:

Teacher motivation:

From the list of 1259 teachers surveyed at teacher motivation baseline, 453 teachers dropped out of schools during the academic year and hence were not available for surveying during midline. A further 65 teachers refused to participate and 84 teachers were not available during the data collection period. Given this, the total number of teachers surveyed at teacher motivation midline was 657. These teachers formed the sample for analyses.

Classroom observation:

For classroom observations, we attempted to collect data for all 811 teachers on the Delhi original list. For those schools where the number of teachers available from our 811 list fell below two, 148 new teachers were added based on a random selection from those teachers employed at that school as of 1 July 2015. A total of 459 teachers were surveyed as part of the classroom observation midline.

Student testing:

For testing of student learning levels, all students surveyed at baseline formed the potential sample at midline. Among the 3367 students from baseline, 1956 students were tracked and surveyed at midline. 1127 students had dropped out from the schools. 40 students were absent throughout the course of the data collection, and were not found in schools during any of the five revisits. The remaining 244 students were in schools where we could not survey.

Uttar Pradesh:
Teacher motivation:
From the 1145 teachers surveyed at baseline, 288 teachers dropped out of schools during the course of the academic year and were hence not available for data collection. An additional 61 refused to participate in the data collection and 41 were not available through the course of the data collection. The final number of teachers surveyed at midline were 755. This was the sample for analysis.
Classroom observation:
From the list of 838 teachers surveyed at baseline, we successfully observed the classrooms of 734 these teachers at midline. Another 13 teachers were added in schools where all teachers from our 838 had dropped out. 12 of these 13 were in Rae Bareli and 1 was in Varanasi. In total, 747 teachers were surveyed. 82 teachers dropped out of the schools in our sample. 13 teachers refused to participate in the data collection and 14 teachers were absent throughout the survey period and were not available on either of our visits.
Student testing:
Of the 7386 students tested at baseline, a total of 4560 students were also tested at midline. 615 students were absent all days of visits to the schools16. 149 students were in the four schools that refused data collection. 2062 dropped out of the schools in our sample.

Endline respondent identification and sampling strategy:
For endline, which took place after the end of the second academic year, we followed up with teachers and students surveyed at midline. In Delhi, one teacher was added per school to the classroom observation sample where possible. Additional teachers were added to the teacher motivation sample by offering the survey to all the teachers in our sample schools. The sampling strategy had two clear advantages:
1) It helped us target teachers and students that have been exposed to STIR for as long as possible since the timeline for the overall evaluation is relatively short
2) The evaluations are already quite complex and this helped have a clear interpretation and narrative surrounding the results

Delhi:
Teacher motivation:
From the list of 657 teachers surveyed at teacher motivation midline, 101 teachers dropped out of schools during the academic year and hence were not available for surveying during endline. A further 25 teachers refused to participate and 50 teachers were not available during the data collection period. Given this, the total number of teachers surveyed at teacher motivation midline was 481. These teachers formed the sample for analyses.
Classroom observation:
For classroom observations, we attempted to collect data for all 459 teachers on the Delhi midline list as well as 102 teachers we surveyed at baseline and couldn't t midline but were hopeful of covering in the last survey. A new teacher was added to each school's sample where possible. A total of 376 teachers were surveyed as part of the classroom observation endline.
Student testing:
For testing of student learning levels, all students surveyed at midline formed the potential sample at endline. Among the 1956 students from baseline, 1843 students were tracked and surveyed at midline. 49 students had dropped out from the schools. 45 students were absent throughout the course of the data collection, and were not found in schools during any of the five revisits.

Uttar Pradesh:
Teacher motivation:
From the 967 teachers surveyed at midline, 105 teachers were transfered and 17 retired during the course of the academic year and were hence not available for data collection. An additional 36 refused to participate in the data collection and 26 were not available through the course of the data collection. The final number of teachers surveyed at midline were 731. This was the sample for analysis.
Classroom observation:

From the list of 894 teachers surveyed at midline, we successfully observed the classrooms of 722 these teachers at endline. 67 teacher were transferred, 7 retired and 32 refused to participate in the data collection.26 teachers were absent throughout the survey period and were not available on any of our visits.
Student testing:
Of the 4560 students tested at midline, a total of 3175 students were also tested at midline. 168 students were absent all days of visits to the schools. 1011 graduated out of the schools in our sample and 194 students dropped oout of schooling altogether.

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 surveyCTO, 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 surveyCTO 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 5 file(s)

DDISTiREndlineClassroomObs

# Cases	8512
# Variable(s)	25

Notes

STiR (http://www.stireducation.org/) Endline Survey Dataset
Domain:STiR works in the education sector and seeks to empower teachers to impact student learning positively. STiR seeks to boost teacher motivation and improve teaching practices and classroom culture in order to boost student learning outcomes in government and private schools. STiR provides opportunities for teachers to share their experiences, challenges, and learnings with each other, as well as prospects for special recognition.

Theory of change: STiR emphasizes the inherent ability of teachers, regardless of the pedagogies they choose: they are the experts in their classrooms, experienced with the types of issues teachers in similar schools may face. STiR seeks to improve teachersâ€™ motivation by organizing them as part of local collaborative teacher â€˜changemakerâ€™ networks. By inculcating among teachers the mindset to collaborate with peers and find localized solutions to overcome the challenges they face, STiR believes they can motivate teachers to bring about a change in their classrooms. This positive motivation, coupled with the pedagogical techniques teachers share with each other, will adjust the ways in which teachers spend their time in the classroom. In turn, with improvements to teaching, student learning outcomes are expected to improve.

Background: This dataset represents the endline data for the STiR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae Barely 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 three broad components: Teacher motivation, learning level of Students and classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. Treatment is allocated at the school level ie all teachers of a particular school have a particual 'treatment' assignment. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STiRs base model (Intrinsic; hereafter 1.0), STiRs advanced model (Extrinsic; hereafter 2.0) and a control (pure in UP; placebo in Delhi).

Endline Sample identification strategy: For Endline we tracked back teachers and students who were part of our sample at midline (Please see midline report for details on midline sampling). New students were not added. In Delhi, we added a teacher in each school if possible.

Details of the randomization: Delhi A.P.S 1. In Delhi, the STiR team undertook a large search exercise for APS schools in east Delhi. APS schools were defined as schools with monthly tuition fee below a certain threshold. The team touched around 500 schools. 2. STiR identified 200 APSâ€™s that were interested in working with and formally invited them to participate in their program. 3. 180 of these schools said yes. 4. The 180 schools were then divided into 7 (roughly) equally sized strata based on geography. Each stratum was assigned to a single STiR education leader 5. Within each stratum, one third schools were randomly assigned to control and two thirds to treatment 6. Within each stratum, the schools assigned to treatment were divided into 4 clusters based on geography a. Within each stratum, two of these clusters were randomly assigned to the intrinsic treatment arm (STiR 1.0) b. Within each stratum, we randomly assigned the remaining two clusters to the four extrinsic treatment flavors (STiR 2.0) using sampling without replacement (i.e. within each stratum, there is at most two flavors of treatment 2.0)

Details of the randomization: U.P. Govt. 1. In Uttar Pradesh, schools are organized into administrative units called â€œclustersâ€#. (Note: We call these clusters but they were the strata within which we randomized.) 2. Within the two districts (Rae Bareli and Varanasi), â€œclustersâ€# with less than 15 schools were dropped from consideration. 3. From among the remaining â€œclustersâ€#, we randomly selected 16 clusters. 4. Within each â€œclusterâ€#, we randomly assigned one third of schools to control and two thirds to treatment. All treatment schools in a â€œclusterâ€#

received the same treatment. 5. Note: For a few schools, we didnâ€™t actually randomize at the individual school level. In some cases, two schools shared the same building or grounds (mostly the case where PS and UPS schools of the same village are very close to one another). Thus, we assured that schools with close proximity or sharing the same buildings had the same â€˜treatment statusâ€™ to minimize the risk of contamination. In practice, around 30 schools in all were randomized at this level.

Details of the survey: The baseline data collection took place in two rounds -- the teacher motivation survey from February to April 2015 and the classroom observation, student testing survey conducted from July to November 2015. Similarly the midline data collection also took place in two rounds -- the teacher motivation survey in April and May 2016 and the classroom observation, student testing survey from July to September 2016. The endline survey took place in Delhi from January to February 2017 and in U.P. from July to August 2017.

The endline survey looked at a few indicators -- teacher motivation level information, classroom level information, classroom observation information and student learning level information. Details will follow on each of the individual datasets.

Classroom Observation Data Set

Purpouse: In order to gauge classroom practices, we 'observe' teacher activities in a classroom. For this enumerators sit in on classrooms and observe teachers teaching and their interaction with students. Each observation lasts for 26 minutes. The enumerators would not start the actual observation for the first five minutes to help teachers to 'get used' to them in class. During this time they collect the classroom level 'classroom scan' information. After the first five minutes, there are seven (identical) sections of the observation. Each section lasts three minutes -- where the first two minutes is the observation window and the final minute is used by enumerators to code. This data set is in long format where each teacher has four rounds of data collection. Hence the dataset is unique at the combination of the teacher and observation (variable: obsNumber) level.

Data collection: The classroom observation tool used was adapted from the Stallings Classroom Snapshot, a tool developed by Jane Stallings in 1977. The snapshot captures how classroom inputs are employed to improve learning. This includes how a teacher spends his or her time and what physical resources, materials are used in the classrooms. We adapted this code by making it smaller and easier to code. We also added to it sections of the ASER child friendliness matrix which we felt would be closer mapped to STiRs TOC. We thought of the snapshot to assess teachersâ€™ behavior and practices within the classroom and the changes that may develop as a result of STiRâ€™s program. Enumerators â€˜sit-inâ€™ in classrooms and code student and teacher activities, seven times every three minutes. The Stallings tool is a well-established and widely renowned observational tool used to gauge classrooms which has especially been extensively used in classrooms in Latin America.

Data cleaning: The data set here is generated after data cleaning. Data cleaning included the following steps: 1) Keeping relevant variables: Only those variables required for analyses were kept. Other variables (eg: constraints/ validations built into the surveyCTO form) are dropped. 2) Renaming variables: Our raw files from surveyCTO are in .csv form. The variables are named as in the surveyCTO form. These were renamed more intuitively to make it easier to understand. Variables were renamed using a camelCase convention. 3) Adding variable lables: Variable labels were added for each of the variables. These provide a description of the questions as part of the surveyCTO form. 4) Adding value lables: For 'select options' (categorical variables) in the surveyCTO form, values have been labeled. 5) Reshaping the data as required 6) Creating teacher codes as required: New teachers were added at endline in some schools. Only classroom observation was done for these newly added teachers. On the day the name of a pre-existing teacher was selected. Now, new codes have been created for these teachers to ensure that through the entire two year evaluation all teachers have a 'unique' code. 7) Correcting false coding during data collection: Enumerators also selected the wrong code by mistake. While some amount of such human error is unavoidable, we prevented/ corrected for this in two ways: a) Have enumerators select teacher name twice: If different names were selected between the two times, the form would not go ahead unless it is corrected. b) Reconcile our field status sheet with our data set: SurveyCTO allows us to import and use the data almost as soon as it is uploaded. This helped identifying errors Eg: If teacher A says done in the status sheet but not in the data it means that the wrong code has been selected. Then we would talk with the enumerator concerned and look at the data to define how this should be corrected.

Unique level: This dataset is unique at the combination of the teacher and observation (variable: obsNumber) level. Each teacher has four rounds of data collection

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Variable level notes: Variable level notes have been prefixed with VL. Hence they can be identified by the same.

DDISTiREndlineClassroomScan

# Cases	1216
# Variable(s)	23

Notes

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Theory of change: STiR emphasizes the inherent ability of teachers, regardless of the pedagogies they choose: they are the experts in their classrooms, experienced with the types of issues teachers in similar schools may face. STiR seeks to improve teachersâ€™ motivation by organizing them as part of local collaborative teacher â€˜changemakerâ€™ networks. By inculcating among teachers the mindset to collaborate with peers and find localized solutions to overcome the challenges they face, STiR believes they can motivate teachers to bring about a change in their classrooms. This positive motivation, coupled with the pedagogical techniques teachers share with each other, will adjust the ways in which teachers spend their time in the classroom. In turn, with improvements to teaching, student learning outcomes are expected to improve.

Background: This dataset represents the endline data for the STiR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae Barely 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 three broad components: Teacher motivation, learning level of Students and classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. Treatment is allocated at the school level ie all teachers of a particular school have a particual 'treatment' assignment. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STiRs base model (Intrinsic; hereafter 1.0), STiRs advanced model (Extrinsic; hereafter 2.0) and a control (pure in UP; placebo in Delhi).

Endline Sample identification strategy: For endline we tracked back teachers and students who were part of our sample at midline (Please see midline report for details on midline sampling). New students were not added.

Details of the randomization: Delhi A.P.S 1. In Delhi, the STiR team undertook a large search exercise for APS schools in east Delhi. APS schools were defined as schools with monthly tuition fee below a certain threshold. The team touched around 500 schools. 2. STiR identified 200 APSâ€™s that were interested in working with and formally invited them to participate in their program. 3. 180 of these schools said yes. 4. The 180 schools were then divided into 7 (roughly) equally sized strata based on geography. Each stratum was assigned to a single STiR education leader 5. Within each stratum, one third schools were randomly assigned to control and two thirds to treatment 6. Within each stratum, the schools assigned to treatment were divided into 4 clusters based on geography a. Within each stratum, two of these clusters were randomly assigned to the intrinsic treatment arm (STiR 1.0) b. Within each stratum, we randomly assigned the remaining two clusters to the four extrinsic treatment flavors (STiR 2.0) using sampling without replacement (i.e. within each stratum, there is at most two flavors of treatment 2.0)

Details of the randomization: U.P. Govt. 1. In Uttar Pradesh, schools are organized into administrative units called â€œclustersâ€#. (Note: We call these clusters but they were the strata within which we randomized.) 2. Within the two districts (Rae Bareli and Varanasi), â€œclustersâ€# with less than 15 schools were dropped from consideration. 3. From among the remaining â€œclustersâ€#, we randomly selected 16 clusters. 4. Within each â€œclusterâ€#, we randomly assigned one third of schools to control and two thirds to treatment. All treatment schools in a â€œclusterâ€# received the same treatment. 5. Note: For a few schools, we didnâ€™t actually randomize at the individual school level.

In some cases, two schools shared the same building or grounds (mostly the case where PS and UPS schools of the same village are very close to one another). Thus, we assured that schools with close proximity or sharing the same buildings had the same â€˜treatment statusâ€™ to minimize the risk of contamination. In practice, around 30 schools in all were randomized at this level.

Details of the survey: The baseline data collection took place in two rounds -- the teacher motivation survey from February to April 2015 and the classroom observation, student testing survey conducted from July to November 2015. Similarly the midline data collection also took place in two rounds -- the teacher motivation survey in April and May 2016 and the classroom observation, student testing survey from July to September 2016. The endline survey took place in Delhi from January to February 2017 and in U.P. from July to August 2017.

The endline survey looked at a few indicators -- teacher motivation level information, classroom level information, classroom observation information and student learning level information. Details will follow on each of the individual datasets.

Classroom Scan Data Set

Purpouse: This section was filled out by enumerators before the â€˜main observationâ€™. This included classroom level information â€“ number of students; number of girls and boys; if the classroom is affected by outside noise etc. This we felt would be useful in providing context to our analysis of how classrooms are functioning and a bit of contexts about the classrooms where STiR operate and our evaluation take place

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Data collection: The data collection for these data was done during the main classroom observation. As part of the observation enumerators were told to 'leave' out the first five minutes after they enter the classrooms before starting the classroom observation. These questions were answered during those five minutes. As compared to the other questions part of the 'main observation', these questions were asked only once during the start of the observation. These data were collected once for each teacher (classroom)

Data cleaning: The data set here is generated after data cleaning. Data cleaning included the following steps: 1) Keeping relevant variables: Only those variables required for analyses were kept. Other variables (eg: constraints/ validations built into the surveyCTO form) are dropped. 2) Renaming variables: Our raw files from surveyCTO are in .csv form. The variables are named as in the surveyCTO form. These were renamed more intuitively to make it easier to understand. Variables were renamed using a camelCase convention. 3) Adding variable lables: Variable labels were added for each of the variables. These provide a description of the questions as part of the surveyCTO form. 4) Adding value lables: For 'select options' (categorical variables) in the surveyCTO form, values have been labeled. 5) Reshaping the data as required 6) Creating teacher codes as required: New teachers were added at endline in some Delhi schools due to high levels of attrition. Only classroom observation was done for these newly added teachers. On the day the name of a pre-existing teacher was selected. Now, new codes have been created for these teachers to ensure that through the entire two year evaluation all teachers have a 'unique' code. 7) Correcting false coding during data collection: Enumerators also selected the wrong code by mistake. While some amount of such human error is unavoidable, we prevented/ corrected for this in two ways: a) Have enumerators select teacher name twice: If different names were selected between the two times, the form would not go ahead unless it is corrected. b) Reconcile our field status sheet with our data set: SurveyCTO allows us to import and use the data almost as soon as it is uploaded. This helped identifying errors Eg: If teacher A says done in the status sheet but not in the data it means that the wrong code has been selected. Then we would talk with the enumerator concerned and look at the data to define how this should be corrected.

Unique level: This dataset is unique at the teacher level ie for each teacher's classroom these data would be collected once.

Variable level notes: Variable level notes have been prefixed with VL. Hence they can be identified by the same.

DDISTiREndlineStudentTesting	
# Cases	5004
# Variable(s)	16

Notes

STiR (http://www.stireducation.org/) Endline Survey Dataset

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Endline Sample identification strategy: For endline we tracked back teachers and students who were part of our sample at midline (Please see midline report for details on midline sampling). New students were not added.

Details of the randomization: Delhi A.P.S 1. In Delhi, the STiR team undertook a large search exercise for APS schools in east Delhi. APS schools were defined as schools with monthly tuition fee below a certain threshold. The team touched around 500 schools. 2. STiR identified 200 APSâ€™s that were interested in working with and formally invited them to participate in their program. 3. 180 of these schools said yes. 4. The 180 schools were then divided into 7 (roughly) equally sized strata based on geography. Each stratum was assigned to a single STiR education leader 5. Within each stratum, one third schools were randomly assigned to control and two thirds to treatment 6. Within each stratum, the schools assigned to treatment were divided into 4 clusters based on geography a. Within each stratum, two of these clusters were randomly assigned to the intrinsic treatment arm (STiR 1.0) b. Within each stratum, we randomly assigned the remaining two clusters to the four extrinsic treatment flavors (STiR 2.0) using sampling without replacement (i.e. within each stratum, there is at most two flavors of treatment 2.0)

Details of the randomization: U.P. Govt. 1. In Uttar Pradesh, schools are organized into administrative units called â€œclustersâ€#. (Note: We call these clusters but they were the strata within which we randomized.) 2. Within the two districts (Rae Bareli and Varanasi), â€œclustersâ€# with less than 15 schools were dropped from consideration. 3. From among the remaining â€œclustersâ€#, we randomly selected 16 clusters. 4. Within each â€œclusterâ€#, we randomly assigned one third of schools to control and two thirds to treatment. All treatment schools in a â€œclusterâ€# received the same treatment. 5. Note: For a few schools, we didnâ€™t actually randomize at the individual school level. In some cases, two schools shared the same building or grounds (mostly the case where PS and UPS schools of the same village are very close to one another). Thus, we assured that schools with close proximity or sharing the same buildings had the same â€˜treatment statusâ€™ to minimize the risk of contamination. In practice, around 30 schools in all were randomized at this level.

Details of the survey: The baseline data collection took place in two rounds -- the teacher motivation survey from February to April 2015 and the classroom observation, student testing survey conducted from July to November 2015. Similarly the midline data collection also took place in two rounds -- the teacher motivation survey in April and May 2016 and the classroom observation, student testing survey from July to September 2016. The endline survey took place in Delhi from January to February 2017 and in U.P. from July to August 2017.

The endline survey looked at a few indicators -- teacher motivation level information, classroom level information, classroom observation information and student learning level information. Details will follow on each of the individual datasets.

Student Testing Data Set

Purpouse: Student testing data was collected to gauge if STiRs program has had an impact on student learning levels. For this purpose we conducted two tests for students -- hindi reading and math. A students learning level is the highest level they acheive in each of the tests. This data set contains the maximum level of students in hindi and math during the midline data collection.

Data collection: For the student testing we used the ASER student testing tool. This includes questions on Hindi (the local language in Delhi and Uttar Pradesh) and Math. We added to the base ASER tool a few questions (details mentioned below). The Hindi component tests the reading ability of students. Questions progress from recognizing letters to reading stories. A studentâ€™s â€˜Hindi levelâ€™ is defined as the highest level (question) s/he correctly reads. The math questions range from identifying one digit numbers to solving fraction questions. A studentâ€™s math level is defined as the highest question s/he correctly answers. The ASER tools are designed keeping in mind primary school students (grade 1 to 5). Given that our evaluation in both Delhi and U.P. comprised grades 1 to 8 (i.e., our sample includes upper primary) we were worried about ceiling effects. To minimize ceiling effects, new levels were added to both the Hindi and math section of the â€˜baseâ€™ ASER tool. ï‚· Hindi: At baseline, two new stories were added to have a total of three stories, each with an increased level of difficulty to the previous. At midline an additional story was added to have a total of four story levels. ï‚· Math: At baseline, the fractions section was added to the existing ASER math tool to help limit ceiling effects. ASER is well established in education research and evaluation in India. Their testing tools are widely used and are well designed and piloted to cater to evaluations similar to ours.

Data cleaning: The data set here is generated after data cleaning. Data cleaning included the following steps: 1) Keeping relevant variables: Only those variables required for analyses were kept. Other variables (eg: constraints/ validations built into the surveyCTO form) are dropped. 2) Renaming variables: Our raw files from surveyCTO are in .csv form. The variables are named as in the surveyCTO form. These were renamed more intuitively to make it easier to understand. Variables were renamed using a camelCase convention. 3) Adding variable lables: Variable labels were added for each of the variables. These provide a description of the questions as part of the surveyCTO form. 4) Adding value lables: For 'select options' (categorical variables) in the surveyCTO form, values have been labeled. 5) Reshaping the data as required 6) Creating teacher codes as required: New teachers were added at midline in some schools due to high levels of attrition at and from baseline. Only classroom observation was done for these newly added teachers. On the day the name of a pre-existing teacher was selected. Now, new codes have been created for these teachers to ensure that through the entire two year evaluation all teachers have a 'unique' code. 7) Correcting false coding during data collection: Enumerators also selected the wrong code by mistake. While some amount of such human error is unavoidable, we prevented/ corrected for this in two ways: a) Have enumerators select teacher name twice: If different names were selected between the two times, the form would not go ahead unless it is corrected. b) Reconcile our field status sheet with our data set: SurveyCTO allows us to import and use the data almost as soon as it is uploaded. This helped identifying errors Eg: If teacher A says done in the status sheet but not in the data it means that the wrong code has been selected. Then we would talk with the enumerator concerned and look at the data to define how this should be corrected.

Unique level: This dataset is unique at the student level. Each student has one row

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Variable level notes: Variable level notes have been prefixed with VL. Hence they can be identified by the same.

DDISTiREndlineTeacherMotivation

# Cases	2205
# Variable(s)	116

Notes

STiR (http://www.stireducation.org/) Endline Survey Dataset

Domain:STiR works in the education sector and seeks to empower teachers to impact student learning positively. STiR seeks to boost teacher motivation and improve teaching practices and classroom culture in order to boost student learning outcomes in government and private schools. STiR provides opportunities for teachers to share their experiences, challenges, and learnings with each other, as well as prospects for special recognition.

Theory of change: STiR emphasizes the inherent ability of teachers, regardless of the pedagogies they choose: they are the experts in their classrooms, experienced with the types of issues teachers in similar schools may face. STiR seeks to improve teachersâ€™ motivation by organizing them as part of local collaborative teacher â€˜changemakerâ€™ networks. By inculcating among teachers the mindset to collaborate with peers and find localized solutions to overcome the challenges they face, STiR believes they can motivate teachers to bring about a change in their classrooms. This positive motivation, coupled with the pedagogical techniques teachers share with each other, will adjust the ways in which teachers spend their time in the classroom. In turn, with improvements to teaching, student learning outcomes are expected to improve.

Background: This dataset represents the midline data for the STiR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae Barely 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 three broad components: Teacher motivation, learning level of Students and classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. Treatment is allocated at the school level ie all teachers of a particular school have a particual 'treatment' assignment. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STiRs base model (Intrinsic; hereafter 1.0), STiRs advanced model (Extrinsic; hereafter 2.0) and a control (pure in UP; placebo in Delhi).

Endline Sample identification strategy: For endline we tracked back teachers and students who were part of our sample at midline (Please see midline report for details on midline sampling). New students were not added. The teacher motivation questionnaire was offered to all the teachers in a school. Therefore some new teachers were added in both Delhi and U.P. during endline.

Details of the randomization: Delhi A.P.S 1. In Delhi, the STiR team undertook a large search exercise for APS schools in east Delhi. APS schools were defined as schools with monthly tuition fee below a certain threshold. The team touched around 500 schools. 2. STiR identified 200 APSâ€™s that were interested in working with and formally invited them to participate in their program. 3. 180 of these schools said yes. 4. The 180 schools were then divided into 7 (roughly) equally sized strata based on geography. Each stratum was assigned to a single STiR education leader 5. Within each stratum, one third schools were randomly assigned to control and two thirds to treatment 6. Within each stratum, the schools assigned to treatment were divided into 4 clusters based on geography a. Within each stratum, two of these clusters were randomly assigned to the intrinsic treatment arm (STiR 1.0) b. Within each stratum, we randomly assigned the remaining two clusters to the four extrinsic treatment flavors (STiR 2.0) using sampling without replacement (i.e. within each stratum, there is at most two flavors of treatment 2.0)

Details of the randomization: U.P. Govt. 1. In Uttar Pradesh, schools are organized into administrative units called â€œclustersâ€#. (Note: We call these clusters but they were the strata within which we randomized.) 2. Within the two districts (Rae Bareli and Varanasi), â€œclustersâ€# with less than 15 schools were dropped from consideration. 3. From among the remaining â€œclustersâ€#, we randomly selected 16 clusters. 4. Within each â€œclusterâ€#, we randomly assigned one third of schools to control and two thirds to treatment. All treatment schools in a â€œclusterâ€# received the same treatment. 5. Note: For a few schools, we didnâ€™t actually randomize at the individual school level. In some cases, two schools shared the same building or grounds (mostly the case where PS and UPS schools of the same village are very close to one another). Thus, we assured that schools with close proximity or sharing the same buildings had the same â€˜treatment statusâ€™ to minimize the risk of contamination. In practice, around 30 schools in all were randomized at this level.

Details of the survey: The baseline data collection took place in two rounds -- the teacher motivation survey from February to April 2015 and the classroom observation, student testing survey conducted from July to November 2015. Similarly the midline data collection also took place in two rounds -- the teacher motivation survey in April and May 2016 and the classroom observation, student testing survey from July to September 2016. The endline survey took place in Delhi from January to February 2017 and in U.P. from July to August 2017.

The endline survey looked at a few indicators -- teacher motivation level information, classroom level information, classroom observation information and student learning level information. Details will follow on each of the individual datasets.

Teacher Motivation Data Set

Overview: The teacher motivation survey was conducted during January to February 2017 in Delhi and during July to August 2017 in U.P.. To measure teacher motivation a self-administered questionnaire was created by NYU. We offered this questionnaire to teachers who filled the teacher motivation survey during midline as well as any other teachers in the schools who were interested in filling this out.

NYU created a questionnaire that asked the teachers 46 statement (likert style) questions to determine their motiavtion levels. The data from these questions was then collapsed to create one single number which is called the Teacher Motivation Index. The questionnaire was preceded by a demographic sheet which collected data on the teachers' personal details.

Computation of the Index: To create the index, we wanted to sum up the answers to all the positive questions in the survey and then take an average of that score by dividing by the number of questions answered by the respondent. Since questions A1, A3, A4, A5, A9, A10, A11, A34, B3, B4, B5, B6 and B7 were statements that would indicate lesser motivation. eg: "Teaching is mentally draining", the scores for these statements were reversed. The index created from the above mentioned process was then normalised to make interpreting the results simpler.

Data entry and checks: The teacher motivation survey was a self administered paper survey. After the survey data was entered. For dataentry CSPro was used and each survey was double entered. A third entry of 10% of the sample was done by IDinsight staff as an additional level of checks. Acceptable level of errors were 0 in case of teacher or school codes and .5% in case of all other fields. Our final error rate was much below even the .5% threshold.

Final variables: The final variables include school code, teacher code, answers from the demographic sheet, answers to all the individual questions, and the final normalised index value, which has been called the teacher motivation index. Some of the variables from the demographic sheet like the gender, qualification, experience etc. have also been used as covariates (controls) in our impact analysis.

Unique level: This dataset is unique at the teacher level.

Variable level notes: Variable level notes have been prefixed with VL. Hence they can be identified by the same.

DDISTiRSchoolTreatmentAssignment

# Cases	453
# Variable(s)	7

Notes

In Delhi specifically since multiple enumerators surveyed one teacher, many ST cases have been dummy coded. These are identified by Student name.

{hilite: Complete Data set}

{hilite: Description:} This is the first dataset being saved which has all the variables (For CO as well as ST).

{hilite: Variable Naming Convention:} The naming of the variable is still as in the raw data (and SurveyCTO).This will be renamed as appropriate later.

{hilite: Data Cleaning:} The Data Cleaning part has been initiated in this file. 1. Manual coding errors by the enumerators relating to teacher and school code have been corrected here. Since this is generic it has been done at the very beggining. 2. Identifiers have been created for dummy coded data which will be used later.

{hilite: Further Steps:} This dataset will now be divided into three datasets for anaysis. 1. Student testing dataset 2. Classroom Observation dataset and 3. Flanders dataset. Only the relevant variables to each will be kept and specific changes will be made for each dataset.
{hilite: Variable notes:} All changes made have been recorded as variable notes. They have a common string of ED. To view all notes please type notes search ED.
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- In U.P. for 2 teachers(164007,207307)student grade coded as pre-primary. Edited here
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.
{ul:{hilite:{browse "http://www.stireducation.org/":STIR} Baseline Survey Dataset}}
{hilite: Domain:}STIR works in the education sector and seeks to empower teachers to impact student learning positively.
{hilite: 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 {browse "http://www.idinsight.org":IDinsight}. 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.
{hilite: 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.
{hilite: 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 for each section, 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.
{hilite: 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.
{hilite: Student Testing Data Set}
{hilite: Purpouse:} 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/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/ she has succedfully 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/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/she moves to the next question. A students math level is computed using the same logic as in Hindi.
{hilite: 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.

{hilite: 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).
{hilite: Variable notes:} All changes made have been recorded as variable notes. They have a common string of ED. To view all notes please type notes search ED.
{hilite: Classroom Observation Data Set}
{hilite: 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.
{hilite: Purpouse:} This data set has to do with Sections 1, 2 and 4. 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.
{hilite: 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.
{hilite: 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.

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.

STiR (http://www.stireducation.org/) Endline Survey Dataset
Domain:STiR works in the education sector and seeks to empower teachers to impact student learning positively. STiR seeks to boost teacher motivation and improve teaching practices and classroom culture in order to boost student learning outcomes in government and private schools. STiR provides opportunities for teachers to share their experiences, challenges, and learnings with each other, as well as prospects for special recognition.

Theory of change: STiR emphasizes the inherent ability of teachers, regardless of the pedagogies they choose: they are the experts in their classrooms, experienced with the types of issues teachers in similar schools may face. STiR seeks to improve teachersâ€™ motivation by organizing them as part of local collaborative teacher â€˜changemakerâ€™ networks. By inculcating among teachers the mindset to collaborate with peers and find localized solutions to overcome the challenges they face, STiR believes they can motivate teachers to bring about a change in their classrooms. This positive motivation, coupled with the pedagogical techniques teachers share with each other, will adjust the ways in which teachers spend their time in the classroom. In turn, with improvements to teaching, student learning outcomes are expected to improve.

Background: This dataset represents the midline data for the STiR SIEF evaluation conducted in two contexts: Government Schools in Varanasi and Rae Barely 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 three broad components: Teacher motivation, learning level of Students and classroom practices of teachers.

Evaluation Design: The evaluation design for this study is a Randomized Control Trial in both geographies. Treatment is allocated at the school level ie all teachers of a particular school have a particual 'treatment' assignment. The sample size in U.P. was 270 schools and in Delhi was 180 schools. The three treatment arms are: STiRs base model (Intrinsic; hereafter 1.0), STiRs advanced model (Extrinsic; hereafter 2.0) and a control (pure in UP; placebo in Delhi).

Midline Sample identification strategy: For midline we tracked back teachers and students who were part of our sample at baseline (Please see baseline report for details on baseline sampling). New students were not added. Teachers were added to the list in Uttar Pradesh only if all teachers in a school who were surveyed at baseline dropped out. In Delhi, we had to resample teachers since we were unable to reach required sample numbers at baseline. If there were less than two teachers in a school from our baseline lists, we added teachers on the spot.

Details of the randomization: Delhi A.P.S 1. In Delhi, the STiR team undertook a large search exercise for APS schools in east Delhi. APS schools were defined as schools with monthly tuition fee below a certain threshold. The team touched around 500 schools. 2. STiR identified 200 APSâ€™s that were interested in working with and formally invited them to participate in their program. 3. 180 of these schools said yes. 4. The 180 schools were then divided into 7 (roughly) equally sized strata based on geography. Each stratum was assigned to a single STiR education leader 5. Within each stratum, one third schools were randomly assigned to control and two thirds to treatment 6. Within each stratum, the schools assigned to treatment were divided into 4 clusters based on geography a. Within each stratum, two of these clusters were randomly assigned to the intrinsic treatment arm (STiR 1.0) b. Within each stratum, we randomly assigned the remaining two clusters to the four extrinsic treatment flavors (STiR 2.0) using sampling without replacement (i.e. within each stratum, there is at most two flavors of treatment 2.0)

Details of the randomization: U.P. Govt. 1. In Uttar Pradesh, schools are organized into administrative units called â€œclustersâ€#. (Note: We call these clusters but they were the strata within which we randomized.) 2. Within the two districts (Rae Bareli and Varanasi), â€œclustersâ€# with less than 15 schools were dropped from consideration. 3. From among the remaining â€œclustersâ€#, we randomly selected 16 clusters. 4. Within each â€œclusterâ€#, we randomly assigned one third of schools to control and two thirds to treatment. All treatment schools in a â€œclusterâ€# received the same treatment. 5. Note: For a few schools, we didnâ€™t actually randomize at the individual school level. In some cases, two schools shared the same building or grounds (mostly the case where PS and UPS schools of the same village are very close to one another). Thus, we assured that schools with close proximity or sharing the same buildings had the same â€˜treatment statusâ€™ to minimize the risk of contamination. In practice, around 30 schools in all were randomized at this level.

Details of the survey: The baseline data collection took place in two rounds -- the teacher motivation survey from February to April 2015 and the classroom observation, student testing survey conducted from July to November 2015. Similarly the midline data collection also took place in two rounds -- the teacher motivation survey in April and May 2016 and the classroom observation, student testing survey from July to September 2016. The endline survey took place in Delhi from January to February 2017 and in U.P. from July to August 2017.

The endline survey looked at a few indicators -- teacher motivation level information, classroom level information, classroom observation information and student learning level information. Details will follow on each of the individual datasets.

Treatment Allocation Data Set

Overview: The treatment allocation of the STiR program is at the school level. This dataset is at the school level and helps identify the treatment assignment of schools and by extention teachers in the schools. To run any impact analyses this file would have to be 'merged in' using school code (named school here).

Final variables: The final variables kept here are region, district, school (code) and three variables which indicate treatment assignment. This evaluation has three treatment arms -- Control(pure in Uttar Pradesh, Placebo in Delhi), STiR base model (Intrinsic) and a STiR advanced model (Extrinsic). There are also different flavors of the Extrinsic arm. The three variables

have three different interpretations and usage. The first variable named "treatment" purely indicates if the school is treatment or control (ie clubbing both Intrinsic and Extrinsic together). The second variable named "treatmentStatus" indicates whether the school is a control, intrinsic or extrinsic school. Finally "extrinsicPackage" helps identify which extrinsic package an extrinsic school belongs to.

How to use: To run any impact analysis, this file would have to be merged into the data using school code (varname: school). Note: Not all schools will merge due to refusals during data collection. If school code is not present in any of the files, it can be created easily using the first four characters of teacher code.

Variables List

Dataset contains 187 variable(s)

File DDISTiREndlineClassroomObs

#	Name	Label	Type	Format	Valid	Invalid	Question
1	region	Geography	discrete	numeric-8.0	8512	0	-
2	district	District	discrete	numeric-10.0	8512	0	-
3	cluster	Network	discrete	numeric-14.0	8512	0	-
4	school	School Code	continuous	numeric-8.0	8512	0	-
5	teacher	Teacher Code	discrete	character-6	8512	0	-
6	enumerator	Enumerator Code	continuous	numeric-8.0	8512	0	-
7	informed ..	Did the principal or head teacher give permission?	discrete	numeric-8.0	8512	0	-
8	obsNumber	Observation round	discrete	numeric-19.0	8512	0	-
9	submissi ..	SubmissionDate	discrete	character-244	8512	-	-
10	teacherA ..	What is the teacher currently doing?	discrete	numeric-80.0	8512	0	-
11	studentA ..	What are students supposed to be doing?	discrete	numeric-89.0	8512	0	-
12	studentA ..	Based on instructions given by teachers which accurately describes students?	discrete	numeric-60.0	8512	0	-
13	studentA ..	To what extent are the students engaged or not engaged?	discrete	numeric-26.0	8451	61	-
14	teacherL ..	Did the teacher smile, laugh or joke with at least some students?	discrete	numeric-9.0	8512	0	-
15	atleast1Qn	Did the students ask the teacher at least one question?	discrete	numeric-9.0	8512	0	-
16	studentP ..	Did the teacher praise or showcase the work of atleast one child?	discrete	numeric-9.0	8512	0	-
17	localInf ..	Did the teacher use local or relevant information to make content relevant?	discrete	numeric-9.0	8512	0	-
18	tlm	Did the teacher use any learning aides other than the textbook?	discrete	numeric-9.0	8512	0	-
19	groupWork	Did the teacher ask children to work in small groups or pairs?	discrete	numeric-9.0	8512	0	-
20	referName	Did the teacher always refer to her students by their name?	discrete	numeric-10.0	8466	46	-
21	mainSubj ..	What was the main subject covered in this class?	discrete	numeric-8.0	8512	0	-
22	topicsCo ..	What topics were covered in this class? (Topic 1)	discrete	numeric-32.0	7793	719	-

File DDISTiREndlineClassroomObs

#	Name	Label	Type	Format	Valid	Invalid	Question
23	topicsCo ..	What topics were covered in this class? (Topic 2)	discrete	numeric-32.0	337	8175	-
24	topicsCo ..	What topics were covered in this class? (Topic 3)	discrete	numeric-32.0	64	8448	-
25	topicsCo ..	What topics were covered in this class? (Topic 4)	discrete	numeric-32.0	7	8505	-

File DDISTiREndlineClassroomScan

#	Name	Label	Type	Format	Valid	Invalid	Question
1	surveyDate	Date of the survey	discrete	character-244	1216	-	-
2	classroo ..	Time of the classroom scan	discrete	character-244	1216	-	-
3	submissi ..	SubmissionDate	discrete	character-244	1216	-	-
4	region	Geography	discrete	numeric-8.0	1216	0	-
5	district	District	discrete	numeric-10.0	1216	0	-
6	cluster	Network	discrete	numeric-14.0	1216	0	-
7	school	School Code	continuous	numeric-8.0	1216	0	-
8	teacher	Teacher Code	discrete	character-6	1216	0	-
9	enumerator	Enumerator Code	continuous	numeric-8.0	1216	0	-
10	informed ..	Did the principal or head teacher give permission?	discrete	numeric-8.0	1216	0	-
11	numberSt ..	Number of students	continuous	numeric-8.0	1216	0	-
12	numberGi ..	Number of girls visible in the class	continuous	numeric-8.0	1216	0	-
13	numberBoys	Number of boys visible in the class	continuous	numeric-8.0	1216	0	-
14	numberTe ..	How many teachers are in present the classroom?	discrete	numeric-13.0	1216	0	-
15	classroo ..	What best describes the classroom?	discrete	numeric-30.0	1216	0	-
16	seatingD ..	How would you describe the way the students are seated?	discrete	numeric-25.0	1216	0	-
17	seatingT ..	Majority of the students are on:	discrete	numeric-26.0	1216	0	-
18	uniform	Are children wearing uniform?	discrete	numeric-9.0	1216	0	-
19	outsideN ..	Does outside noise affect communication?	discrete	numeric-9.0	1216	0	-
20	blackboa ..	Does the classroom have a blackboard or a whiteboard?	discrete	numeric-9.0	1216	0	-
21	teacherC ..	Is there a chair and/or a table for the teacher?	discrete	numeric-9.0	1216	0	-
22	posters	Are there posters, etc, on the walls or on display (other than student work)?Â	discrete	numeric-9.0	1216	0	-

File DDISTiREndlineClassroomScan

#	Name	Label	Type	Format	Valid	Invalid	Question
23	students ..	Is student work (posters, drawings, etc) on display in the classroom?	discrete	numeric-9.0	1216	0	-

File DDISTiREndlineStudentTesting

#	Name	Label	Type	Format	Valid	Invalid	Question
1	surveyDate	Date of the survey	discrete	character-12	5004	0	-
2	region	Geography	discrete	numeric-8.0	5004	0	-
3	district	District	discrete	numeric-10.0	5004	0	-
4	cluster	Network	discrete	numeric-14.0	5004	0	-
5	school	School Code	continuous	numeric-8.0	5004	0	-
6	teacher	Teacher Code	discrete	character-6	5004	0	-
7	studentC ..	Student Code	continuous	numeric-12.0	5004	0	-
8	grade	Students grade	discrete	numeric-8.0	5004	0	-
9	rollNumber	Roll number	continuous	numeric-8.0	4934	70	-
10	enumerator	Enumerator Code	continuous	numeric-8.0	5004	0	-
11	hindiLevel	Maximum level in Hindi	discrete	numeric-9.0	5004	0	-
12	mathLevel	Maximum level in Math	discrete	numeric-14.0	5004	0	-
13	comprehe ..	Comprehension Questions	discrete	numeric-8.0	5004	0	-
14	timeElap ..	Time elapsed	discrete	numeric-8.0	5004	0	-
15	comeSchool	Do you like coming to school?	discrete	numeric-10.0	4989	15	-
16	likeTeac ..	Do you want to be like your teacher?	discrete	numeric-10.0	4986	18	-

File DDISTiREndlineTeacherMotivation

#	Name	Label	Type	Format	Valid	Invalid	Question
1	region	Geography	discrete	numeric-13.0	2205	0	-
2	school	School Code	discrete	character-4	2205	0	-
3	teacher	Teacher Code	discrete	character-6	2205	0	-
4	enumerator	Enumerator Code	discrete	numeric-10.0	2205	0	-
5	age	Teachers age	continuous	numeric-10.0	2202	3	-
6	designat ..	What is your designation in the school?	discrete	numeric-19.0	2203	2	-
7	gender	Teacher sex	discrete	numeric-10.0	2205	0	-
8	teaching ..	Years of total teaching experience	continuous	numeric-9.0	2204	1	-
9	teaching ..	Years in current school	continuous	numeric-9.0	2205	0	-
10	Dateofen ..	Date of entry	continuous	numeric-10.0	2205	0	-
11	z_ELtmIn ..	teacher motivation index (normalised)	continuous	numeric-9.0	2205	0	-

File DDISTiREndlineTeacherMotivation

#	Name	Label	Type	Format	Valid	Invalid	Question
12	TEACHING ..	Do you (teachers) teach english? (Y/N)	discrete	numeric-10.0	2205	0	-
13	TEACHING ..	Do you (teachers) teach math? (Y/N)	discrete	numeric-10.0	2205	0	-
14	TEACHING ..	Do you (teachers) teach biology? (Y/N)	discrete	numeric-10.0	1072	1133	-
15	TEACHING ..	Do you (teachers) teach chemistry? (Y/N)	discrete	numeric-10.0	1072	1133	-
16	TEACHING ..	Do you (teachers) teach physics? (Y/N)	discrete	numeric-10.0	1072	1133	-
17	TEACHING ..	Do you (teachers) teach commerce? (Y/N)	discrete	numeric-10.0	2205	0	-
18	TEACHING ..	Do you (teachers) teach agriculture? (Y/N)	discrete	numeric-10.0	1072	1133	-
19	TEACHING ..	Do you (teachers) teach geography? (Y/N)	discrete	numeric-10.0	1072	1133	-
20	TEACHING ..	Do you (teachers) teach religious studies? (Y/N)	discrete	numeric-10.0	1072	1133	-
21	TEACHING ..	Do you (teachers) teach grade 1? (Y/N)	discrete	numeric-10.0	2205	0	-
22	TEACHING ..	Do you (teachers) teach grade 2? (Y/N)	discrete	numeric-10.0	2205	0	-
23	TEACHING ..	Do you (teachers) teach grade 3? (Y/N)	discrete	numeric-10.0	2205	0	-
24	TEACHING ..	Do you (teachers) teach grade 4? (Y/N)	discrete	numeric-10.0	2205	0	-
25	TEACHING ..	Do you (teachers) teach grade 5? (Y/N)	discrete	numeric-10.0	2205	0	-
26	TEACHING ..	Do you (teachers) teach grade 6? (Y/N)	discrete	numeric-10.0	2205	0	-
27	TEACHING ..	Do you (teachers) teach grade 7? (Y/N)	discrete	numeric-10.0	2205	0	-
28	TEACHING ..	Do you (teachers) teach grade 8? (Y/N)	discrete	numeric-10.0	2205	0	-
29	TEACHING ..	Do you (teachers) teach UKG? (Y/N)	discrete	numeric-10.0	2205	0	-
30	TEACHING ..	Do you (teachers) teach LKG? (Y/N)	discrete	numeric-10.0	2205	0	-
31	TEACHING ..	Do you (teachers) teach science? (Y/N)	discrete	numeric-10.0	1133	1072	-
32	TEACHING ..	Do you (teachers) teach social sciences? (Y/N)	discrete	numeric-10.0	1133	1072	-
33	TEACHING ..	Do you (teachers) teach moral education? (Y/N)	discrete	numeric-10.0	1133	1072	-
34	TEACHING ..	Do you (teachers) teach environmental education? (Y/N)	discrete	numeric-10.0	1133	1072	-
35	TEACHING ..	Do you (teachers) teach hindi? (Y/N)	discrete	numeric-10.0	1133	1072	-

File DDISTiREndlineTeacherMotivation

#	Name	Label	Type	Format	Valid	Invalid	Question
36	TEACHING ..	Do you (teachers) teach physical education? (Y/N)	discrete	numeric-10.0	1133	1072	-
37	OTHER	Do you (teachers) teach any other subject? (Specify)	discrete	character-16	640	0	-
38	YOUR_MOT ..	What is your mother tongue? (Specify)	discrete	numeric-10.0	1072	1133	-
39	LANGUAGE ..	Do you (teachers) know Bangla? (Y/N)	discrete	numeric-10.0	2205	0	-
40	LANGUAGE ..	Do you (teachers) know Kashmiri? (Y/N)	discrete	numeric-10.0	2205	0	-
41	LANGUAGE ..	Do you (teachers) know Tamil? (Y/N)	discrete	numeric-10.0	2205	0	-
42	LANGUAGE ..	Do you (teachers) know English? (Y/N)	discrete	numeric-10.0	2205	0	-
43	LANGUAGE ..	Do you (teachers) know Marathi? (Y/N)	discrete	numeric-10.0	2205	0	-
44	LANGUAGE ..	Do you (teachers) know Malayalam? (Y/N)	discrete	numeric-10.0	2205	0	-
45	LANGUAGE ..	Do you (teachers) know Telegu? (Y/N)	discrete	numeric-10.0	1072	1133	-
46	LANGUAGE ..	Do you (teachers) know Urdu? (Y/N)	discrete	numeric-10.0	2205	0	-
47	LANGUAGE ..	Do you (teachers) know Hindi? (Y/N)	discrete	numeric-10.0	2205	0	-
48	LANGUAGE ..	Do you (teachers) know Gujarati? (Y/N)	discrete	numeric-10.0	2205	0	-
49	LANGUAGE ..	Do you (teachers) know Punjabi? (Y/N)	discrete	numeric-10.0	2205	0	-
50	LANGUAGE ..	Do you (teachers) know Kanada? (Y/N)	discrete	numeric-10.0	2205	0	-
51	LANGUAGE ..	Do you (teachers) know Sindhi? (Y/N)	discrete	numeric-10.0	2205	0	-
52	LANGUAGE ..	Do you (teachers) know Nepali? (Y/N)	discrete	numeric-10.0	2205	0	-
53	LANGUAGE ..	Do you (teachers) know any other languages? (Specify)	discrete	character-11	1122	0	-
54	LANGUAGE ..	Do you (teachers) know Dongri? (Y/N)	discrete	numeric-10.0	1133	1072	-
55	qualific ..	Highest academic qualification of teachers	discrete	numeric-10.0	2203	2	-
56	RELIGION	What religion do you (teachers) practice?	discrete	numeric-20.0	2205	0	-
57	MARITAL_..	What is your (teachers') marital status?	discrete	numeric-10.0	2200	5	-
58	SPOUSE_W ..	Does your spouse work? (Y/N)	discrete	numeric-10.0	2205	0	-
59	FAMILY_M ..	How many adult family members do you (teachers) have?	discrete	numeric-10.0	2205	0	-

File DDISTiREndlineTeacherMotivation

#	Name	Label	Type	Format	Valid	Invalid	Question
60	HOW_MANY ..	How many children do you (teachers) have in the household?	discrete	numeric-10.0	2205	0	-
61	SCHOOL_G ..	How many school going children do you have in the family?	discrete	numeric-10.0	2204	1	-
62	ANY_OTHE ..	Do you (teachers) engage in any other paid activities other than teaching? (Y?N)	discrete	numeric-10.0	2205	0	-
63	FULL_OR_ ..	Are these activities full time or part time?	discrete	numeric-10.0	2205	0	-
64	WORK_TYPE	If this job is in teaching, what type of job is it?	discrete	numeric-15.0	2205	0	-
65	NON_TEAC ..	If this job is not in the teaching sector, what type of job is it?	discrete	numeric-14.0	2205	0	-
66	MODE_OF_ ..	What is your main mode of transport to the school?	discrete	numeric-11.0	2204	1	-
67	TIME_IN_ ..	How much time does it take you to commute to school (in hours)?	discrete	numeric-10.0	2203	2	-
68	TIME_IN_ ..	How much time does it take you to commute to school (in minutes)?	continuous	numeric-10.0	2203	2	-
69	LAST_TWO ..	In the last two weeks, how many days have you missed school?	continuous	numeric-10.0	2205	0	-
70	MAIN_REA ..	What are the main reasons for your absence?	discrete	numeric-28.0	2205	0	-
71	A_1	A_1	discrete	numeric-17.0	2188	17	-
72	A_2	A_2	discrete	numeric-17.0	2202	3	-
73	A_3	A_3	discrete	numeric-17.0	2199	6	-
74	A_4	A_4	discrete	numeric-17.0	2151	54	-
75	A_5	A_5	discrete	numeric-17.0	2195	10	-
76	A_6	A_6	discrete	numeric-17.0	2195	10	-
77	A_7	A_7	discrete	numeric-17.0	2199	6	-
78	A_8	A_8	discrete	numeric-17.0	2204	1	-
79	A_9	A_9	discrete	numeric-17.0	2195	10	-
80	A_10	A_10	discrete	numeric-17.0	2155	50	-
81	A_11	A_11	discrete	numeric-17.0	2185	20	-
82	A_12	A_12	discrete	numeric-17.0	2200	5	-
83	A_13	A_13	discrete	numeric-17.0	2200	5	-
84	A_14	A_14	discrete	numeric-17.0	2202	3	-
85	A_15	A_15	discrete	numeric-17.0	2197	8	-
86	A_16	A_16	discrete	numeric-17.0	2194	11	-
87	A_17	A_17	discrete	numeric-17.0	2197	8	-
88	A_18	A_18	discrete	numeric-17.0	2176	29	-

File DDISTiREndlineTeacherMotivation

#	Name	Label	Type	Format	Valid	Invalid	Question
89	A_19	A_19	discrete	numeric-17.0	2179	26	-
90	A_20	A_20	discrete	numeric-17.0	2192	13	-
91	A_21	A_21	discrete	numeric-17.0	2191	14	-
92	A_22	A_22	discrete	numeric-17.0	2205	0	-
93	A_23	A_23	discrete	numeric-17.0	2203	2	-
94	A_24	A_24	discrete	numeric-17.0	2203	2	-
95	A_25	A_25	discrete	numeric-17.0	2200	5	-
96	A_26	A_26	discrete	numeric-17.0	2198	7	-
97	A_27	A_27	discrete	numeric-17.0	2195	10	-
98	A_28	A_28	discrete	numeric-17.0	2197	8	-
99	A_29	A_29	discrete	numeric-17.0	2188	17	-
100	A_30	A_30	discrete	numeric-17.0	2179	26	-
101	A_31	A_31	discrete	numeric-17.0	2193	12	-
102	A_32	A_32	discrete	numeric-17.0	2193	12	-
103	A_33	A_33	discrete	numeric-17.0	2196	9	-
104	A_34	A_34	discrete	numeric-17.0	2188	17	-
105	A_35	A_35	discrete	numeric-17.0	2195	10	-
106	A_36	A_36	discrete	numeric-17.0	2201	4	-
107	A_37	A_37	discrete	numeric-17.0	2202	3	-
108	A_38	A_38	discrete	numeric-17.0	2200	5	-
109	A_39	A_39	discrete	numeric-17.0	2197	8	-
110	B_1	B_1	discrete	numeric-17.0	2202	3	-
111	B_2	B_2	discrete	numeric-17.0	2201	4	-
112	B_3	B_3	discrete	numeric-17.0	2192	13	-
113	B_4	B_4	discrete	numeric-17.0	2197	8	-
114	B_5	B_5	discrete	numeric-17.0	2193	12	-
115	B_6	B_6	discrete	numeric-17.0	2194	11	-
116	B_7	B_7	discrete	numeric-17.0	2200	5	-

File DDISTiRSchoolTreatmentAssignment

#	Name	Label	Type	Format	Valid	Invalid	Question
1	region	Geography	discrete	numeric-13.0	453	0	-
2	district	District	discrete	numeric-10.0	453	0	-
3	school	School Code	continuous	numeric-10.0	453	0	-
4	treatment	Broad treatment assignment	discrete	numeric-9.0	453	0	-
5	treatmen ..	Finer treatment assignment	discrete	numeric-9.0	453	0	-
6	extrinsi ..	Details on extrinsic package	discrete	numeric-32.0	453	0	-
7	cluster	EL Name	discrete	character-14	453	0	-

Variables Description

Dataset contains 187 variable(s)

File : DDISTiREndlineClassroomObs

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]
Notes	VL - 1 for Delhi (Affordable Private Schools) and 2 for Uttar Pradesh (Govt. Schools)

Value	Label	Cases	Percentage
1		3444	40.5%
2	U.P.	5068	59.5%

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=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Delhi	3444	40.5%
2	Rae Bareli	2254	26.5%
3	Varanasi	2814	33.1%

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.

cluster: Network

Information	[Type= discrete] [Format=numeric] [Range= 1-16] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]
Notes	VL - For STiR's programming schools have been organized/ grouped into networks. In Delhi, each Education Leader leads one network and in Uttar Pradesh it is based on an administrative unit. This variable represents the 'clusters' or groups into which schools fall.

Value	Label	Cases	Percentage
1		833	9.8%
2		672	7.9%
3		665	7.8%
4		1533	18.0%
5		623	7.3%
6		805	9.5%
7		644	7.6%
8		427	5.0%
9		252	3.0%
10		203	2.4%
11		525	6.2%
12		420	4.9%
13		203	2.4%
14		252	3.0%
15		238	2.8%
16		217	2.5%

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.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3198] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-] [Mean=2352.192 /-] [StdDev=641.405 /-]

File : DDISTiREndlineClassroomObs

teacher: Teacher Code

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]
Notes	VL - Teacher codes in this data set are now unique ie all teachers part of this two year study now have a 'unique' teacher code. For new teachers added, new unique codes have been provided. In Delhi, 96 new teachers were added.

enumerator: Enumerator Code

Information	[Type= continuous] [Format=numeric] [Range= 14-64] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-] [Mean=36.472 /-] [StdDev=14.645 /-]

informedConsent: Did the principal or head teacher give permission?

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	No	0	
1	Yes	8512	100.0%

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.

obsNumber: Observation round

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	First observation	1216	14.3%
2	Second observation	1216	14.3%
3	Third observation	1216	14.3%
4	Fourth observation	1216	14.3%
5	Fifth observation	1216	14.3%
6	Sixth observation	1216	14.3%
7	Seventh observation	1216	14.3%

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.

submissiondate: SubmissionDate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-]

teacherActivity: What is the teacher currently doing?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Teaching students (discussing academic material)	6359	74.7%
2	Classroom management (discipline, attendance, or other non-academic interaction)	1914	22.5%
3	Out of classroom or off task	239	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.

studentActivity1: What are students supposed to be doing?

Information	[Type= discrete] [Format=numeric] [Range= 1-6] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

File : DDISTiREndlineClassroomObs

studentActivity1: What are students supposed to be doing?

Value	Label	Cases	Percentage
1	Listening to, watching the teacher or repeating what the teacher says	6503	76.4%
2	Working or discussing in pairs, groups or as a class	1273	15.0%
3	Working quietly (individually)	613	7.2%
4	Sitting or standing quietly for non-academic purposes (such as uniform distribution etc.)	30	0.4%
5	No particular instructions on what they are supposed to be doing	89	1.0%
6	Unclear	4	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.

studentActivity2: Based on instructions given by teachers which accurately describes students?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Students are engaged in whatever they are supposed to do	8081	94.9%
2	Students are not engaged in whatever they are supposed to do	370	4.3%
3	Unclear	61	0.7%

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.

studentActivity3: To what extent are the students engaged or not engaged?

Information	[Type= discrete] [Format=numeric] [Range= 1-2147483634] [Missing=*/11]
Statistics [NW/ W]	[Valid=8451 /-] [Invalid=61 /-]

Value	Label	Cases	Percentage
1	Somewhat	1973	23.3%
2	Very much	6478	76.7%
2147483634	Student activities unclear	0	
11	.M	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.

teacherLaughSmile: Did the teacher smile, laugh or joke with at least some students?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	1673	19.7%
2	No	6835	80.3%
3	Dont know	4	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.

atleast1Qn: Did the students ask the teacher at least one question?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	4535	53.3%
2	No	3971	46.7%
3	Dont know	6	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 : DDISTiREndlineClassroomObs

studentPraisedShowcased: Did the teacher praise or showcase the work of atleast one child?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	1073	12.6%
2	No	7428	87.3%
3	Dont know	11	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.

localInformation: Did the teacher use local or relevant information to make content relevant?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	2295	27.0%
2	No	6197	72.8%
3	Dont know	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.

tlm: Did the teacher use any learning aides other than the textbook?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	3752	44.1%
2	No	4748	55.8%
3	Dont know	12	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.

groupWork: Did the teacher ask children to work in small groups or pairs?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	306	3.6%
2	No	8198	96.3%
3	Dont know	8	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.

referName: Did the teacher always refer to her students by their name?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=8466 /-] [Invalid=46 /-]

Value	Label	Cases	Percentage
1	Yes	4566	53.9%
2	No	3892	46.0%
3	Dont know	8	0.1%
Sysmiss		46	

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 : DDISTiREndlineClassroomObs

mainSubject: What was the main subject covered in this class?

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=8512 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Math	2195	25.8%
2	Hindi	2119	24.9%
3	English	1169	13.7%
4	Other	2421	28.4%
5	None	608	7.1%

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.

topicsCovered1: What topics were covered in this class? (Topic 1)

Information	[Type= discrete] [Format=numeric] [Range= 101-2147483634] [Missing=*/1001]
Statistics [NW/ W]	[Valid=7793 /-] [Invalid=719 /-]

Value	Label	Cases	Percentage
101	Single-digit numbers	176	2.3%
102	Double-digit (or higher) numbers	232	3.0%
103	Addition	526	6.7%
104	Subtraction	82	1.1%
105	Multiplication	315	4.0%
106	Division	141	1.8%
107	Other math	702	9.0%
108	Letters	423	5.4%
109	Words	354	4.5%
110	Sentences	185	2.4%
111	Stories	636	8.2%
112	Vocabulary	49	0.6%
113	Other Hindi	442	5.7%
114	Letters	113	1.5%
115	Words	214	2.7%
116	Sentences	170	2.2%
117	Stories	183	2.3%
118	Vocabulary	45	0.6%
119	Other English	418	5.4%
120	Other topic	2387	30.6%
2147483634	Topic not recorded	0	
1001	.M	719	

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.

topicsCovered2: What topics were covered in this class? (Topic 2)

Information	[Type= discrete] [Format=numeric] [Range= 101-2147483635] [Missing=*/1001/1001]
Statistics [NW/ W]	[Valid=337 /-] [Invalid=8175 /-]

Value	Label	Cases	Percentage
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	29	8.6%

File : DDISTiREndlineClassroomObs

topicsCovered2: What topics were covered in this class? (Topic 2)

Value	Label	Cases	Percentage
103	Addition	16	4.7%
104	Subtraction	65	19.3%
105	Multiplication	25	7.4%
106	Division	32	9.5%
107	Other math	8	2.4%
108	Letters	0	
109	Words	32	9.5%
110	Sentences	14	4.2%
111	Stories	18	5.3%
112	Vocabulary	13	3.9%
113	Other Hindi	23	6.8%
114	Letters	0	
115	Words	7	2.1%
116	Sentences	15	4.5%
117	Stories	3	0.9%
118	Vocabulary	10	3.0%
119	Other English	27	8.0%
120	Other topic	0	
2147483634	Topic not recorded	0	
2147483635	Only one topic taught	0	
1001	.N	8175	

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.

topicsCovered3: What topics were covered in this class? (Topic 3)

Information	[Type= discrete] [Format=numeric] [Range= 101-2147483637] [Missing=*/1001/1001/1001]
Statistics [NW/ W]	[Valid=64 /-] [Invalid=8448 /-]

Value	Label	Cases	Percentage
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	0	
103	Addition	3	4.7%
104	Subtraction	5	7.8%
105	Multiplication	28	43.8%
106	Division	10	15.6%
107	Other math	4	6.2%
108	Letters	0	
109	Words	0	
110	Sentences	6	9.4%
111	Stories	1	1.6%
112	Vocabulary	0	
113	Other Hindi	1	1.6%
114	Letters	0	
115	Words	0	
116	Sentences	0	
117	Stories	5	7.8%

File : DDISTiREndlineClassroomObs

topicsCovered3: What topics were covered in this class? (Topic 3)

Value	Label	Cases	Percentage
118	Vocabulary	0	
119	Other English	1	1.6%
120	Other topic	0	
2147483634	Topic not recorded	0	
2147483635	Only one topic taught	0	
2147483637	Only two topics taught	0	
1001	.P	8448	

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.

topicsCovered4: What topics were covered in this class? (Topic 4)

Information	[Type= discrete] [Format=numeric] [Range= 101-2147483638] [Missing=*]
Statistics [NW/ W]	[Valid=7 /-] [Invalid=8505 /-]

Value	Label	Cases	Percentage
101	Single-digit numbers	0	
102	Double-digit (or higher) numbers	0	
103	Addition	0	
104	Subtraction	0	
105	Multiplication	0	
106	Division	3	42.9%
107	Other math	3	42.9%
108	Letters	0	
109	Words	0	
110	Sentences	0	
111	Stories	0	
112	Vocabulary	1	14.3%
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	
2147483634	Topic not recorded	0	
2147483635	Only one topic taught	0	
2147483637	Only two topics taught	0	
2147483638	Only three topics taught	0	
1001	.Q	8505	

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 : DDISTiREndlineClassroomScan

surveyDate: Date of the survey

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-]
Notes	VL - Date of the survey. Stored as a string. Imported directly from surveyCTO this way.

Value	Label	Cases	Percentage
01-Aug-2017		2	0.2%
02-Aug-2017		7	0.6%
03-Aug-2017		47	3.9%
04-Aug-2017		18	1.5%
05-Aug-2017		46	3.8%
08-Aug-2017		19	1.6%
09-Aug-2017		34	2.8%
10-Aug-2017		34	2.8%
11-Aug-2017		24	2.0%
12-Aug-2017		30	2.5%
14-Aug-2017		10	0.8%
16-Aug-2017		12	1.0%
17-Aug-2017		11	0.9%
17-Jul-2017		45	3.7%
18-Aug-2017		14	1.2%
18-Jul-2017		52	4.3%
19-Aug-2017		10	0.8%
19-Jul-2017		40	3.3%
20-Jul-2017		36	3.0%
21-Aug-2017		5	0.4%
21-Jul-2017		39	3.2%
22-Aug-2017		18	1.5%
22-Jul-2017		38	3.1%
23-Aug-2017		19	1.6%
24-Aug-2017		12	1.0%
24-Jul-2017		27	2.2%
25-Aug-2017		27	2.2%
25-Jul-2017		8	0.7%
26-Aug-2017		7	0.6%
26-Jul-2017		13	1.1%
27-Jul-2017		3	0.2%
28-Aug-2017		10	0.8%
30-Jul-2017		1	0.1%
31-Jul-2017		6	0.5%
Feb 1, 2017		28	2.3%
Feb 10, 2017		18	1.5%
Feb 11, 2017		17	1.4%
Feb 13, 2017		35	2.9%
Feb 14, 2017		25	2.1%
Feb 15, 2017		10	0.8%

File : DDISTiREndlineClassroomScan

surveyDate: Date of the survey

Value	Label	Cases	Percentage
Feb 16, 2017		22	1.8%
Feb 17, 2017		21	1.7%
Feb 2, 2017		35	2.9%
Feb 20, 2017		22	1.8%
Feb 21, 2017		6	0.5%
Feb 23, 2017		6	0.5%
Feb 25, 2017		1	0.1%
Feb 27, 2017		2	0.2%
Feb 28, 2017		1	0.1%
Feb 3, 2017		22	1.8%
Feb 4, 2017		45	3.7%
Feb 6, 2017		31	2.5%
Feb 7, 2017		25	2.1%
Feb 8, 2017		38	3.1%
Feb 9, 2017		23	1.9%
Jan 1, 2014		4	0.3%
Jan 2, 2014		1	0.1%
Jan 28, 2017		18	1.5%
Jan 30, 2017		28	2.3%
Jan 31, 2017		3	0.2%
Mar 3, 2017		5	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.

classroomScanTime: Time of the classroom scan

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-]
Notes	VL - Time of the survey. Stored as a string (hh:mm format). Imported directly from surveyCTO this way.

Value	Label	Cases	Percentage
00:20		1	0.1%
00:26		1	0.1%
00:48		1	0.1%
00:49		1	0.1%
01:28		1	0.1%
02:03		1	0.1%
06:58		1	0.1%
07:13		1	0.1%
07:23		1	0.1%
07:36		2	0.2%
07:39		1	0.1%
07:47		1	0.1%
07:49		1	0.1%
07:50		1	0.1%
07:52		1	0.1%
07:57		1	0.1%

File : DDISTiREndlineClassroomScan

classroomScanTime: Time of the classroom scan

Value	Label	Cases	Percentage
08:05		1	0.1%
08:10		1	0.1%
08:13		2	0.2%
08:16		1	0.1%
08:19		1	0.1%
08:21		1	0.1%
08:22		3	0.2%
08:24		4	0.3%
08:27		3	0.2%
08:29		4	0.3%
08:30		5	0.4%
08:32		6	0.5%
08:34		6	0.5%
08:35		4	0.3%
08:37		12	1.0%
08:39		6	0.5%
08:40		11	0.9%
08:42		11	0.9%
08:43		5	0.4%
08:45		12	1.0%
08:47		8	0.7%
08:48		14	1.2%
08:50		16	1.3%
08:51		8	0.7%
08:53		14	1.2%
08:54		1	0.1%
08:55		5	0.4%
08:56		13	1.1%
08:58		25	2.1%
08:59		10	0.8%
09:01		17	1.4%
09:02		1	0.1%
09:03		12	1.0%
09:04		14	1.2%
09:05		1	0.1%
09:06		17	1.4%
09:07		6	0.5%
09:09		18	1.5%
09:11		12	1.0%
09:12		23	1.9%
09:14		13	1.1%
09:15		12	1.0%
09:17		32	2.6%

File : DDISTiREndlineClassroomScan

classroomScanTime: Time of the classroom scan

Value	Label	Cases	Percentage
09:19		26	2.1%
09:20		12	1.0%
09:22		22	1.8%
09:24		13	1.1%
09:25		26	2.1%
09:27		19	1.6%
09:28		10	0.8%
09:30		17	1.4%
09:32		10	0.8%
09:33		17	1.4%
09:35		7	0.6%
09:36		10	0.8%
09:37		1	0.1%
09:38		19	1.6%
09:39		1	0.1%
09:40		9	0.7%
09:41		16	1.3%
09:43		18	1.5%
09:44		16	1.3%
09:45		1	0.1%
09:46		7	0.6%
09:48		15	1.2%
09:49		12	1.0%
09:51		14	1.2%
09:52		4	0.3%
09:54		11	0.9%
09:56		2	0.2%
09:57		12	1.0%
09:59		12	1.0%
10:00		6	0.5%
10:02		7	0.6%
10:04		15	1.2%
10:05		9	0.7%
10:07		11	0.9%
10:09		9	0.7%
10:10		9	0.7%
10:12		12	1.0%
10:13		3	0.2%
10:15		3	0.2%
10:17		6	0.5%
10:18		6	0.5%
10:20		5	0.4%
10:21		1	0.1%

File : DDISTiREndlineClassroomScan

classroomScanTime: Time of the classroom scan

Value	Label	Cases	Percentage
10:23		1	0.1%
10:25		4	0.3%
10:26		4	0.3%
10:28		3	0.2%
10:29		1	0.1%
10:31		4	0.3%
10:33		3	0.2%
10:34		4	0.3%
10:36		3	0.2%
10:37		1	0.1%
10:39		2	0.2%
10:41		2	0.2%
10:42		2	0.2%
10:44		2	0.2%
10:45		1	0.1%
10:46		1	0.1%
10:47		6	0.5%
10:49		2	0.2%
10:52		3	0.2%
10:54		3	0.2%
10:55		5	0.4%
10:58		3	0.2%
11:02		1	0.1%
11:03		3	0.2%
11:05		11	0.9%
11:06		1	0.1%
11:08		7	0.6%
11:10		4	0.3%
11:11		9	0.7%
11:13		3	0.2%
11:14		3	0.2%
11:16		9	0.7%
11:18		1	0.1%
11:19		8	0.7%
11:21		11	0.9%
11:22		3	0.2%
11:24		6	0.5%
11:26		2	0.2%
11:27		9	0.7%
11:29		9	0.7%
11:30		2	0.2%
11:32		8	0.7%
11:34		5	0.4%

File : DDISTiREndlineClassroomScan

classroomScanTime: Time of the classroom scan

Value	Label	Cases	Percentage
11:35		7	0.6%
11:37		8	0.7%
11:39		1	0.1%
11:40		11	0.9%
11:42		6	0.5%
11:43		5	0.4%
11:45		2	0.2%
11:47		5	0.4%
11:48		4	0.3%
11:50		5	0.4%
11:51		3	0.2%
11:53		4	0.3%
11:55		7	0.6%
11:56		5	0.4%
11:57		1	0.1%
11:58		3	0.2%
11:59		2	0.2%
12:01		4	0.3%
12:03		1	0.1%
12:04		4	0.3%
12:06		3	0.2%
12:07		5	0.4%
12:09		12	1.0%
12:11		2	0.2%
12:12		4	0.3%
12:14		4	0.3%
12:15		2	0.2%
12:17		6	0.5%
12:19		5	0.4%
12:20		3	0.2%
12:22		4	0.3%
12:24		4	0.3%
12:25		1	0.1%
12:27		1	0.1%
12:28		1	0.1%
12:30		2	0.2%
12:33		1	0.1%
12:35		1	0.1%
12:36		1	0.1%
12:38		2	0.2%
12:40		1	0.1%
12:41		1	0.1%
12:43		1	0.1%

File : DDISTiREndlineClassroomScan

classroomScanTime: Time of the classroom scan

Value	Label	Cases	Percentage
12:48		1	0.1%
13:05		1	0.1%
19:52		1	0.1%
19:56		1	0.1%
20:22		1	0.1%
21:41		1	0.1%
21:46		1	0.1%
22:04		2	0.2%
22:39		1	0.1%
22:42		1	0.1%
22:44		1	0.1%
22:58		1	0.1%
23:05		1	0.1%
23:32		1	0.1%
23:42		1	0.1%
23:53		1	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.

submissiondate: SubmissionDate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-]

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]
Notes	VL - 1 for Delhi (Affordable Private Schools) and 2 for Uttar Pradesh (Govt. Schools)

Value	Label	Cases	Percentage
1		492	40.5%
2	U.P.	724	59.5%

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=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Delhi	492	40.5%
2	Rae Bareli	322	26.5%
3	Varanasi	402	33.1%

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.

cluster: Network

Information	[Type= discrete] [Format=numeric] [Range= 1-16] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

File : DDISTiREndlineClassroomScan

cluster: Network

Notes	VL - For STiR's programming schools have been organized/ grouped into networks. In Delhi, each Education Leader leads one network and in Uttar Pradesh it is based on an administrative unit. This variable represents the 'clusters' or groups into which schools fall.

Value	Label	Cases	Percentage
1		119	9.8%
2		96	7.9%
3		95	7.8%
4		219	18.0%
5		89	7.3%
6		115	9.5%
7		92	7.6%
8		61	5.0%
9		36	3.0%
10		29	2.4%
11		75	6.2%
12		60	4.9%
13		29	2.4%
14		36	3.0%
15		34	2.8%
16		31	2.5%

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.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3198] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-] [Mean=2352.192 /-] [StdDev=641.631 /-]

teacher: Teacher Code

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]
Notes	VL - Teacher codes in this data set are now unique ie all teachers part of this two year study now have a 'unique' teacher code. For new teachers added, new unique codes have been provided. In Delhi, 96 new teachers were added during endline. No new teachers were added in U.P. for classroom observation during endline.

enumerator: Enumerator Code

Information	[Type= continuous] [Format=numeric] [Range= 14-64] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-] [Mean=36.472 /-] [StdDev=14.651 /-]

informedConsent: Did the principal or head teacher give permission?

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	No	0	
1	Yes	1216	100.0%

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.

numberStudents: Number of students

Information	[Type= continuous] [Format=numeric] [Range= 2-67] [Missing=*]

File : DDISTiREndlineClassroomScan

numberStudents: Number of students

Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-] [Mean=20.666 /-] [StdDev=9.687 /-]

numberGirls: Number of girls visible in the class

Information	[Type= continuous] [Format=numeric] [Range= 0-42] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-] [Mean=9.406 /-] [StdDev=5.817 /-]

numberBoys: Number of boys visible in the class

Information	[Type= continuous] [Format=numeric] [Range= 0-44] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-] [Mean=11.26 /-] [StdDev=6.773 /-]

numberTeachers: How many teachers are in present the classroom?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	One	1137	93.5%
2	Two	76	6.2%
3	Three or more	3	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.

classroomDescription: What best describes the classroom?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Open/Outdoor class	13	1.1%
2	Roofed but open from the sides	62	5.1%
3	Covered with wall	1141	93.8%

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.

seatingDescription: How would you describe the way the students are seated?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	In rows	1186	97.5%
2	In groups	21	1.7%
3	No particular arrangement	9	0.7%

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.

seatingType: Majority of the students are on:

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Bare floor	33	2.7%
2	Mats	634	52.1%
3	Seats with tables or desks	534	43.9%
4	Seats without tables	13	1.1%
5	Not seated	2	0.2%

File : DDISTiREndlineClassroomScan

seatingType: Majority of the students are on:

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.

uniform: Are children wearing uniform?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	1089	89.6%
2	No	127	10.4%
3	Dont know	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.

outsideNoise: Does outside noise affect communication?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	43	3.5%
2	No	1173	96.5%
3	Dont know	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.

blackboardWhiteboard: Does the classroom have a blackboard or a whiteboard?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	1191	97.9%
2	No	25	2.1%
3	Dont know	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.

teacherChairTable: Is there a chair and/or a table for the teacher?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	1190	97.9%
2	No	26	2.1%
3	Dont know	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.

posters: Are there posters, etc, on the walls or on display (other than student work)?Â

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	693	57.0%
2	No	523	43.0%
3	Dont know	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.

File : DDISTiREndlineClassroomScan

studentsWork: Is student work (posters, drawings, etc) on display in the classroom?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=1216 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Yes	485	39.9%
2	No	731	60.1%
3	Dont know	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.

File : DDISTiREndlineStudentTesting

surveyDate: Date of the survey

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	VL - Date of the survey. Stored as a string. Imported directly from surveyCTO this way.

Value	Label	Cases	Percentage
01-Aug-2017		21	0.4%
02-Aug-2017		11	0.2%
03-Aug-2017		124	2.5%
04-Aug-2017		167	3.3%
05-Aug-2017		135	2.7%
08-Aug-2017		107	2.1%
09-Aug-2017		123	2.5%
10-Aug-2017		160	3.2%
11-Aug-2017		182	3.6%
12-Aug-2017		159	3.2%
14-Aug-2017		73	1.5%
16-Aug-2017		69	1.4%
17-Aug-2017		89	1.8%
17-Jul-2017		126	2.5%
18-Aug-2017		67	1.3%
18-Jul-2017		122	2.4%
19-Aug-2017		59	1.2%
19-Jul-2017		156	3.1%
20-Jul-2017		152	3.0%
21-Aug-2017		27	0.5%
21-Jul-2017		140	2.8%
22-Aug-2017		103	2.1%
22-Jul-2017		133	2.7%
23-Aug-2017		78	1.6%
23-Jul-2017		7	0.1%
24-Aug-2017		54	1.1%
24-Jul-2017		90	1.8%
25-Aug-2017		39	0.8%
25-Jul-2017		103	2.1%
26-Aug-2017		40	0.8%
26-Jul-2017		71	1.4%
27-Jul-2017		59	1.2%
28-Aug-2017		25	0.5%
28-Jul-2017		24	0.5%
30-Jul-2017		1	0.0%
31-Jul-2017		56	1.1%
Feb 1, 2017		105	2.1%
Feb 10, 2017		57	1.1%
Feb 11, 2017		76	1.5%
Feb 13, 2017		78	1.6%

File : DDISTiREndlineStudentTesting

surveyDate: Date of the survey

Value	Label	Cases	Percentage
Feb 14, 2017		75	1.5%
Feb 15, 2017		92	1.8%
Feb 16, 2017		81	1.6%
Feb 17, 2017		119	2.4%
Feb 2, 2017		97	1.9%
Feb 20, 2017		47	0.9%
Feb 21, 2017		61	1.2%
Feb 23, 2017		20	0.4%
Feb 25, 2017		9	0.2%
Feb 27, 2017		23	0.5%
Feb 28, 2017		3	0.1%
Feb 3, 2017		135	2.7%
Feb 4, 2017		179	3.6%
Feb 5, 2017		5	0.1%
Feb 6, 2017		63	1.3%
Feb 7, 2017		86	1.7%
Feb 8, 2017		148	3.0%
Feb 9, 2017		53	1.1%
Jan 1, 2014		10	0.2%
Jan 28, 2017		89	1.8%
Jan 30, 2017		116	2.3%
Jan 31, 2017		13	0.3%
Mar 3, 2017		12	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.

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	VL - 1 for Delhi (Affordable Private Schools) and 2 for Uttar Pradesh (Govt. Schools)

Value	Label	Cases	Percentage
1		1852	37.0%
2	U.P.	3152	63.0%

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.

district: District

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Delhi	1852	37.0%
2	Rae Bareli	1366	27.3%
3	Varanasi	1786	35.7%

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.

cluster: Network

Information	[Type= discrete] [Format=numeric] [Range= 1-16] [Missing=*]

File : DDISTiREndlineStudentTesting

cluster: Network

Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	VL - For STiR's programming schools have been organized/ grouped into networks. In Delhi, each Education Leader leads one network and in Uttar Pradesh it is based on an administrative unit. This variable represents the 'clusters' or groups into which schools fall.

Value	Label	Cases	Percentage
1		564	11.3%
2		358	7.2%
3		401	8.0%
4		827	16.5%
5		354	7.1%
6		477	9.5%
7		357	7.1%
8		258	5.2%
9		172	3.4%
10		94	1.9%
11		349	7.0%
12		242	4.8%
13		185	3.7%
14		173	3.5%
15		68	1.4%
16		125	2.5%

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.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3198] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-] [Mean=2313.992 /-] [StdDev=634.809 /-]

teacher: Teacher Code

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	VL - Teacher codes in this data set are now unique ie all teachers part of this two year study now have a 'unique' teacher code. For new teachers added, new unique codes have been provided. In Delhi, 96 teachers were added just for the classroom observation.

Value	Label	Cases	Percentage
150102		2	0.0%
150103		2	0.0%
150104		2	0.0%
150201		10	0.2%
150301		8	0.2%
150303		5	0.1%
150304		2	0.0%
150401		4	0.1%
150402		4	0.1%
150403		1	0.0%
150404		6	0.1%
150501		4	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
150502		7	0.1%
150701		1	0.0%
150703		5	0.1%
150801		4	0.1%
150802		4	0.1%
150901		3	0.1%
150902		4	0.1%
150903		5	0.1%
151001		6	0.1%
151002		8	0.2%
151101		3	0.1%
151102		2	0.0%
151103		3	0.1%
151201		5	0.1%
151203		1	0.0%
151301		4	0.1%
151302		6	0.1%
151501		1	0.0%
151502		6	0.1%
151603		9	0.2%
151702		3	0.1%
151804		4	0.1%
151901		9	0.2%
151902		9	0.2%
151904		7	0.1%
152002		7	0.1%
152101		7	0.1%
152102		3	0.1%
152104		3	0.1%
152105		3	0.1%
152202		3	0.1%
152301		9	0.2%
152302		9	0.2%
152303		9	0.2%
152501		6	0.1%
152502		1	0.0%
152601		9	0.2%
152602		5	0.1%
152701		4	0.1%
152702		3	0.1%
152801		10	0.2%
152803		9	0.2%
152804		4	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
152902		10	0.2%
153001		1	0.0%
153101		5	0.1%
153203		2	0.0%
153304		6	0.1%
153403		6	0.1%
153404		8	0.2%
153405		6	0.1%
153502		4	0.1%
153601		3	0.1%
153602		8	0.2%
153604		4	0.1%
153701		4	0.1%
153702		6	0.1%
153801		6	0.1%
153802		4	0.1%
153901		6	0.1%
154001		8	0.2%
154004		2	0.0%
154007		6	0.1%
154101		6	0.1%
154102		8	0.2%
154201		6	0.1%
154202		9	0.2%
154203		6	0.1%
154204		8	0.2%
154303		10	0.2%
154306		7	0.1%
154402		8	0.2%
154502		9	0.2%
154601		8	0.2%
154701		4	0.1%
154704		6	0.1%
154801		4	0.1%
154803		5	0.1%
154901		3	0.1%
154902		8	0.2%
155002		5	0.1%
155003		6	0.1%
155101		5	0.1%
155202		6	0.1%
155301		2	0.0%
155401		4	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
155505		8	0.2%
155601		5	0.1%
155602		6	0.1%
155701		4	0.1%
155704		6	0.1%
155801		3	0.1%
155901		3	0.1%
155903		10	0.2%
156001		3	0.1%
156002		5	0.1%
156201		8	0.2%
156202		8	0.2%
156203		9	0.2%
156301		3	0.1%
156401		3	0.1%
156402		4	0.1%
156403		1	0.0%
156404		6	0.1%
156504		3	0.1%
156601		3	0.1%
156602		6	0.1%
156603		6	0.1%
156604		3	0.1%
156702		6	0.1%
156705		1	0.0%
156801		3	0.1%
156901		3	0.1%
157003		8	0.2%
157004		8	0.2%
157101		2	0.0%
157202		7	0.1%
157203		7	0.1%
157303		5	0.1%
157401		8	0.2%
157501		2	0.0%
157502		4	0.1%
157602		10	0.2%
157603		8	0.2%
157702		10	0.2%
157803		5	0.1%
158001		6	0.1%
158002		3	0.1%
158003		7	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
158101		6	0.1%
158301		5	0.1%
158302		2	0.0%
158402		2	0.0%
158501		3	0.1%
158601		2	0.0%
158701		4	0.1%
158702		6	0.1%
158703		6	0.1%
158801		5	0.1%
159001		4	0.1%
159002		1	0.0%
159101		6	0.1%
159201		8	0.2%
159301		7	0.1%
159302		9	0.2%
159402		5	0.1%
159403		7	0.1%
159602		4	0.1%
159702		9	0.2%
159901		4	0.1%
159902		5	0.1%
159903		5	0.1%
160002		7	0.1%
160003		2	0.0%
160101		2	0.0%
160202		6	0.1%
160501		1	0.0%
160601		1	0.0%
160701		2	0.0%
160802		8	0.2%
160804		4	0.1%
161003		7	0.1%
161004		4	0.1%
161103		4	0.1%
161201		7	0.1%
161301		3	0.1%
161303		8	0.2%
161304		8	0.2%
161401		4	0.1%
161403		8	0.2%
161501		6	0.1%
161607		6	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
161609		4	0.1%
161701		6	0.1%
161702		8	0.2%
161703		5	0.1%
161801		5	0.1%
161803		7	0.1%
161804		2	0.0%
161902		10	0.2%
162101		8	0.2%
162102		5	0.1%
162103		3	0.1%
162104		6	0.1%
162202		2	0.0%
162203		8	0.2%
162301		8	0.2%
162401		6	0.1%
162502		5	0.1%
162601		7	0.1%
162603		6	0.1%
162701		5	0.1%
162801		3	0.1%
162901		8	0.2%
162902		8	0.2%
162903		7	0.1%
163001		8	0.2%
163102		5	0.1%
163402		1	0.0%
163502		5	0.1%
163503		5	0.1%
163605		8	0.2%
163610		8	0.2%
163705		7	0.1%
163801		4	0.1%
163903		3	0.1%
164008		6	0.1%
164303		8	0.2%
164602		4	0.1%
164605		6	0.1%
164701		9	0.2%
164801		2	0.0%
164802		6	0.1%
164803		7	0.1%
164903		7	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
164904		6	0.1%
165007		10	0.2%
165010		5	0.1%
165101		3	0.1%
165103		4	0.1%
165104		5	0.1%
165302		4	0.1%
165403		9	0.2%
165405		7	0.1%
165502		5	0.1%
165601		2	0.0%
165602		5	0.1%
165603		6	0.1%
165702		6	0.1%
165703		1	0.0%
165803		8	0.2%
165804		8	0.2%
165902		3	0.1%
165903		5	0.1%
166002		2	0.0%
166004		3	0.1%
166101		1	0.0%
166102		7	0.1%
166202		4	0.1%
166203		5	0.1%
166301		9	0.2%
166303		7	0.1%
166402		3	0.1%
166403		4	0.1%
166502		1	0.0%
166503		4	0.1%
200210		8	0.2%
200302		9	0.2%
200304		8	0.2%
200401		4	0.1%
200503		2	0.0%
200504		2	0.0%
200505		3	0.1%
200601		5	0.1%
200602		1	0.0%
200603		7	0.1%
200701		5	0.1%
200703		8	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
200704		8	0.2%
200705		6	0.1%
200801		2	0.0%
200802		2	0.0%
200806		3	0.1%
200901		8	0.2%
200902		10	0.2%
200903		9	0.2%
200907		9	0.2%
201001		6	0.1%
201003		4	0.1%
201101		5	0.1%
201105		10	0.2%
201106		9	0.2%
201107		4	0.1%
201108		8	0.2%
201109		9	0.2%
201202		3	0.1%
201204		1	0.0%
201302		3	0.1%
201402		7	0.1%
201404		6	0.1%
201406		7	0.1%
201407		2	0.0%
201408		3	0.1%
201502		6	0.1%
201504		7	0.1%
201601		6	0.1%
201903		7	0.1%
202101		7	0.1%
202104		7	0.1%
202105		4	0.1%
202106		10	0.2%
202201		10	0.2%
202203		1	0.0%
202205		2	0.0%
202206		9	0.2%
202302		3	0.1%
202304		4	0.1%
202402		6	0.1%
202404		4	0.1%
202405		3	0.1%
202501		6	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
202503		3	0.1%
202505		8	0.2%
202507		7	0.1%
202508		9	0.2%
202602		7	0.1%
202604		4	0.1%
202605		8	0.2%
202701		6	0.1%
202704		6	0.1%
202706		6	0.1%
202803		3	0.1%
202804		1	0.0%
202805		4	0.1%
202904		4	0.1%
202905		4	0.1%
203004		2	0.0%
203101		5	0.1%
203102		2	0.0%
203104		4	0.1%
203206		8	0.2%
203212		9	0.2%
203303		3	0.1%
203402		6	0.1%
203502		8	0.2%
203606		6	0.1%
203609		8	0.2%
203610		8	0.2%
203701		8	0.2%
203703		9	0.2%
203704		10	0.2%
203705		8	0.2%
203801		3	0.1%
203802		6	0.1%
203805		4	0.1%
203806		6	0.1%
203901		5	0.1%
203902		8	0.2%
203903		9	0.2%
203906		7	0.1%
203907		10	0.2%
203910		8	0.2%
204001		2	0.0%
204002		5	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
204003		1	0.0%
204006		9	0.2%
204101		6	0.1%
204102		5	0.1%
204104		6	0.1%
204201		5	0.1%
204203		7	0.1%
204205		4	0.1%
204206		10	0.2%
204301		8	0.2%
204302		7	0.1%
204303		9	0.2%
204307		8	0.2%
204403		5	0.1%
204405		10	0.2%
204501		3	0.1%
204502		5	0.1%
204602		5	0.1%
204604		8	0.2%
204605		10	0.2%
204606		8	0.2%
204704		10	0.2%
204705		8	0.2%
204801		9	0.2%
205002		2	0.0%
205101		4	0.1%
205202		7	0.1%
205302		5	0.1%
205305		6	0.1%
205306		8	0.2%
205403		8	0.2%
205404		9	0.2%
205406		6	0.1%
205407		10	0.2%
205408		8	0.2%
205501		1	0.0%
205502		4	0.1%
205603		6	0.1%
205604		5	0.1%
205701		3	0.1%
205702		4	0.1%
205704		3	0.1%
205803		6	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
205804		5	0.1%
205805		8	0.2%
205806		5	0.1%
205902		7	0.1%
205903		10	0.2%
205905		3	0.1%
205907		4	0.1%
206001		6	0.1%
206003		7	0.1%
206005		5	0.1%
206006		7	0.1%
206101		6	0.1%
206102		10	0.2%
206105		9	0.2%
206106		9	0.2%
206201		3	0.1%
206306		9	0.2%
206310		10	0.2%
206401		7	0.1%
206406		9	0.2%
206505		8	0.2%
206602		1	0.0%
206603		6	0.1%
206605		3	0.1%
206606		5	0.1%
206705		6	0.1%
206706		5	0.1%
206802		10	0.2%
206804		9	0.2%
206806		8	0.2%
206902		3	0.1%
206903		3	0.1%
206905		6	0.1%
206907		4	0.1%
207003		9	0.2%
207005		6	0.1%
207006		4	0.1%
207101		7	0.1%
207102		6	0.1%
207105		2	0.0%
207203		2	0.0%
207205		1	0.0%
207301		7	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
207302		5	0.1%
207305		6	0.1%
207307		7	0.1%
207308		6	0.1%
207310		7	0.1%
207402		3	0.1%
207403		2	0.0%
207406		3	0.1%
207407		3	0.1%
207502		6	0.1%
207503		7	0.1%
207505		6	0.1%
207506		5	0.1%
207602		5	0.1%
207604		3	0.1%
207703		4	0.1%
207705		4	0.1%
207706		4	0.1%
207801		6	0.1%
207806		2	0.0%
207807		5	0.1%
207901		9	0.2%
208002		9	0.2%
208006		2	0.0%
208103		9	0.2%
208104		10	0.2%
208204		9	0.2%
208211		10	0.2%
208212		8	0.2%
208304		8	0.2%
208309		8	0.2%
208405		8	0.2%
208408		4	0.1%
208501		5	0.1%
208504		2	0.0%
208601		5	0.1%
208602		6	0.1%
208604		8	0.2%
208605		5	0.1%
208606		9	0.2%
208608		6	0.1%
208701		6	0.1%
208703		6	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
208704		1	0.0%
208707		6	0.1%
208801		2	0.0%
208803		6	0.1%
208805		5	0.1%
208806		6	0.1%
208808		5	0.1%
208809		6	0.1%
208902		6	0.1%
208903		6	0.1%
208904		6	0.1%
208907		7	0.1%
208908		5	0.1%
208909		8	0.2%
209001		1	0.0%
209002		1	0.0%
209101		10	0.2%
209103		6	0.1%
209104		4	0.1%
209105		8	0.2%
209108		8	0.2%
209109		9	0.2%
209110		8	0.2%
209203		7	0.1%
209204		4	0.1%
209208		7	0.1%
209302		4	0.1%
209304		8	0.2%
209307		8	0.2%
209402		4	0.1%
209403		5	0.1%
209405		5	0.1%
209501		4	0.1%
209502		2	0.0%
209505		3	0.1%
209506		3	0.1%
209507		3	0.1%
209604		6	0.1%
209706		10	0.2%
209805		10	0.2%
209905		6	0.1%
209907		1	0.0%
209909		8	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
210002		9	0.2%
210004		7	0.1%
210005		9	0.2%
210007		6	0.1%
210013		8	0.2%
210101		4	0.1%
210201		5	0.1%
210202		5	0.1%
210203		8	0.2%
210205		7	0.1%
210206		8	0.2%
210301		8	0.2%
210303		7	0.1%
210305		6	0.1%
210307		10	0.2%
210405		7	0.1%
210406		5	0.1%
210503		6	0.1%
210504		5	0.1%
210505		7	0.1%
210506		5	0.1%
210601		8	0.2%
210603		2	0.0%
210604		8	0.2%
210701		2	0.0%
210804		8	0.2%
210806		9	0.2%
210902		3	0.1%
211001		2	0.0%
211002		6	0.1%
211003		5	0.1%
211005		6	0.1%
300104		9	0.2%
300202		6	0.1%
300203		8	0.2%
300205		5	0.1%
300305		7	0.1%
300703		7	0.1%
301502		9	0.2%
301604		6	0.1%
301802		3	0.1%
301901		6	0.1%
301902		10	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
301904		1	0.0%
301905		5	0.1%
301906		6	0.1%
302002		8	0.2%
302003		10	0.2%
302101		4	0.1%
302105		3	0.1%
302106		3	0.1%
302301		7	0.1%
302401		8	0.2%
302403		8	0.2%
302501		6	0.1%
302503		9	0.2%
302504		6	0.1%
302507		12	0.2%
302601		6	0.1%
302701		8	0.2%
302803		8	0.2%
302805		7	0.1%
302806		8	0.2%
302899		8	0.2%
302905		7	0.1%
303101		3	0.1%
303106		7	0.1%
303110		8	0.2%
303202		8	0.2%
303302		5	0.1%
303501		1	0.0%
303503		1	0.0%
303605		9	0.2%
303606		7	0.1%
303703		6	0.1%
303707		10	0.2%
303710		5	0.1%
303711		6	0.1%
303811		9	0.2%
303813		9	0.2%
303820		9	0.2%
303904		8	0.2%
303905		6	0.1%
304006		6	0.1%
304007		8	0.2%
304202		9	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
304301		8	0.2%
304302		10	0.2%
304304		11	0.2%
304408		6	0.1%
304701		8	0.2%
304702		5	0.1%
304708		6	0.1%
305001		6	0.1%
305003		10	0.2%
305004		9	0.2%
305099		9	0.2%
305102		7	0.1%
305202		2	0.0%
305404		5	0.1%
305502		5	0.1%
305504		9	0.2%
305611		9	0.2%
305613		10	0.2%
305701		9	0.2%
305704		8	0.2%
305803		10	0.2%
305804		9	0.2%
305808		5	0.1%
306103		6	0.1%
306104		8	0.2%
306105		6	0.1%
306112		7	0.1%
306113		9	0.2%
306304		8	0.2%
306307		7	0.1%
306312		8	0.2%
306409		11	0.2%
306415		8	0.2%
306602		7	0.1%
306699		9	0.2%
306701		8	0.2%
306908		9	0.2%
307002		7	0.1%
307102		6	0.1%
307106		6	0.1%
307399		9	0.2%
307405		7	0.1%
307407		6	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
307499		8	0.2%
307501		2	0.0%
307605		8	0.2%
307607		8	0.2%
307701		7	0.1%
307704		8	0.2%
307801		9	0.2%
307804		9	0.2%
307902		9	0.2%
308002		8	0.2%
308004		9	0.2%
308102		6	0.1%
308103		8	0.2%
308104		7	0.1%
308303		6	0.1%
308603		8	0.2%
308604		9	0.2%
308605		9	0.2%
308606		8	0.2%
309103		5	0.1%
309208		7	0.1%
309301		7	0.1%
309305		5	0.1%
309306		8	0.2%
309307		5	0.1%
309505		8	0.2%
309508		6	0.1%
309602		7	0.1%
310105		3	0.1%
310107		7	0.1%
310203		9	0.2%
310204		9	0.2%
310205		6	0.1%
310310		5	0.1%
310504		7	0.1%
310808		10	0.2%
310809		8	0.2%
310917		10	0.2%
310919		7	0.1%
310920		10	0.2%
311001		8	0.2%
311006		8	0.2%
311504		9	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
311506		7	0.1%
311601		2	0.0%
311602		7	0.1%
311706		5	0.1%
311799		7	0.1%
311803		7	0.1%
311901		6	0.1%
311902		10	0.2%
311903		7	0.1%
311904		10	0.2%
312001		5	0.1%
312005		5	0.1%
312006		8	0.2%
312199		6	0.1%
312205		9	0.2%
312210		7	0.1%
312303		7	0.1%
312304		6	0.1%
312305		4	0.1%
312306		9	0.2%
312502		10	0.2%
312503		9	0.2%
312507		8	0.2%
312906		8	0.2%
312908		8	0.2%
312910		9	0.2%
313203		9	0.2%
313305		8	0.2%
313307		7	0.1%
313401		6	0.1%
313497		2	0.0%
313498		5	0.1%
313499		4	0.1%
313501		6	0.1%
313502		7	0.1%
313504		10	0.2%
313801		8	0.2%
314004		6	0.1%
314098		6	0.1%
314402		7	0.1%
314405		8	0.2%
314406		9	0.2%
314502		7	0.1%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
314599		9	0.2%
314701		7	0.1%
314705		8	0.2%
314707		7	0.1%
314804		2	0.0%
314807		5	0.1%
315101		10	0.2%
315103		7	0.1%
315104		9	0.2%
315105		9	0.2%
315205		4	0.1%
315207		8	0.2%
315307		7	0.1%
315606		6	0.1%
315698		7	0.1%
315903		8	0.2%
315904		5	0.1%
315905		9	0.2%
315907		7	0.1%
315908		8	0.2%
315910		5	0.1%
315911		10	0.2%
316001		8	0.2%
316303		6	0.1%
316307		6	0.1%
316401		4	0.1%
316402		6	0.1%
316502		9	0.2%
316503		8	0.2%
316601		3	0.1%
316701		7	0.1%
316703		7	0.1%
316707		7	0.1%
316708		5	0.1%
317401		4	0.1%
317404		8	0.2%
317604		9	0.2%
317605		7	0.1%
317609		8	0.2%
317611		8	0.2%
317615		10	0.2%
317616		10	0.2%
317699		9	0.2%

File : DDISTiREndlineStudentTesting

teacher: Teacher Code

Value	Label	Cases	Percentage
317802		9	0.2%
317804		5	0.1%
317805		7	0.1%
317806		8	0.2%
317808		10	0.2%
317811		8	0.2%
317812		7	0.1%
318097		10	0.2%
318109		9	0.2%
318111		8	0.2%
318202		6	0.1%
318203		5	0.1%
318301		10	0.2%
318304		9	0.2%
318709		10	0.2%
318801		9	0.2%
318802		6	0.1%
318803		9	0.2%
318805		5	0.1%
318902		1	0.0%
319201		10	0.2%
319205		5	0.1%
319207		8	0.2%
319501		6	0.1%
319504		8	0.2%
319601		2	0.0%
319702		7	0.1%
319703		9	0.2%
319704		10	0.2%
319707		9	0.2%
319710		7	0.1%
319802		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.

studentCode: Student Code

Information	[Type= continuous] [Format=numeric] [Range= 15010202-31980204] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-] [Mean=23140542.636 /-] [StdDev=6348441.633 /-]

grade: Students grade

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	First	243	4.9%
2	Second	276	5.5%

File : DDISTiREndlineStudentTesting

grade: Students grade

Value	Label	Cases	Percentage
3	Third	694	13.9%
4	Fourth	926	18.5%
5	Fifth	1071	21.4%
6	Sixth	630	12.6%
7	Seventh	439	8.8%
8	Eight	725	14.5%

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.

rollNumber: Roll number

Information	[Type= continuous] [Format=numeric] [Range= 0-999] [Missing=*]
Statistics [NW/ W]	[Valid=4934 /-] [Invalid=70 /-] [Mean=21.677 /-] [StdDev=88.456 /-]

enumerator: Enumerator Code

Information	[Type= continuous] [Format=numeric] [Range= 14-64] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-] [Mean=35.591 /-] [StdDev=14.121 /-]

hindiLevel: Maximum level in Hindi

Information	[Type= discrete] [Format=numeric] [Range= 0-7] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Nothing	182	3.6%
1	Letter	752	15.0%
2	Word	799	16.0%
3	Paragraph	475	9.5%
4	Story1	802	16.0%
5	Story2	681	13.6%
6	Story3	446	8.9%
7	Story4	867	17.3%

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.

mathLevel: Maximum level in Math

Information	[Type= discrete] [Format=numeric] [Range= 0-7] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Nothing	246	4.9%
1	Single-Digit	978	19.5%
2	Double-Digit	651	13.0%
3	Addition	717	14.3%
4	Subtraction	997	19.9%
5	Multiplication	381	7.6%
6	Division	705	14.1%
7	Fractions	329	6.6%

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.

comprehensionQs: Comprehension Questions

Information	[Type= discrete] [Format=numeric] [Range= 0-8] [Missing=*]

File : DDISTiREndlineStudentTesting

comprehensionQs: Comprehension Questions

Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	s3_q5_1_b_ s3_q5_1_c_ s3_q4_1_b_ s3_q4_1_c_ s3_q4_b_ s3_q4_c_ s3_q5_b_ s3_q5_c_ s3_q6_b_ s3_q6_c_ s3_q7_b_ s3_q7_c_ == 1

Value	Label	Cases	Percentage
0		2053	41.0%
1		480	9.6%
2		494	9.9%
3		447	8.9%
4		504	10.1%
5		350	7.0%
6		479	9.6%
7		102	2.0%
8		95	1.9%

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.

timeElapsed: Time elapsed

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=5004 /-] [Invalid=0 /-]
Notes	s3_q5_1_ s3_q5_1_b_ s3_q5_1_c_ s3_q4_1_ s3_q4_1_b_ s3_q4_1_c_ s3_q3_1_ s3_q2_1_ s3_q1_ s3_q2_2_ s3_q3_2_ s3_q4_a_ s3_q4_b_ s3_q4_c_ s3_q5_a_ s3_q5_b_ s3_q5_c_ s3_q6_a_ s3_q6_b_ s3_q6_c_ == -1

Value	Label	Cases	Percentage
0		3405	68.0%
1		793	15.8%
2		505	10.1%
3		206	4.1%
4		75	1.5%
5		14	0.3%
6		6	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.

comeSchool: Do you like coming to school?

Information	[Type= discrete] [Format=numeric] [Range= 1-2147483634] [Missing=*/11]
Statistics [NW/ W]	[Valid=4989 /-] [Invalid=15 /-]

Value	Label	Cases	Percentage
1	Yes	4949	99.2%
2	No	19	0.4%
3	Don't know	21	0.4%
2147483634	Didn't ask	0	
11	.M	15	

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.

likeTeacher: Do you want to be like your teacher?

Information	[Type= discrete] [Format=numeric] [Range= 1-2147483634] [Missing=*/11]
Statistics [NW/ W]	[Valid=4986 /-] [Invalid=18 /-]

File : DDISTiREndlineStudentTesting

likeTeacher: Do you want to be like your teacher?

Value	Label	Cases	Percentage
1	Yes	4518	90.6%
2	No	355	7.1%
3	Don't know	113	2.3%
2147483634	Didn't ask	0	
11	.M	18	

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 : DDISTiREndlineTeacherMotivation

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]
Notes	VL - 1 for Delhi (Affordable Private Schools) and 2 for Uttar Pradesh (Govt. Schools)

Value	Label	Cases	Percentage
1	Delhi	1072	48.6%
2	Uttar Pradesh	1133	51.4%

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.

school: School Code

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1501		5	0.2%
1502		3	0.1%
1503		3	0.1%
1504		3	0.1%
1505		4	0.2%
1507		1	0.0%
1508		5	0.2%
1509		3	0.1%
1510		3	0.1%
1511		3	0.1%
1512		2	0.1%
1513		3	0.1%
1515		2	0.1%
1516		6	0.3%
1517		3	0.1%
1518		5	0.2%
1519		5	0.2%
1520		4	0.2%
1521		3	0.1%
1522		3	0.1%
1523		5	0.2%
1524		3	0.1%
1525		3	0.1%
1526		3	0.1%
1527		2	0.1%
1528		4	0.2%
1529		3	0.1%
1530		2	0.1%
1531		3	0.1%
1532		3	0.1%
1533		7	0.3%
1534		8	0.4%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
1535		3	0.1%
1536		3	0.1%
1537		2	0.1%
1538		2	0.1%
1539		3	0.1%
1540		7	0.3%
1541		3	0.1%
1542		4	0.2%
1543		7	0.3%
1544		2	0.1%
1545		8	0.4%
1546		1	0.0%
1547		3	0.1%
1548		2	0.1%
1549		3	0.1%
1550		3	0.1%
1551		1	0.0%
1552		3	0.1%
1553		1	0.0%
1554		2	0.1%
1555		7	0.3%
1556		3	0.1%
1557		2	0.1%
1558		3	0.1%
1559		3	0.1%
1560		2	0.1%
1562		2	0.1%
1563		2	0.1%
1564		2	0.1%
1565		6	0.3%
1566		4	0.2%
1567		4	0.2%
1568		2	0.1%
1569		2	0.1%
1570		3	0.1%
1571		2	0.1%
1573		3	0.1%
1574		2	0.1%
1575		2	0.1%
1576		3	0.1%
1577		5	0.2%
1578		3	0.1%
1579		3	0.1%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
1580		2	0.1%
1581		2	0.1%
1582		2	0.1%
1583		3	0.1%
1584		3	0.1%
1585		3	0.1%
1586		1	0.0%
1587		3	0.1%
1588		2	0.1%
1589		1	0.0%
1590		2	0.1%
1591		2	0.1%
1592		2	0.1%
1593		4	0.2%
1594		4	0.2%
1595		6	0.3%
1596		1	0.0%
1597		4	0.2%
1598		1	0.0%
1599		2	0.1%
1600		3	0.1%
1602		2	0.1%
1604		4	0.2%
1605		2	0.1%
1606		1	0.0%
1607		2	0.1%
1608		3	0.1%
1609		4	0.2%
1610		5	0.2%
1611		2	0.1%
1612		3	0.1%
1613		4	0.2%
1614		3	0.1%
1615		3	0.1%
1616		7	0.3%
1617		3	0.1%
1618		6	0.3%
1619		3	0.1%
1620		1	0.0%
1621		4	0.2%
1622		3	0.1%
1623		1	0.0%
1624		2	0.1%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
1625		4	0.2%
1626		3	0.1%
1627		2	0.1%
1628		3	0.1%
1629		2	0.1%
1630		2	0.1%
1631		1	0.0%
1632		7	0.3%
1633		3	0.1%
1634		2	0.1%
1635		5	0.2%
1636		8	0.4%
1637		4	0.2%
1638		6	0.3%
1639		5	0.2%
1640		3	0.1%
1641		2	0.1%
1642		3	0.1%
1643		2	0.1%
1644		5	0.2%
1645		4	0.2%
1646		4	0.2%
1647		2	0.1%
1648		4	0.2%
1649		5	0.2%
1650		10	0.5%
1651		5	0.2%
1653		3	0.1%
1654		7	0.3%
1655		4	0.2%
1656		3	0.1%
1657		5	0.2%
1658		2	0.1%
1659		1	0.0%
1660		5	0.2%
1661		2	0.1%
1662		2	0.1%
1663		3	0.1%
1664		3	0.1%
1665		4	0.2%
2001		1	0.0%
2002		9	0.4%
2003		10	0.5%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
2005		6	0.3%
2006		4	0.2%
2007		6	0.3%
2008		5	0.2%
2009		8	0.4%
2010		4	0.2%
2011		5	0.2%
2012		4	0.2%
2013		5	0.2%
2014		7	0.3%
2015		8	0.4%
2016		3	0.1%
2017		3	0.1%
2018		2	0.1%
2019		5	0.2%
2020		2	0.1%
2021		6	0.3%
2022		6	0.3%
2023		4	0.2%
2024		5	0.2%
2025		7	0.3%
2026		4	0.2%
2027		4	0.2%
2028		5	0.2%
2029		4	0.2%
2030		4	0.2%
2031		4	0.2%
2032		5	0.2%
2033		2	0.1%
2034		2	0.1%
2035		3	0.1%
2036		10	0.5%
2037		6	0.3%
2038		5	0.2%
2039		10	0.5%
2040		6	0.3%
2041		4	0.2%
2042		7	0.3%
2043		7	0.3%
2044		4	0.2%
2045		3	0.1%
2046		6	0.3%
2047		10	0.5%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
2048		4	0.2%
2049		6	0.3%
2050		6	0.3%
2051		3	0.1%
2052		5	0.2%
2053		7	0.3%
2054		7	0.3%
2056		6	0.3%
2057		5	0.2%
2058		6	0.3%
2059		4	0.2%
2060		11	0.5%
2061		6	0.3%
2062		3	0.1%
2063		13	0.6%
2064		10	0.5%
2065		7	0.3%
2066		7	0.3%
2068		5	0.2%
2069		5	0.2%
2070		5	0.2%
2071		6	0.3%
2072		4	0.2%
2073		11	0.5%
2074		8	0.4%
2075		6	0.3%
2076		4	0.2%
2077		1	0.0%
2078		7	0.3%
2079		3	0.1%
2080		5	0.2%
2081		7	0.3%
2082		9	0.4%
2083		9	0.4%
2084		9	0.4%
2085		3	0.1%
2086		8	0.4%
2087		6	0.3%
2088		8	0.4%
2089		7	0.3%
2090		1	0.0%
2091		10	0.5%
2092		6	0.3%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
2093		8	0.4%
2094		6	0.3%
2095		7	0.3%
2096		3	0.1%
2097		7	0.3%
2098		5	0.2%
2099		6	0.3%
2100		12	0.5%
2101		2	0.1%
2102		8	0.4%
2103		7	0.3%
2104		6	0.3%
2105		7	0.3%
2106		5	0.2%
2107		3	0.1%
2108		5	0.2%
2109		4	0.2%
2110		4	0.2%
3001		9	0.4%
3002		8	0.4%
3003		8	0.4%
3004		8	0.4%
3006		2	0.1%
3007		8	0.4%
3009		7	0.3%
3010		3	0.1%
3011		1	0.0%
3012		2	0.1%
3013		6	0.3%
3014		5	0.2%
3015		2	0.1%
3016		9	0.4%
3018		8	0.4%
3019		13	0.6%
3020		2	0.1%
3021		8	0.4%
3022		7	0.3%
3024		9	0.4%
3025		8	0.4%
3026		5	0.2%
3027		8	0.4%
3028		14	0.6%
3029		7	0.3%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
3031		9	0.4%
3032		10	0.5%
3033		7	0.3%
3034		11	0.5%
3035		2	0.1%
3036		12	0.5%
3037		7	0.3%
3038		19	0.9%
3039		7	0.3%
3040		9	0.4%
3041		3	0.1%
3042		2	0.1%
3043		9	0.4%
3044		6	0.3%
3045		4	0.2%
3047		9	0.4%
3048		8	0.4%
3050		10	0.5%
3051		2	0.1%
3052		5	0.2%
3053		11	0.5%
3054		4	0.2%
3055		2	0.1%
3056		7	0.3%
3057		12	0.5%
3058		8	0.4%
3061		8	0.4%
3062		5	0.2%
3063		17	0.8%
3064		11	0.5%
3066		3	0.1%
3067		7	0.3%
3069		10	0.5%
3070		8	0.4%
3071		8	0.4%
3072		7	0.3%
3073		6	0.3%
3074		9	0.4%
3075		4	0.2%
3076		10	0.5%
3077		6	0.3%
3078		5	0.2%
3079		6	0.3%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
3080		10	0.5%
3081		5	0.2%
3083		6	0.3%
3084		5	0.2%
3086		15	0.7%
3088		10	0.5%
3089		9	0.4%
3091		12	0.5%
3092		4	0.2%
3093		6	0.3%
3094		8	0.4%
3095		14	0.6%
3096		4	0.2%
3098		2	0.1%
3100		7	0.3%
3101		10	0.5%
3102		14	0.6%
3103		4	0.2%
3105		1	0.0%
3108		6	0.3%
3109		10	0.5%
3110		7	0.3%
3115		6	0.3%
3116		9	0.4%
3117		5	0.2%
3118		6	0.3%
3119		9	0.4%
3120		4	0.2%
3121		3	0.1%
3122		6	0.3%
3123		7	0.3%
3124		2	0.1%
3125		3	0.1%
3128		12	0.5%
3129		9	0.4%
3130		4	0.2%
3132		1	0.0%
3133		6	0.3%
3134		7	0.3%
3135		9	0.4%
3138		9	0.4%
3140		5	0.2%
3142		4	0.2%

File : DDISTiREndlineTeacherMotivation

school: School Code

Value	Label	Cases	Percentage
3144		10	0.5%
3145		5	0.2%
3147		13	0.6%
3148		6	0.3%
3149		5	0.2%
3150		5	0.2%
3151		8	0.4%
3152		8	0.4%
3153		9	0.4%
3156		12	0.5%
3159		11	0.5%
3160		5	0.2%
3161		5	0.2%
3162		7	0.3%
3163		2	0.1%
3164		8	0.4%
3165		12	0.5%
3166		2	0.1%
3167		10	0.5%
3168		2	0.1%
3170		6	0.3%
3174		8	0.4%
3176		9	0.4%
3178		15	0.7%
3180		7	0.3%
3181		10	0.5%
3182		8	0.4%
3183		2	0.1%
3186		4	0.2%
3187		11	0.5%
3188		10	0.5%
3189		2	0.1%
3190		11	0.5%
3192		12	0.5%
3193		2	0.1%
3195		4	0.2%
3196		3	0.1%
3197		7	0.3%
3198		9	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.

teacher: Teacher Code

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

File : DDISTiREndlineTeacherMotivation

enumerator: Enumerator Code

Information	[Type= discrete] [Format=numeric] [Range= 1-9] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1		280	12.7%
2		185	8.4%
3		458	20.8%
4		459	20.8%
5		529	24.0%
6		137	6.2%
7		36	1.6%
8		80	3.6%
9		41	1.9%

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.

age: Teachers age

Information	[Type= continuous] [Format=numeric] [Range= 0-68] [Missing=*]
Statistics [NW/ W]	[Valid=2202 /-] [Invalid=3 /-] [Mean=34.383 /-] [StdDev=11.456 /-]

designation: What is your designation in the school?

Information	[Type= discrete] [Format=numeric] [Range= 0-5] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-]

Value	Label	Cases	Percentage
0	Blank	3	0.1%
1	Only Teacher	1767	80.2%
2	Only Principal	53	2.4%
3	Teacher & Principal	273	12.4%
4		87	3.9%
5		20	0.9%
Sysmiss		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.

gender: Teacher sex

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Male	561	25.4%
2	Female	1628	73.8%
3	Other	16	0.7%

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.

teachingexperienceYear: Years of total teaching experience

Information	[Type= continuous] [Format=numeric] [Range= 0-2017] [Missing=*]
Statistics [NW/ W]	[Valid=2204 /-] [Invalid=1 /-] [Mean=18.222 /-] [StdDev=128.26 /-]

teachingCurrentYear: Years in current school

Information	[Type= continuous] [Format=numeric] [Range= 0-2017] [Missing=*]

File : DDISTiREndlineTeacherMotivation

teachingCurrentYear: Years in current school

Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-] [Mean=13.975 /-] [StdDev=128.366 /-]

Dateofentry: Date of entry

Information	[Type= continuous] [Format=numeric] [Range= 0-31072017] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-] [Mean=17995222.434 /-] [StdDev=8146791.409 /-]

z_ELtmIndex: teacher motivation index (normalised)

Information	[Type= continuous] [Format=numeric] [Range= -6.45991468429565-2.959641456604] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-] [Mean=-4.7e-07 /-] [StdDev=1 /-]

TEACHING_ENGLISH: Do you (teachers) teach english? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.1%
1	Yes	1462	66.3%
2	No	741	33.6%

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.

TEACHING_MATH: Do you (teachers) teach math? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.1%
1	Yes	1460	66.2%
2	No	743	33.7%

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.

TEACHING_BIOLOGY: Do you (teachers) teach biology? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%
1	Yes	188	17.5%
2	No	882	82.3%
Sysmiss		1133	

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.

TEACHING_CHEMISTRY: Do you (teachers) teach chemistry? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%
1	Yes	132	12.3%
2	No	938	87.5%
Sysmiss		1133	

File : DDISTiREndlineTeacherMotivation

TEACHING_CHEMISTRY: Do you (teachers) teach chemistry? (Y/N)

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.

TEACHING_PHYSICS: Do you (teachers) teach physics? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%
1	Yes	135	12.6%
2	No	935	87.2%
Sysmiss		1133	

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.

TEACHING_COMMERCE: Do you (teachers) teach commerce? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.1%
1	Yes	41	1.9%
2	No	2162	98.0%

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.

TEACHING_AGRICULTURE: Do you (teachers) teach agriculture? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%
1	Yes	25	2.3%
2	No	1045	97.5%
Sysmiss		1133	

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.

TEACHING_GEOGRAPHY: Do you (teachers) teach geography? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%
1	Yes	127	11.8%
2	No	943	88.0%
Sysmiss		1133	

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.

TEACHING_RELIGIOUS: Do you (teachers) teach religious studies? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.2%

File : DDISTiREndlineTeacherMotivation

TEACHING_RELIGIOUS: Do you (teachers) teach religious studies? (Y/N)

Value	Label	Cases	Percentage
1	Yes	21	2.0%
2	No	1049	97.9%
Sysmiss		1133	

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.

TEACHING_1ST: Do you (teachers) teach grade 1? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	626	28.4%
2	No	1579	71.6%

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.

TEACHING_2ND: Do you (teachers) teach grade 2? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	639	29.0%
2	No	1566	71.0%

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.

TEACHING_3RD: Do you (teachers) teach grade 3? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	657	29.8%
2	No	1548	70.2%

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.

TEACHING_4T: Do you (teachers) teach grade 4? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	722	32.7%
2	No	1483	67.3%

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.

TEACHING_5TH: Do you (teachers) teach grade 5? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

File : DDISTiREndlineTeacherMotivation

TEACHING_5TH: Do you (teachers) teach grade 5? (Y/N)

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	769	34.9%
2	No	1436	65.1%

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.

TEACHING_6TH: Do you (teachers) teach grade 6? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	561	25.4%
2	No	1644	74.6%

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.

TEACHING_7TH: Do you (teachers) teach grade 7? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	551	25.0%
2	No	1654	75.0%

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.

TEACHING_8TH: Do you (teachers) teach grade 8? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	556	25.2%
2	No	1649	74.8%

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.

TEACHING_UKG: Do you (teachers) teach UKG? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	1	0.0%
1	Yes	175	7.9%
2	No	2029	92.0%

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.

TEACHING_LKG: Do you (teachers) teach LKG? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

File : DDISTiREndlineTeacherMotivation

TEACHING_LKG: Do you (teachers) teach LKG? (Y/N)

Value	Label	Cases	Percentage
0	Blank	1	0.0%
1	Yes	217	9.8%
2	No	1987	90.1%

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.

TEACHING_SCIENCE: Do you (teachers) teach science? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	543	47.9%
2	No	590	52.1%
Sysmiss		1072	

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.

TEACHING_SOCIAL_SCIENCE: Do you (teachers) teach social sciences? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	588	51.9%
2	No	545	48.1%
Sysmiss		1072	

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.

TEACHING_MORAL_EDUCATION: Do you (teachers) teach moral education? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	472	41.7%
2	No	661	58.3%
Sysmiss		1072	

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.

TEACHING_ENVIRONMENTAL_EDUCATION: Do you (teachers) teach environmental education? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	408	36.0%
2	No	725	64.0%
Sysmiss		1072	

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 : DDISTiREndlineTeacherMotivation

TEACHING_HINDI: Do you (teachers) teach hindi? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	784	69.2%
2	No	349	30.8%
Sysmiss		1072	

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.

TEACHING_PHYSICAL_EDUCATION: Do you (teachers) teach physical education? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	412	36.4%
2	No	721	63.6%
Sysmiss		1072	

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.

OTHER: Do you (teachers) teach any other subject? (Specify)

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=640 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1		3	0.5%
2		1	0.2%
ADMISTRATI		1	0.2%
AGRI		7	1.1%
AGRI, GRAH SHILP		1	0.2%
AGRINCC		1	0.2%
AGRISCI		3	0.5%
ALL		9	1.4%
ALLSUB		9	1.4%
ALLSUB.		3	0.5%
ALLSUBJ		1	0.2%
ALLSUBJEC		4	0.6%
ART		3	0.5%
ARTCRAFT		1	0.2%
BPED		1	0.2%
CMPUTER		1	0.2%
COM EDU		1	0.2%
COMP		1	0.2%
COMPUTER		23	3.6%
COMPUTERGK		1	0.2%
COMPUTERHIN		1	0.2%

File : DDISTiREndlineTeacherMotivation

OTHER: Do you (teachers) teach any other subject? (Specify)

Value	Label	Cases	Percentage
COMSCI		1	0.2%
DRAW		23	3.6%
DRAWHINCOM		1	0.2%
DRAWING		15	2.3%
DRAWING/ SKT		1	0.2%
DROWING		1	0.2%
E.V.S		3	0.5%
E.V.S.		1	0.2%
ECO		1	0.2%
EVS		4	0.6%
EVSGKCOM		1	0.2%
EVSGKHINDI		1	0.2%
EVSGKHND		1	0.2%
EVSGKHNDMV		1	0.2%
EVSHNDGK		1	0.2%
G.K		2	0.3%
G.K.		1	0.2%
G.K.COM		1	0.2%
G.K/COMPUT		1	0.2%
GK		4	0.6%
GKCOMEVSHI		1	0.2%
GKCOMPUTER		2	0.3%
GKDRAWNG		1	0.2%
GKH.SCI		1	0.2%
GKHND		1	0.2%
GKHNDSKT		1	0.2%
GKMSC		1	0.2%
GKSST		1	0.2%
GRAHSHILP		4	0.6%
GRAHSHILPA		1	0.2%
GRAHSILP		1	0.2%
GRUH SHILP		1	0.2%
GRUHSHILP		4	0.6%
GRUHSILP		1	0.2%
H.M		1	0.2%
H.SCI		1	0.2%
H.SCICOM		1	0.2%
HEVSDRMS		1	0.2%
HI.SC.JK.M		1	0.2%
HIEVSMSCCO		1	0.2%
HINCOMPDRA		1	0.2%
HINDH=I222		1	0.2%
HINDI		235	36.7%

File : DDISTiREndlineTeacherMotivation

OTHER: Do you (teachers) teach any other subject? (Specify)

Value	Label	Cases	Percentage
HINDI:SST		1	0.2%
HINDICOMP		1	0.2%
HINDIDRAW		2	0.3%
HINDIDRAWI		2	0.3%
HINDIEVS		5	0.8%
HINDIG.KDR		1	0.2%
HINDIGK		7	1.1%
HINDIGKSCE		1	0.2%
HINDIHISTO		1	0.2%
HINDISANS		1	0.2%
HINDISANSK		1	0.2%
HINDISANSKRI		1	0.2%
HINDISKT		3	0.5%
HINDISST		2	0.3%
HINDIURDU		3	0.5%
HINDRAW		1	0.2%
HINEVSGK		1	0.2%
HINGKEVS		1	0.2%
HINSKT		1	0.2%
HINSSTGKSC		1	0.2%
HISKTJKCOM		1	0.2%
HISTORY		2	0.3%
HNDCOMEVS		1	0.2%
HNDCOMGK		1	0.2%
HNDDRAW		4	0.6%
HNDDRAWGKE		1	0.2%
HNDDRAWMUS		1	0.2%
HNDDRAWNG		1	0.2%
HNDENGMATH		1	0.2%
HNDEVS		1	0.2%
HNDEVSGK		1	0.2%
HNDEVSGKCO		2	0.3%
HNDEVSGKME		1	0.2%
HNDGK		4	0.6%
HNDGKDRAWS		1	0.2%
HNDGKOMEVS		1	0.2%
HNDGKSST		1	0.2%
HNDGKSSTSC		1	0.2%
HNDNSGKEVS		1	0.2%
HNDSKT		1	0.2%
HNDSKTCOMD		1	0.2%
HNDSSTEVSM		1	0.2%
HNDSSTSC		1	0.2%

File : DDISTiREndlineTeacherMotivation

OTHER: Do you (teachers) teach any other subject? (Specify)

Value	Label	Cases	Percentage
HNDURDUG		1	0.2%
HSCI		1	0.2%
JK		1	0.2%
KALA		2	0.3%
MORALVALU		1	0.2%
MSCIGKHIND		1	0.2%
MSGK		1	0.2%
MSGKEVS		1	0.2%
MUSIC		2	0.3%
NO		1	0.2%
NOTEACHIN		1	0.2%
PANJABI		1	0.2%
PLAYWAY		1	0.2%
S.K.T		1	0.2%
S.S.C.H		1	0.2%
S.S.T		3	0.5%
S.S.T.HIND		1	0.2%
SAHSANGGYA		1	0.2%
SAHSANGYAT		1	0.2%
SAN.HOME.		1	0.2%
SANS		2	0.3%
SANSKRIT		4	0.6%
SANSKRITG		1	0.2%
SCEINCE		1	0.2%
SCI		1	0.2%
SCIALSC.		1	0.2%
SCIENCE		6	0.9%
SCIENCESST		1	0.2%
SCINSEVS		1	0.2%
SCISSTHND		1	0.2%
SCOUTGUIDE		2	0.3%
SG		1	0.2%
SKT		86	13.4%
SKT.		2	0.3%
SKTGRAHSHI		1	0.2%
SKTHSCI		1	0.2%
SOCIALSTU		1	0.2%
SST		2	0.3%
SSTGKMS		1	0.2%
SSTHINDI		1	0.2%
SSTHND		1	0.2%
SSTHNDGK		1	0.2%
SSTSCIHIND		1	0.2%

File : DDISTiREndlineTeacherMotivation

OTHER: Do you (teachers) teach any other subject? (Specify)

Value	Label	Cases	Percentage
TICK		1	0.2%
URDU		8	1.2%
URDUDEENIY		1	0.2%
URDUGKEVSC		1	0.2%
URDUHND		2	0.3%
URDUMATHEV		1	0.2%
agri.sci.		1	0.2%
comdrawin		1	0.2%
computer		1	0.2%
drawing		2	0.3%
sankrit		3	0.5%
urdu		1	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.

YOUR_MOTHER_LANGUAGE: What is your mother tongue? (Specify)

Information	[Type= discrete] [Format=numeric] [Range= 1-16] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
1	Bangla	4	0.4%
2	Kasmiri	0	
3	Tamil	0	
4	English	0	
5	Marathi	3	0.3%
6	Dongri	4	0.4%
7	Malyalam	0	
8	Telgu	0	
9	Hindi	1024	95.5%
10	Nepali	4	0.4%
11	Gujarti	0	
12	Punajbi	13	1.2%
13	Urdu	8	0.7%
14	Kannad	0	
15	Sindhi	0	
16	Other	12	1.1%
Sysmiss		1133	

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.

LANGUAGE_BANGLA: Do you (teachers) know Bangla? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	13	0.6%
2	No	2192	99.4%

File : DDISTiREndlineTeacherMotivation

LANGUAGE_BANGLA: Do you (teachers) know Bangla? (Y/N)

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.

LANGUAGE_KASMIRI: Do you (teachers) know Kashmiri? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	4	0.2%
2	No	2201	99.8%

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.

LANGUAGE_TAMIL: Do you (teachers) know Tamil? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	2	0.1%
2	No	2203	99.9%

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.

LANGUAGE_ENGLISH: Do you (teachers) know English? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	1046	47.4%
2	No	1159	52.6%

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.

LANGUAGE_MARATHI: Do you (teachers) know Marathi? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	11	0.5%
2	No	2194	99.5%

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.

LANGUAGE_MALAYALAM: Do you (teachers) know Malayalam? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	2	0.1%
2	No	2203	99.9%

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.

File : DDISTiREndlineTeacherMotivation

LANGUAGE_TALGU: Do you (teachers) know Telegu? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=1072 /-] [Invalid=1133 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	0	
2	No	1072	100.0%
Sysmiss		1133	

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.

LANGUAGE_URDU: Do you (teachers) know Urdu? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	69	3.1%
2	No	2136	96.9%

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.

LANGUAGE_HINDI: Do you (teachers) know Hindi? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	1885	85.5%
2	No	320	14.5%

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.

LANGUAGE_GUJARTI: Do you (teachers) know Gujarati? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	4	0.2%
2	No	2201	99.8%

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.

LANGUAGE_PUNJABI: Do you (teachers) know Punjabi? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	97	4.4%
2	No	2108	95.6%

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.

File : DDISTiREndlineTeacherMotivation

LANGUAGE_KANANADA: Do you (teachers) know Kanada? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	1	0.0%
2	No	2204	100.0%

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.

LANGUAGE_SINDHI: Do you (teachers) know Sindhi? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	2	0.1%
2	No	2203	99.9%

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.

LANGUAGE_NEPALI: Do you (teachers) know Nepali? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Yes	1	0.0%
2	No	2204	100.0%

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.

LANGUAGE_OTHER: Do you (teachers) know any other languages? (Specify)

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=1122 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0		1052	93.8%
1		1	0.1%
2		5	0.4%
AVDHI00000		1	0.1%
BBHOJPURI0		1	0.1%
BHOJPURI		34	3.0%
BHOJPURI00		2	0.2%
GADHVALI03		1	0.1%
GADWALI000		2	0.2%
GARWALI000		1	0.1%
KUMANU0000		1	0.1%
KUMAUNI000		1	0.1%
LOCAL LANG		1	0.1%
MAITHALI00		1	0.1%
MAITHILI00		2	0.2%
MAITHILIBH		1	0.1%
MAITHLI000		1	0.1%
MATHLI0000		1	0.1%
METHELI		1	0.1%
ORISSA0000		1	0.1%
PAHADHI0000		1	0.1%
PAHADI0000		1	0.1%
RAJASTHANI		1	0.1%
SANSKRIT		3	0.3%
SKT		3	0.3%

LANGUAGE_OTHER: Do you (teachers) know any other languages? (Specify)

Value	Label	Cases	Percentage
SKT0000000		1	0.1%
SNSKRIT000		1	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.

LANGUAGE_DONGRI: Do you (teachers) know Dongri? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 2-2] [Missing=*]
Statistics [NW/ W]	[Valid=1133 /-] [Invalid=1072 /-]

Value	Label	Cases	Percentage
2		1133	100.0%
Sysmiss		1072	

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.

qualification: Highest academic qualification of teachers

Information	[Type= discrete] [Format=numeric] [Range= 0-10] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-]

Value	Label	Cases	Percentage
0	Blank	2	0.1%
1	10th	8	0.4%
2	M.A	231	10.5%
3	12th	296	13.4%
4	MSc	115	5.2%
5	B.ed	349	15.8%
6	M.A	412	18.7%
7	BSc	91	4.1%
8	D.ed	87	3.9%
9	B.A	427	19.4%
10	other	185	8.4%
Sysmiss		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.

RELIGION: What religion do you (teachers) practice?

Information	[Type= discrete] [Format=numeric] [Range= 1-7] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Hindu	2019	91.6%
2	Sikh	23	1.0%
3	Jain	20	0.9%
4	Islaam	81	3.7%
5	Bodhist	49	2.2%
6	don`t give to answer	9	0.4%
7		4	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.

MARITAL_STATUS: What is your (teachers') marital status?

Information	[Type= discrete] [Format=numeric] [Range= 0-5] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

MARITAL_STATUS: What is your (teachers') marital status?

Value	Label	Cases	Percentage
0	Blank	9	0.4%
1	Married	1485	67.5%
2	Alone	645	29.3%
3	Divorced	7	0.3%
4	Widower	47	2.1%
5	Other	7	0.3%
Sysmiss		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.

SPOUSE_WORKING: Does your spouse work? (Y/N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	627	28.4%
1	Yes	816	37.0%
2	No	762	34.6%

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.

FAMILY_MEMBERS: How many adult family members do you (teachers) have?

Information	[Type= discrete] [Format=numeric] [Range= 0-10] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0		111	5.0%
1		408	18.5%
2		389	17.6%
3		422	19.1%
4		326	14.8%
5		218	9.9%
6		130	5.9%
7		69	3.1%
8		47	2.1%
9		24	1.1%
10		61	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.

HOW_MANY_CHILD: How many children do you (teachers) have in the household?

Information	[Type= discrete] [Format=numeric] [Range= 0-7] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0		773	35.1%
1		348	15.8%
2		730	33.1%
3		259	11.7%
4		60	2.7%
5		27	1.2%
6		6	0.3%

HOW_MANY_CHILD: How many children do you (teachers) have in the household?

Value	Label	Cases	Percentage
7		2	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.

SCHOOL_GOING_CHILD: How many school going children do you have in the family?

Information	[Type= discrete] [Format=numeric] [Range= 0-10] [Missing=*]
Statistics [NW/ W]	[Valid=2204 /-] [Invalid=1 /-]

Value	Label	Cases	Percentage
0		1004	45.6%
1		419	19.0%
2		565	25.6%
3		176	8.0%
4		26	1.2%
5		9	0.4%
6		3	0.1%
10		2	0.1%
Sysmiss		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.

ANY_OTHER_PAID_WORK: Do you (teachers) engage in any other paid activities other than teaching? (Y?N)

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	19	0.9%
1	Yes	424	19.2%
2	No	1762	79.9%

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.

FULL_OR_PART_TIME: Are these activities full time or part time?

Information	[Type= discrete] [Format=numeric] [Range= 0-2] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	1748	79.3%
1	Part Time	40	1.8%
2	Full Time	417	18.9%

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.

WORK_TYPE: If this job is in teaching, what type of job is it?

Information	[Type= discrete] [Format=numeric] [Range= 0-4] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	1688	76.6%
1	Government	78	3.5%
2	Privet School	131	5.9%
3	Tuition center	78	3.5%
4	Privet tuition	230	10.4%

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.

NON_TEACHING_WORK_TYPE: If this job is not in the teaching sector, what type of job is it?

Information	[Type= discrete] [Format=numeric] [Range= 0-5] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	2029	92.0%
1	Agriculture	9	0.4%
2	Small business	10	0.5%
3	Privet job	84	3.8%
4	Government job	28	1.3%
5	Other	45	2.0%

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.

MODE_OF_TRANSPORT_TO_SCHOOL: What is your main mode of transport to the school?

Information	[Type= discrete] [Format=numeric] [Range= 0-8] [Missing=*]
Statistics [NW/ W]	[Valid=2204 /-] [Invalid=1 /-]

Value	Label	Cases	Percentage
0	Blank	10	0.5%
1	By foot	995	45.1%
2	By car	38	1.7%
3	By Train	4	0.2%
4	By bicycle	69	3.1%
5	Bus	189	8.6%
6	Moter Cycle	677	30.7%
7	Rikshow	198	9.0%
8	Other	24	1.1%
Sysmiss		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.

TIME_IN_HOURS: How much time does it take you to commute to school (in hours)?

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-]

Value	Label	Cases	Percentage
0		1819	82.6%
1		328	14.9%
2		49	2.2%
3		4	0.2%
5		1	0.0%
6		2	0.1%
Sysmiss		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.

TIME_IN_MINUTES: How much time does it take you to commute to school (in minutes)?

Information	[Type= continuous] [Format=numeric] [Range= 0-60] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-] [Mean=15.371 /-] [StdDev=13.556 /-]

LAST_TWO_WEEKS_HOW_MANY_DAYS_IN: In the last two weeks, how many days have you missed school?

Information	[Type= continuous] [Format=numeric] [Range= 0-30] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-] [Mean=0.567 /-] [StdDev=1.652 /-]

MAIN_REASON_NOT_IN_SCHOOL: What are the main reasons for your absence?

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	1599	72.5%
1	ill	277	12.6%
2	Going to other job	4	0.2%
3	Family member ill	142	6.4%
4	Travel vehicles not avilable	3	0.1%
5	Payment not received	0	
6	Other	180	8.2%

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.

A_1: A_1

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2188 /-] [Invalid=17 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	101	4.6%
2	Disgree	185	8.5%
3	Somewhat disagree	614	28.1%
4	Somewhat Agree	171	7.8%
5	Agree	622	28.4%
6	Fully Agree	495	22.6%
Sysmiss		17	

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.

A_2: A_2

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2202 /-] [Invalid=3 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	103	4.7%
2	Disgree	53	2.4%
3	Somewhat disagree	30	1.4%
4	Somewhat Agree	136	6.2%
5	Agree	1083	49.2%
6	Fully Agree	797	36.2%
Sysmiss		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.

A_3: A_3

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2199 /-] [Invalid=6 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	141	6.4%

A_3: A_3

Value	Label	Cases	Percentage
2	Disgree	372	16.9%
3	Somewhat disagree	721	32.8%
4	Somewhat Agree	153	7.0%
5	Agree	540	24.6%
6	Fully Agree	272	12.4%
Sysmiss		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.

A_4: A_4

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2151 /-] [Invalid=54 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	289	13.4%
2	Disgree	330	15.3%
3	Somewhat disagree	234	10.9%
4	Somewhat Agree	143	6.6%
5	Agree	662	30.8%
6	Fully Agree	493	22.9%
Sysmiss		54	

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.

A_5: A_5

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2195 /-] [Invalid=10 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	37	1.7%
2	Disgree	40	1.8%
3	Somewhat disagree	91	4.1%
4	Somewhat Agree	86	3.9%
5	Agree	981	44.7%
6	Fully Agree	960	43.7%
Sysmiss		10	

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.

A_6: A_6

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2195 /-] [Invalid=10 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	74	3.4%
2	Disgree	109	5.0%
3	Somewhat disagree	77	3.5%
4	Somewhat Agree	378	17.2%
5	Agree	1025	46.7%

A_6: A_6

Value	Label	Cases	Percentage
6	Fully Agree	532	24.2%
Sysmiss		10	

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.

A_7: A_7

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2199 /-] [Invalid=6 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	107	4.9%
2	Disgree	161	7.3%
3	Somewhat disagree	72	3.3%
4	Somewhat Agree	349	15.9%
5	Agree	995	45.2%
6	Fully Agree	515	23.4%
Sysmiss		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.

A_8: A_8

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2204 /-] [Invalid=1 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	56	2.5%
2	Disgree	35	1.6%
3	Somewhat disagree	28	1.3%
4	Somewhat Agree	140	6.4%
5	Agree	1069	48.5%
6	Fully Agree	876	39.7%
Sysmiss		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.

A_9: A_9

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2195 /-] [Invalid=10 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	217	9.9%
2	Disgree	310	14.1%
3	Somewhat disagree	328	14.9%
4	Somewhat Agree	168	7.7%
5	Agree	796	36.3%
6	Fully Agree	376	17.1%
Sysmiss		10	

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.

A_10: A_10

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2155 /-] [Invalid=50 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	79	3.7%
2	Disgree	177	8.2%
3	Somewhat disagree	183	8.5%
4	Somewhat Agree	119	5.5%
5	Agree	908	42.1%
6	Fully Agree	689	32.0%
Sysmiss		50	

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.

A_11: A_11

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2185 /-] [Invalid=20 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	208	9.5%
2	Disgree	255	11.7%
3	Somewhat disagree	195	8.9%
4	Somewhat Agree	126	5.8%
5	Agree	703	32.2%
6	Fully Agree	698	31.9%
Sysmiss		20	

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.

A_12: A_12

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	56	2.5%
2	Disgree	38	1.7%
3	Somewhat disagree	33	1.5%
4	Somewhat Agree	134	6.1%
5	Agree	1079	49.0%
6	Fully Agree	860	39.1%
Sysmiss		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.

A_13: A_13

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

Value	Label	Cases	Percentage
0	Blank	0	

A_13: A_13

Value	Label	Cases	Percentage
1	Fully Disgree	45	2.0%
2	Disgree	24	1.1%
3	Somewhat disagree	20	0.9%
4	Somewhat Agree	102	4.6%
5	Agree	1027	46.7%
6	Fully Agree	982	44.6%
Sysmiss		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.

A_14: A_14

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2202 /-] [Invalid=3 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	39	1.8%
2	Disgree	28	1.3%
3	Somewhat disagree	18	0.8%
4	Somewhat Agree	67	3.0%
5	Agree	982	44.6%
6	Fully Agree	1068	48.5%
Sysmiss		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.

A_15: A_15

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2197 /-] [Invalid=8 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	38	1.7%
2	Disgree	53	2.4%
3	Somewhat disagree	29	1.3%
4	Somewhat Agree	97	4.4%
5	Agree	853	38.8%
6	Fully Agree	1127	51.3%
Sysmiss		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.

A_16: A_16

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2194 /-] [Invalid=11 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	55	2.5%
2	Disgree	45	2.1%
3	Somewhat disagree	45	2.1%
4	Somewhat Agree	124	5.7%

A_16: A_16

Value	Label	Cases	Percentage
5	Agree	1005	45.8%
6	Fully Agree	920	41.9%
Sysmiss		11	

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.

A_17: A_17

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2197 /-] [Invalid=8 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	35	1.6%
2	Disgree	47	2.1%
3	Somewhat disagree	37	1.7%
4	Somewhat Agree	158	7.2%
5	Agree	1033	47.0%
6	Fully Agree	887	40.4%
Sysmiss		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.

A_18: A_18

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2176 /-] [Invalid=29 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	49	2.3%
2	Disgree	70	3.2%
3	Somewhat disagree	54	2.5%
4	Somewhat Agree	320	14.7%
5	Agree	1087	50.0%
6	Fully Agree	596	27.4%
Sysmiss		29	

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.

A_19: A_19

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2179 /-] [Invalid=26 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	31	1.4%
2	Disgree	33	1.5%
3	Somewhat disagree	41	1.9%
4	Somewhat Agree	244	11.2%
5	Agree	1086	49.8%
6	Fully Agree	744	34.1%
Sysmiss		26	

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.

A_20: A_20

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2192 /-] [Invalid=13 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	61	2.8%
2	Disgree	160	7.3%
3	Somewhat disagree	76	3.5%
4	Somewhat Agree	287	13.1%
5	Agree	939	42.8%
6	Fully Agree	669	30.5%
Sysmiss		13	

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.

A_21: A_21

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2191 /-] [Invalid=14 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	80	3.7%
2	Disgree	143	6.5%
3	Somewhat disagree	54	2.5%
4	Somewhat Agree	231	10.5%
5	Agree	885	40.4%
6	Fully Agree	798	36.4%
Sysmiss		14	

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.

A_22: A_22

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2205 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	29	1.3%
2	Disgree	12	0.5%
3	Somewhat disagree	26	1.2%
4	Somewhat Agree	142	6.4%
5	Agree	1060	48.1%
6	Fully Agree	936	42.4%

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.

A_23: A_23

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	23	1.0%

A_23: A_23

Value	Label	Cases	Percentage
2	Disgree	32	1.5%
3	Somewhat disagree	48	2.2%
4	Somewhat Agree	260	11.8%
5	Agree	1077	48.9%
6	Fully Agree	763	34.6%
Sysmiss		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.

A_24: A_24

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2203 /-] [Invalid=2 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	32	1.5%
2	Disgree	38	1.7%
3	Somewhat disagree	72	3.3%
4	Somewhat Agree	334	15.2%
5	Agree	1169	53.1%
6	Fully Agree	558	25.3%
Sysmiss		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.

A_25: A_25

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	24	1.1%
2	Disgree	18	0.8%
3	Somewhat disagree	29	1.3%
4	Somewhat Agree	180	8.2%
5	Agree	1093	49.7%
6	Fully Agree	856	38.9%
Sysmiss		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.

A_26: A_26

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2198 /-] [Invalid=7 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	32	1.5%
2	Disgree	33	1.5%
3	Somewhat disagree	89	4.0%
4	Somewhat Agree	328	14.9%
5	Agree	954	43.4%

A_26: A_26

Value	Label	Cases	Percentage
6	Fully Agree	762	34.7%
Sysmiss		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.

A_27: A_27

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2195 /-] [Invalid=10 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	22	1.0%
2	Disgree	37	1.7%
3	Somewhat disagree	71	3.2%
4	Somewhat Agree	359	16.4%
5	Agree	1035	47.2%
6	Fully Agree	671	30.6%
Sysmiss		10	

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.

A_28: A_28

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2197 /-] [Invalid=8 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	26	1.2%
2	Disgree	67	3.0%
3	Somewhat disagree	66	3.0%
4	Somewhat Agree	375	17.1%
5	Agree	1037	47.2%
6	Fully Agree	626	28.5%
Sysmiss		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.

A_29: A_29

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2188 /-] [Invalid=17 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	30	1.4%
2	Disgree	60	2.7%
3	Somewhat disagree	61	2.8%
4	Somewhat Agree	314	14.4%
5	Agree	1045	47.8%
6	Fully Agree	678	31.0%
Sysmiss		17	

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.

A_30: A_30

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2179 /-] [Invalid=26 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	88	4.0%
2	Disgree	179	8.2%
3	Somewhat disagree	99	4.5%
4	Somewhat Agree	385	17.7%
5	Agree	924	42.4%
6	Fully Agree	504	23.1%
Sysmiss		26	

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.

A_31: A_31

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2193 /-] [Invalid=12 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	123	5.6%
2	Disgree	205	9.3%
3	Somewhat disagree	104	4.7%
4	Somewhat Agree	435	19.8%
5	Agree	883	40.3%
6	Fully Agree	443	20.2%
Sysmiss		12	

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.

A_32: A_32

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2193 /-] [Invalid=12 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	74	3.4%
2	Disgree	196	8.9%
3	Somewhat disagree	120	5.5%
4	Somewhat Agree	436	19.9%
5	Agree	896	40.9%
6	Fully Agree	471	21.5%
Sysmiss		12	

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.

A_33: A_33

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2196 /-] [Invalid=9 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	189	8.6%
2	Disgree	340	15.5%
3	Somewhat disagree	115	5.2%
4	Somewhat Agree	231	10.5%
5	Agree	708	32.2%
6	Fully Agree	613	27.9%
Sysmiss		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.

A_34: A_34

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2188 /-] [Invalid=17 /-]

Value	Label	Cases	Percentage
0	Blank	0	

A_34: A_34

Value	Label	Cases	Percentage
1	Fully Disgree	248	11.3%
2	Disgree	631	28.8%
3	Somewhat disagree	281	12.8%
4	Somewhat Agree	128	5.9%
5	Agree	476	21.8%
6	Fully Agree	424	19.4%
Sysmiss		17	

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.

A_35: A_35

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2195 /-] [Invalid=10 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	46	2.1%
2	Disgree	53	2.4%
3	Somewhat disagree	53	2.4%
4	Somewhat Agree	254	11.6%
5	Agree	1094	49.8%
6	Fully Agree	695	31.7%
Sysmiss		10	

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.

A_36: A_36

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2201 /-] [Invalid=4 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	28	1.3%
2	Disgree	25	1.1%
3	Somewhat disagree	16	0.7%
4	Somewhat Agree	93	4.2%
5	Agree	828	37.6%
6	Fully Agree	1211	55.0%
Sysmiss		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.

A_37: A_37

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2202 /-] [Invalid=3 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	31	1.4%
2	Disgree	30	1.4%
3	Somewhat disagree	15	0.7%
4	Somewhat Agree	136	6.2%

A_37: A_37

Value	Label	Cases	Percentage
5	Agree	961	43.6%
6	Fully Agree	1029	46.7%
Sysmiss		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.

A_38: A_38

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	31	1.4%
2	Disgree	40	1.8%
3	Somewhat disagree	32	1.5%
4	Somewhat Agree	275	12.5%
5	Agree	1123	51.0%
6	Fully Agree	699	31.8%
Sysmiss		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.

A_39: A_39

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2197 /-] [Invalid=8 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	26	1.2%
2	Disgree	21	1.0%
3	Somewhat disagree	36	1.6%
4	Somewhat Agree	208	9.5%
5	Agree	1043	47.5%
6	Fully Agree	863	39.3%
Sysmiss		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.

B_1: B_1

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2202 /-] [Invalid=3 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	17	0.8%
2	Disgree	16	0.7%
3	Somewhat disagree	29	1.3%
4	Somewhat Agree	171	7.8%
5	Agree	1022	46.4%
6	Fully Agree	947	43.0%
Sysmiss		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.

B_2: B_2

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2201 /-] [Invalid=4 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	22	1.0%
2	Disgree	23	1.0%
3	Somewhat disagree	57	2.6%
4	Somewhat Agree	336	15.3%
5	Agree	1011	45.9%
6	Fully Agree	752	34.2%
Sysmiss		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.

B_3: B_3

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2192 /-] [Invalid=13 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	357	16.3%
2	Disgree	742	33.9%
3	Somewhat disagree	460	21.0%
4	Somewhat Agree	199	9.1%
5	Agree	299	13.6%
6	Fully Agree	135	6.2%
Sysmiss		13	

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.

B_4: B_4

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2197 /-] [Invalid=8 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	347	15.8%
2	Disgree	517	23.5%
3	Somewhat disagree	417	19.0%
4	Somewhat Agree	277	12.6%
5	Agree	442	20.1%
6	Fully Agree	197	9.0%
Sysmiss		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.

B_5: B_5

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2193 /-] [Invalid=12 /-]

Value	Label	Cases	Percentage
0	Blank	0	

B_5: B_5

Value	Label	Cases	Percentage
1	Fully Disgree	215	9.8%
2	Disgree	422	19.2%
3	Somewhat disagree	435	19.8%
4	Somewhat Agree	277	12.6%
5	Agree	547	24.9%
6	Fully Agree	297	13.5%
Sysmiss		12	

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.

B_6: B_6

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2194 /-] [Invalid=11 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	180	8.2%
2	Disgree	401	18.3%
3	Somewhat disagree	381	17.4%
4	Somewhat Agree	377	17.2%
5	Agree	610	27.8%
6	Fully Agree	245	11.2%
Sysmiss		11	

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.

B_7: B_7

Information	[Type= discrete] [Format=numeric] [Range= 0-6] [Missing=*]
Statistics [NW/ W]	[Valid=2200 /-] [Invalid=5 /-]

Value	Label	Cases	Percentage
0	Blank	0	
1	Fully Disgree	121	5.5%
2	Disgree	204	9.3%
3	Somewhat disagree	283	12.9%
4	Somewhat Agree	267	12.1%
5	Agree	783	35.6%
6	Fully Agree	542	24.6%
Sysmiss		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.

File : DDISTiRSchoolTreatmentAssignment

region: Geography

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]
Notes	VL - 1 for Delhi (Affordable Private Schools) and 2 for Uttar Pradesh (Govt. Schools)

Value	Label	Cases	Percentage
1	Delhi	180	39.7%
2	Uttar Pradesh	273	60.3%

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.

district: District

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Delhi	180	39.7%
2	Rae Bareli	163	36.0%
3	Varanasi	110	24.3%

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.

school: School Code

Information	[Type= continuous] [Format=numeric] [Range= 1501-3200] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-] [Mean=2299.634 /-] [StdDev=674.361 /-]

treatment: Broad treatment assignment

Information	[Type= discrete] [Format=numeric] [Range= 1-2] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Control	151	33.3%
2	Treatment	302	66.7%

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.

treatmentStatus: Finer treatment assignment

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
1	Control	151	33.3%
2	Intrinsic	152	33.6%
3	Extrinsic	150	33.1%

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.

extrinsicPackage: Details on extrinsic package

Information	[Type= discrete] [Format=numeric] [Range= -999-5] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]
Notes	VL - The extrinsic packages for Delhi and Uttar Pradesh vary. Exposure and Local recognition are common to both. Govt. and policy engagement is unique to Uttar Pradesh; Head teacher development and Career development are unique to Delhi.

Value	Label	Cases	Percentage
-999	Not an extrinsic cluster school	303	66.9%

File : DDISTiRSchoolTreatmentAssignment

extrinsicPackage: Details on extrinsic package

Value	Label	Cases	Percentage
1	Exposure	37	8.2%
2	Government and policy engagement	34	7.5%
3	Local recognition	47	10.4%
4	Head Teacher Development	20	4.4%
5	Career Development	12	2.6%

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.

cluster: EL Name

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=453 /-] [Invalid=0 /-]
Notes	VL - For STiR's programming schools have been organized/ grouped into networks. In Delhi, each Education Leader leads one network and in Uttar Pradesh it is based on an administrative unit. This variable represents the 'clusters' or groups into which schools fall.

Value	Label	Cases	Percentage
Aihar		21	4.6%
Amawan		16	3.5%
Atoura Bujurg		20	4.4%
Babatpur		16	3.5%
Barki		15	3.3%
Barthara Kala		15	3.3%
Bhavya		27	6.0%
Bhawanipur		15	3.3%
Chandan		25	5.5%
Dehipur		17	3.8%
Dighoura Somau		20	4.4%
Gahiri		19	4.2%
Goppur		17	3.8%
Karasda		15	3.3%
Khajoor Gaon		17	3.8%
Paharpur		16	3.5%
Prashant		23	5.1%
Rahi		16	3.5%
Rehvan		18	4.0%
Shivaji		27	6.0%
Swati		27	6.0%
Vineela		25	5.5%
Waseem		26	5.7%

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.