QUESTIONS 22 and 23

The questions 22 and 23 should be asked of all women between the ages 13 to 49 years, i.e., those who completed 13 years but not completed 50 years.

QUESTION 24

This question should be asked in respect of all children who have completed 6 months but not completed 72 months, i.e., 6 years.

SOME ERRORS OBSERVED IN COMPLETING PART A-HEALTH

(i) In Q4 and Q5, on number of days suffered from illness or injury, a few interviewers are recording 30 or more. Please remember that these questions are asked for the reference period of past 4 weeks; hence the number cannot be greater than 28 days.

(ii) Q22 and Q23 have to be asked for women who completed 13 years to 49 years. A few interviewers are committing mistakes in (a) not covering all women in the Roster of this age group; and (b) in recording the answers against a male.

(iii) Q24 should be recorded for all children who completed 6 to 71 months (that is who have not completed 6 years). A few interviewers are not recording the information for children who have completed 5 years but not 6 years.

4. PART B: EDUCATION

This Part concerns only persons who qualify as being:

- MEMBERS OF THE HOUSEHOLD
- AGED 3 YEARS OR OLDER.

The aim of this section is to measure the level of schooling of all household members aged 3 years or older.

If a member is not attending school in this academic year, the code in Question 1 will be 15, that is, none. For persons answering code 15, questions 2 to 10 need not be answered, but questions 11 and 12 should be answered. For persons with codes 1 to 8, the questions 2 to 10 should be filled up.

All the questions and the options given in this module are self-explanatory.

QUESTIONS 3 and 12

In these two questions, the equivalent grades for Forms in secondary education were given for ready reference. The Interviewers should NOT record Forms for secondary levels but ONLY the equivalent Grades.

For primary grades, for want of space, all the primary grades 1-6 are shown in one row against Primary, under codes. The interviewers should record the actual primary grade (that is, 1, 2, 3, 4, 5 or 6) in which the child is attending this academic year.

QUESTION 7

In this question, the attendance is being asked for the last 5 school days. The "last 5 school days" means the last 5 days on which the school was opened. The interviewer should be careful to ask the attendance for the last 5 school days, that is, ignoring the intervening days on which the school was closed.

QUESTIONS 13 AND 14 (PAGE B2):

These two questions on Education costs which were introduced for the first time in SLC 94 are continued in this round also, to collect the education costs incurred by the households on all children attending school during the past 12 months as on date of survey (Question 13); and the school fees paid by the secondary school children and the amount given by welfare fund or others during the current academic year (Question 14). The information collected on Question 14 is useful in the context of the Government's scheme on cost sharing of secondary education.

Remember that in 14.b, even if the amount from the welfare fund is not received, but if there is commitment to pay, the amount committed should be recorded.

SOME ERRORS OBSERVED IN COMPLETING PART B- EDUCATION

(i) For persons not attending school, the interviewers have to record code 15 against Q1 and proceed to fill up Q11 and Q12. But, a few interviewers have not recorded the information in Q11 and Q12.

(ii) In Q3 and Q12, a few interviewers recorded the primary grade of the child as 1-6. **This is definitely wrong. Only one of the grades from 1 to 6 should be recorded.**

(iii) In Q3 and Q12, in the case of secondary grades, some interviewers have not converted forms to grades, the conversions for which were shown in the code list.

(iv) In some cases, there was no consistency in the school code and grade; the school code is reported as 3 and the grades reported were 7 and above; or the school code was reported as 4 and grades 1 to 6. In some cases, a few interviewers reported school code as secondary (codes 5 to 8) while grade reported was primary, that is, 1 to 6.

5. Part C: ANTHROPOMETRIC

This Part will be completed for all children who are less than five years old (that is, those who completed 0-59 months).

In question 5, if the child is not measured, the reasons for not measuring the child should be given in codes.

The instructions on how to measure the children are given in the Appendix.

6. Part D-AGED

This module was designed to collect essential information on the aged, that is, those who are 60 years or over, such as the mental status of the person; the occupations held and the pensionery benefits, if any; the source of financial support; and the health status and how the health care costs are met.

The module should be filled for all household members in the Roster who are 60 years or over. The ten mental status questions in Section D1 should be filled first for the persons of 60 years or over, to test his/her ability in providing reliable answers to the questions in the module. For these ten questions, a score of 1 or 0 should be given depending on its correctness and the total score should be worked out. If the person gets a score of 7 or more, the answers to the questions in the module should be obtained only from the household member concerned. Otherwise, any knowledgeable member of the household could answer these questions. The respondent's individual number in the Roster should be given at the beginning of each Section, that is, D2, D3 and D4. There may be some situations when it becomes inevitable to enquire from the person of age 80 years or over himself/herself, the answers to the questions in the module, even though he/she obtained a score less than 7. These exceptions are discussed in Section D1 below.

Most of the instructions for filling this module are given on the module itself at the appropriate places. The following additional instructions should be read carefully.

Section D1: Mental Status Screen

There are ten questions to test the mental status of the persons of age 60 years or over. As mentioned earlier, if the individual achieves a score of 7 to 10, then the information for the Module should be collected from him/her; otherwise a knowledgeable member of the household should be approached for providing the answers to the questions in the Module.

However, there may be situations where the person of age 60 years or over is the only member in the household, that is, it is a single member household. In such cases, if the person got a score of 5 or 6, and the interviewer is satisfied that the individual could provide reliable answers to the questions in sections D2 to D4, he/she should fill up this module by enquiring the person concerned.

In cases where the person of age 60 years or over got a score of 0 to 4 and it happens to be the only member of the household, this module need not be canvassed for that individual. In some cases, however, a son or daughter or other close relative may be living in the same ED but belong to a different household. In such cases, if the interviewer is satisfied that relative is having adequate knowledge to answer the questions in sections D2 to D4, he/she may collect the information from that relative; but should mention near the space provided for respondent number under each section, the relationship of the respondent to the person of age 60 years or over and the fact that the respondent does not belong to the selected household. The other modules of the questionnaire, can be filled up, provided the respondent, whether a relative belonging to a different household or a neighbor, has sufficient knowledge to answer the questions.

Section D2: Employment

The concept of "work" used in this section is the same as in the Labour Force Surveys, with which the field staff are familiar. The Question 1a in the Module is similar to Question 5.1 in the LFS questionnaire.

Question 1b, which seeks to collect the reasons for never worked, is designed specifically to collect information on those who, throughout their life confined to household/child care duties. This is an important question in the context of designing welfare measures for housewives.

Questions 3a to 3d are designed to collect information on those of the aged who have retired from any job. The concept of "retirement" is easily understood in the context of the organised sector jobs such as government or large establishments, where there exist some specific age of superannuation, etc. However, in the case of the informal sectors and in case of own account jobs such as in agriculture or small scale retail trade, there is no specific retirement age. In these cases, the concept of retirement should mean that the individual has ceased working on gainful jobs and has no intention of returning to that type of activity.

Questions 4a to 4c and 5a to 5d are designed to collect information on those of the aged who are presently working.

Questions 6 and 7 are designed to collect for all the aged persons who ever worked or engaged in full time household/child care duties, the occupation/industry and the pension, if any received or receivable by them. This is primarily designed to collect information on the pension benefits, if any, being received by the aged.

<u>Notice that the full time household/child care duties performed by the person of age 60 years or over during his lifetime and the number of years he/she performed those duties should also have to be indicated in question 6</u>.

Section D3:

This section is designed to collect information on how the aged meet their financial needs and transportation; and also on their major problems connected with aging. All the questions are self-explanatory.

Section D4:

All the questions in this section are designed to find the health status of the individual, the health costs, etc. and they are self-explanatory. However, the codes under question 16 on Functional status needs some clarification. These are -

<u>Fully independent-code 1</u>: If the person of age 60 years or over is able to perform the specified task without any mechanical or human assistance, then code 1 should be given.

<u>Uses mechanical aid- code 2</u>: The person of age 60 years or over is able to perform the specified task without human

assistance but needs mechanical aid.

Needs some human assistance- code 3: The person of age 60 years or over is able to perform the specified task only with some human assistance.

Totally dependent- code 4: The person of age 60 years or over is unable to perform the specified task even with some human assistance. He is totally dependent on others.

7. GENERAL INSTRUCTIONS FOR FILLING OUT PARTS E, F, G, AND H

- FIRST ASK QUESTION 1 FOR ALL THE ITEMS; that is, go through the list of items from top to bottom, and not from left to right. Each and every item must have an answer to this question; that is, either a cross facing corresponding "YES" or a cross facing corresponding "NO".

Let us see, as an example, what PART H: NON-CONSUMPTION EXPENDITURES should look like in a first step, after asking QUESTION 1 to all the items in the list:

- Once all the different items in the section have answers in QUESTION 1, you have to ask the following questions ONLY for those items that got "YES" for an answer in QUESTION 1. In those cases, you must ask all questions from QUESTION 2 to the last one for one item before going on to the next item. That means, you must move from left to right until you are finished with all the questions for one item.

- The items that got "NO" for an answer in QUESTION 1, MUST HAVE ALL THE OTHER QUESTIONS LEFT BLANK (from QUESTION 2 to the last one).

- Notice that in all these parts we ask about AMOUNTS OF MONEY spent for different items, in different time periods. These amounts of money, like the rest of the information in the questionnaire, will be analysed by experts in data analysis. The results will then be presented to the policy makers. It is, therefore, essential that you make sure the interviewee understands, at all times, what the question is, what the time period is, and finally, that you write down the answer in a VERY CLEAR WAY, with the two decimals, in order to avoid the entry of wrong data into the computer.

- Remember that as mentioned earlier, "THE PAST 7 DAYS" is not the same as "THE PAST WEEK"; "THE PAST 30 DAYS" is not the same as "THE PAST MONTH"; and "THE PAST 12 MONTHS" is not the same as "THE PAST YEAR".

You should help the interviewee to understand the time period. For instance, if the day of the interview is Wednesday,

You can say: "During the past 7 days, that means since Wednesday last week until yesterday (Tuesday), did you buy....?"

- Note that examples given at each item DO NOT MAKE OUT A COMPLETE LIST. For instance, in item 313, PART F, Dinnerware also includes cups and saucers.

8. Part E: DAILY EXPENSES

This part contains 6 items including "meals and drinks consumed away from home". These items are usually purchased more frequently such as daily or weekly. The interviewer should first ask question 1 for all items and mark "x" against Yes or No. For all items with a "yes" answer, he/she should proceed to ascertain and record the value of the purchases of that item in column 2.

Remember, however, that meals prepared at home and consumed away from home should not be included in item 101. The gifted meals and drinks consumed away from home should also be included in item 101.

ERRORS OBSERVED IN COMPLETING PART E

(i) In item 105, "other fuel for lighting or cooking", some interviewers are recording the cooking gas or electricity expenses recorded against item 312 in Part G and item 25 in Part J, respectively. This is incorrect. The item is clearly defined as "other than cooking gas and electricity".

9. Part F: FOOD EXPENSES

This part has four pages. You have to proceed in the following way. First ask QUESTION 1 and QUESTION 5 for all items listed (with codes between 201 and 255) before going on with QUESTIONS 2, 3, 4, and 6, 7 and 8.

Take note that if in this section there are some items with answers to both QUESTIONS 3 and 4, then the amount of money spent during the last 7 days (QUESTION 3) MUST BE LESS THAN OR EQUAL TO the amount of money spent during the past 30 days (QUESTION 4).

Similarly, the value of home production consumed in the Past 7 days given in column 6 should be less than or equal to the home production consumed in the last 30 days given in column 7.

If the interviewee, in answering QUESTIONS 6, 7 or 8, states that it would not cost any money, WRITE ZERO in the corresponding box and go on with the next question or item.

Cost of home-produced products refer to the COST OF WHAT HAS BEEN EATEN, AND NOT WHAT IS STORED OR GIVEN OUT AS GIFT.

10. Part G: CONSUMPTION EXPENDITURES

This part has two pages: G1 and G2. Ask QUESTION 1 for all the items listed on both pages before going on to the other questions. Put a cross in the box that corresponds to the answer given.

- For the items with codes between 301 - 311 that got a YES for an answer to QUESTION 1, ask QUESTIONS 2, 3, 5 and 6. You can see that QUESTION 4 is blacked out, so you do not have to ask this question for these items.

- For the items with codes 313, 314, 323 and 324 which got an affirmative answer to QUESTION 1, ask QUESTION 4 only. You DO NOT have to ask QUESTIONS 5 and 6 for item with code 312; and QUESTIONS 2 and 3 only for items with codes 315 to 317, 319, 325 to 331, 335, 340 to 343, 345 and 349. You can notice that in the questionnaire those spaces are blacked out.

<u>See the footnote on page G2. It cautions you that in case of items 339 to 342 which cover expenses on vehicles, you should be careful not to include the expenses on vehicles used for business purposes. For instance, if you are interviewing a taxi driver's household, it is likely that he will enumerate all the expenses on his taxi as a part of his consumption expenditure. You should be alert and inform him that you are collecting in these items the household consumption expenditure and not the business expenditure.</u>

<u>Also see the footnote on item 347. If the household has a telephone in the house, the telephone charges will be recorded in item 28 in Part J on Housing Expenses. These charges should not be included again in item</u>

<u>347 of Part G, as it will be double counting of telephone expenses in calculating total consumption.</u>

- Remember that "THE PAST 30 DAYS" is not the same as "THE PAST MONTH", and "THE PAST 12 MONTHS" is not the same as "THE PAST YEAR".

Take notice that if for any item you get an answer for both QUESTIONS 3 and 4, then the amount of money spent during the past 30 days (QUESTION 3) MUST BE LESS OR EQUAL to the amount of money spent during the past 12 months (QUESTION 4).

The interviewer should work out the date of past 30 days from the date of survey and inform the correct period to the respondent by telling him/her that the expenditures made between the beginning date of the reference period and date of survey should have to be reported.

ERRORS OBSERVED IN COMPLETING PART G

(i) Some interviewers do not seem to understand the distinction between consumption expenditure and business expenditure and that this module was designed to collect information on consumption expenditures only. This may be the reason for reporting in the case of a large number of taxi drivers, minibus drivers and farmers who have transport for transporting their produce to market, their expenses on these business vehicles, against items 339 to 342. It is becoming difficult at STATIN to separate these business expenses from the expenses on household vehicles (where they have them).

(ii) Some interviewers also do not seem to be making adequate effort in probing the annual expenditures; they are reporting "N. S." for the annual expenditure while reporting a large figure as expenditure in the past 30 days. This is creating problems at STATIN in estimating the annual expenditure on that item, as when long period expenditure is missing, the formula is that the short period expenditure (that is, for 30 days) should be multiplied by 365 days. This is leading to abnormal estimates, which are requiring further scrutiny.

The interviewers have to be extremely careful while reporting large short period expenditures; they should invariably try to obtain at least an approximation of the long period expenditure also.

Because of the above difficulty, the short period has been blocked out for some of the items in the current round questionnaire.

11. Part H: NON-CONSUMPTION EXPENDITURES

This is a very short module; you have to ask QUESTION 1 for all the items listed -- with codes from 401 to 409 -- before going on with QUESTIONS 2, 3 and 4.

Remember that if for any item you get an answer for both QUESTIONS 3 and 4, the amount of money spent during the past 30 days, MUST BE LESS THAN OR EQUAL TO the amount spent during the past 12 months.

Notice also that the item "taxes and duties not elsewhere classified" which was in the questionnaire for SLC 93 has been removed in this round, as the reported figures, if any, were small. Any expenses on these could be included in item 409.

12. Part I: FOOD STAMPS

The purpose of this part is to find out whether a household received food stamps and, depending on the answer, find out how they did (how much and for which household member), or why they did not.

The field staff are aware that the questionnaire was re-designed for the last three rounds, which is being followed in this round also. The household questions, that is, the questions which relate to the household as a whole were separated and given as questions 1 to 3. The questions which relate to individuals are separated into two groups- those that relate to individuals receiving food stamps; and those that relate to individuals who applied but not yet receiving the food stamps. This would facilitate not only recording the information but also in processing.

QUESTION 1

In QUESTION 1, you have to ask whether any members of the household receive food stamps. If the answer is "YES",

then record code "1" and jump to QUESTION 4. If the answer is "NO", move to QUESTION 2.

QUESTION 2

The households in which no member has been receiving food stamps should be asked this question. If someone in the household applied for food stamps and not yet receiving them, then record code "1" and jump to question 10. If the answer is "NO", then move to question 3.

QUESTION 3

This question should be put to those households in which no member is receiving food stamps nor applied for them. The reason for not applying for food stamps should be ascertained and recorded against this question in codes.

QUESTIONS 4 TO 9

These questions relate to members in the household who are receiving food stamps. The questions are self-explanatory. All members receiving food stamps should be listed in the order in which they occur in the Roster.

Notice that the beneficiary category 3 under question 5 is child under 6 (not child under 5 as in some earlier rounds). It means that all children who have not completed 6 years are eligible to receive food stamps.

Under question 6, the value of the food stamps received by the beneficiary either in March or April 1995 should be recorded. If a beneficiary received the food stamps both in March and April, by the date of survey, the total of both months should not be given but that received in April only.

QUESTIONS 10 TO 13

These questions should be answered by those in the household who applied for food stamps but are not yet receiving them. These questions are to be answered for all members in households who answered "yes" to question 2 and who have applied for food stamps and are not yet receiving them.

Besides, if some members of a household are receiving food stamps (for whom the information will be recorded in columns 4 to 9) and some others have applied and are not yet receiving the stamps, the information about them also should be recorded in columns 10 to 13.

FOOD STAMPS ID CARD

Remember that some of the households may not be able to produce their ID cards, because it is observed that in quite a few cases, the card holders give the cards to an agent who collects the stamps on their behalf. In such cases, the cards are kept with the agent. In any case, the cards are required only for verifying the beneficiary category in Question 5. In the case where the household is not able to produce the card, the category as given by the household may be recorded in column 5.

SOME CONSISTENCY CHECKS

The food stamps are sanctioned only to certain persons who satisfy additional conditions, even within the broader category such as pregnant or lactating mothers, elderly poor, children less than 6 years, etc. It is useful for the interviewers to know that-

(i) pregnant or lactating mothers who are attending a public health facility are only eligible for food stamps under beneficiary categories 1 and 2, respectively;

(ii) children who are below 6 years and who are attending a public health facility are only eligible for grant of food stamps under beneficiary category 3;

(iii) elderly persons who are on public assistance or other persons who are on poor relief or those who are physically handicapped are only eligible for sanction of food stamps under beneficiary category 4.

With a view to find out the total number of persons eligible under these conditions, the questionnaire included questions 22 to 25 in Part A; and questions 5 and 6 in the Roster. The information collected in these questions can be used to scrutinise whether the respondent's information is consistent. But, it should always be remembered that all eligible persons need not be getting food stamps and that there will be some persons who do not satisfy the above eligibility criteria but getting food stamps.

13. Part J: HOUSING

CONCEPTS

The concepts of Housing unit, Dwelling and Household for the SLC will be the same as those adopted in the Population Census, 1991, with which most of the Supervisors/Interviewers are already familiar. However, they are given below for ready reference.

HOUSING UNIT

A Housing unit is a building or buildings used for living purposes at the time of the Survey.

DWELLING UNIT

A Dwelling Unit is any building or separate and independent part of a building in which a person or group of persons are living at the time of the survey. The essential features of a dwelling unit are "separateness and independence". An enclosure is separate if surrounded by walls or other forms of partitioning, covered by a roof so that a person or group of persons, can isolate themselves from other persons for purposes of sleeping, preparing and sharing meals. It is independent when it has direct access from the street or common landing, staircase, passage or gallery; when occupants can come in go out of it without passing through anybody else's accommodation.

The key factors in defining a dwelling unit are separateness and independence. Occupiers of a dwelling unit must have free access to the street by their own and independent entrance(s) without having to pass through the living quarters of another household.

HOUSEHOLD

A Household consists of one person who lives alone or a group of persons who, as a unit, jointly occupies the whole or a part of a dwelling unit, who have common arrangements for housekeeping, and who generally share at least one meal. The Household may comprise of related persons only, of unrelated persons, or of a combination of both.

PRIVATE HOUSEHOLD

A Private Household will often comprise of a father, mother and children living together. There can be other relatives also. Many other arrangements, will, however, be found and further guidance can be obtained from the following:

(i) All lodgers, domestic helpers, farm hands and other employees who live in the dwelling and consider it as their usual place of residence should be included as members of the household.

(ii) If an individual sleeps in the same structure as the main household and shares at least one meal per day with the household, include him as a household member.

(iii) A domestic employee who sleeps in the house or in an outhouse on the premises is to be listed as a member of the household if he or she sleeps there on an average four nights per week and shares at least one meal daily. If the helper's partner or children live on the premises, all members of this family are to be included with the main household if they share meals with the main household. If there are separate arrangements for cooking they should be considered as a separate household.

(iv) In the case of a tenement yard where there is a series of rooms rented to different persons by the landlord, each person or group of persons who live and share meals together is regarded as a separate household. A household in this special context may share external bathroom, toilet or even kitchen facilities with other similar households.

NON-PRIVATE HOUSEHOLD

Non-private households comprise of persons who live collectively in institutions or other such organisations. Some examples are dormitories of educational institutions, prisons, hospitals, penal institutions, etc.

Many of the questions in the Housing Module are self-explanatory. Also, for many of them, the options and the codes are provided in the questionnaire itself for ready reference. However, some which require clarification are mentioned below.

ELECTRICITY/WATER BILLS

In order to avoid interruptions, before starting with this part of the interview, ask respondents who have electricity and running water in their dwellings to get their most recent electricity and water bills.

QUESTION 1- TYPE OF DWELLING

This question can be completed from observation. If, of course, there are any doubts, ask the respondent to clarify.

The definitions of the various types of housing units will be the same as in the Population Census, 1991. These are-

SEPARATE HOUSE-DETACHED

This is the most common type of unit. This is the type usually constructed for occupation by a single household and which has open space on all four sides. Include here duplex houses which are separated by garages.

SEMI-DETACHED

This is a unit joined to only one other unit separated by a wall extending from ground to roof, with the other three or more sides open. There may be one or more floors in this type of housing unit. Duplex houses separated by a wall and not a garage should be included here.

APARTMENT BUILDING

This is a building containing a large number of private flats or apartments. Each such flat or apartment is then a dwelling unit within the larger housing unit.

TOWNHOUSE

This is a type of semi-detached building, but whereas the semi-detached is joined to only one other unit, the Townhouse is one of a set of houses joined together in a row.

IMPROVISED HOUSING UNIT

This is an independent makeshift shelter or structure built usually of waste materials and generally considered unfit for habitation which is being used as living quarters at the time of the survey, usually by one household.

PART OF COMMERCIAL BUILDING

The term 'commercial' is used here to include all non-residential buildings. This includes, therefore, all cases where a household occupies part of a building which is used mainly as a business place or other non-living unit.

OTHER

Include here any type of housing unit which does not fit any of the categories mentioned: such as boats, tents, trailers, etc.

QUESTION 2: MATERIAL OF OUTER WALLS

This question refers to the material of which the outer walls of the housing unit are made. Although this may be completed from your own observation, you may in some instances, need to enquire from the householder whether or not the walls are reinforced. Some of the categories are self-explanatory; the others are described below.

BLOCK & STEEL

Include here walls of concrete blocks with steel reinforcement but not nog. Include units made of 'prefabricated' material in this category.

CONCRETE NOG

Include here units in which the walls are of concrete but without steel reinforcement, e.g. walls reinforced by wooden frames with concrete filling.

WATTLE AND DAUB

This applies where the walls are some kind of wattle structure i.e, pure wattle walls, wattle and thatch walls and wattle daubed with earth plaster (wattle is comprised of sticks interwoven into a network).

QUESTIONS 4 AND 5: TOILET FACILITY

The household may have more than one Toilet. In that case the information should be recorded for the best (according to the household) of them.

QUESTIONS 7 and 8: TYPE OF TENURE

The definitions for recording information on these two items will be the same as in the Population Census, 1991. These are given below.

OWNED

This applies if the dwelling is owned by a member of the household. If the dwelling is occupied by the family or close relatives, but the owner does not reside in the dwelling and does not form a member of the household as defined earlier, then the tenure status should be recorded as 'Rent Free'.

LEASED

This relates to those cases where the dwelling is rented in accordance to a signed agreement for a stipulated period between the owner and occupier.

PRIVATE RENTED

This relates to cases where the occupier pays a rent to the owner for the dwelling, but no signed agreement is involved.

GOVERNMENT RENTED

Include here all dwellings owned by government and rented to householders.

RENT FREE

This relates to cases where occupiers are not required to pay any rental. It implies also that occupiers are occupying the dwelling with the consent of the owner.

SQUATTED

This relates to those cases where the occupiers are not paying rent and also not legally owners of the dwelling but are occupying the dwelling without the consent of the owner.

QUESTION 8: TENURE STATUS OF LAND

The land in this question refers to the plot or lot on which the dwelling stands and not any other land.

- Notice the skips in question 7; only the households which reported code 1 in question 7 should answer question 8.

- Notice also that at the end of question 8 , there is a skip to question 12- that is, for households which reported code 1 for question 7, the interviewer, after collecting the answer to question 8, should proceed to question 12, skipping questions 9 to 11.

QUESTION 18: DRINKING WATER SUPPLY

If more than one source is used by the household, you must determine from the respondent the main source and record this one only. In general, give precedence to the source for cooking and drinking over the source for bathing, washing and other uses.

PUBLIC- Refers to a water supply established and maintained by the government or a government related agency.

PUBLIC STANDPIPE

This applies to a public standpipe, usually located along roads or other public thoroughfares.

QUESTIONS 24 & 25: SOURCE OF LIGHTING

In the case of electricity, the household may be getting it either from its own generator or getting it from the public service. If it is from public service, the household should be classified as having electricity irrespective of whether the meter is separate or serving a group of households or whether the supply was disconnected at the time of survey for non-payment of bills. Illegal connections, however, should not be considered.

SOME ERRORS OBSERVED IN COMPLETING PART J- HOUSING

(i) Some interviewers are including the electricity or water consumed for running a business in the bill reported under household consumption. In quite a few cases, it was observed that the household is running a bar or a grocery store within the dwelling; and the interviewers were reporting the total expenditure on electricity or water used for both the business and household purposes. Sometimes, the bill is very high relative to the total consumption expenditure of the household. This, might, perhaps, be due to the household having a single meter for both purposes. In all such cases, the interviewer should give at least an approximate figure of the monthly expenditure on household use, in the questionnaire.

(ii) In some cases, the arrears are being included in the figures reported on electricity or water. Here again, an attempt should be made to report the current charges, that is, excluding the arrears.

(iii) In some cases, while the expenditure on water is reported, the period to which it relates is not reported; and STATIN is not able to use the figures. The interviewers should probe adequately to obtain all relevant information.

14. Part K: **INVENTORY OF DURABLE GOODS**

In this part, you have to proceed in the following manner:

1.- First, you have to ask whether the household does or does not own all the different items that appear on the list, and then put a cross in the box corresponding to the given answer. When you have asked that question for ALL THE ITEMS IN THE LIST (with codes between 601 and 615), you can go on to QUESTION 1.

2.- You have to ask QUESTION 1 for ALL THE ITEMS IN THE LIST that got "YES" as an answer, before going on with QUESTIONS 2, 3 and 4.

Take notice that it could very well be that the household owns more than one of some items. For instance, the household can have two bicycles. In that case, you will put a cross in front of "YES" for the item code "615". But also, you will want to distinguish between the two different bicycles, by inquiring, in QUESTIONS 2, 3 and 4, about EACH ONE of the two bicycles.

That is exactly the purpose of QUESTION 1. There you have to write down the name of the item, a description of it (for instance the make, color, etc, of the item), and the code number (between 601 and 615). With this information, you can now differentiate all the items owned by the household.

Of course, if there is only one of some item, you can leave the space for the description blank, because there is no confusion possible. It will be enough with the name and the code number.

When you have finished making the list in QUESTION 1, with ALL GOODS OWNED by the household, you can go on with QUESTION 2.

3.- Now, you have to ask QUESTIONS 2, 3 and 4 to every good listed in QUESTION 1. Only when you have asked ALL QUESTIONS, 2, 3 and 4, about one good, can you go on with the next good listed in QUESTION 1.

In QUESTION 2, you have to write down only the last two digits of the year when the household acquired the good.

Note that this section refers to OWNERSHIP OF THESE GOODS BY A MEMBER OF THE HOUSEHOLD, regardless of whether they are in working condition or not.

15. Part L: MISCELLANEOUS INCOME

In this part, after asking QUESTION 1 for ALL the items listed (with codes between 701 and 707), you have to ask (only for items that got "YES" for an answer), the QUESTION 2.

APPENDIX I

NUTRITIONAL STATUS MEASUREMENT

SUMMARY PROCEDURES

A. Child Height Summary Procedure (Illustration 1)*

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.

2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).

3. **Assistant:** Place the questionnaire and pencil on the ground (Arrow 1). Kneel with both knees on the right side of the child (Arrow 2).

4. **Measurer:** Kneel on your right knee only, for maximum mobility, the child's left side (Arrow 3).

5. **Assistant:** Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.

6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13, and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).

7. **Measurer and Assistant:** Check the child's position (Arrows 1-15). Repeat any steps as necessary.

8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.

9. **Assistant:** Immediately record the measurement and show it to the measurer. NOTE: If the assistant is untrained, the measurer records the height.

10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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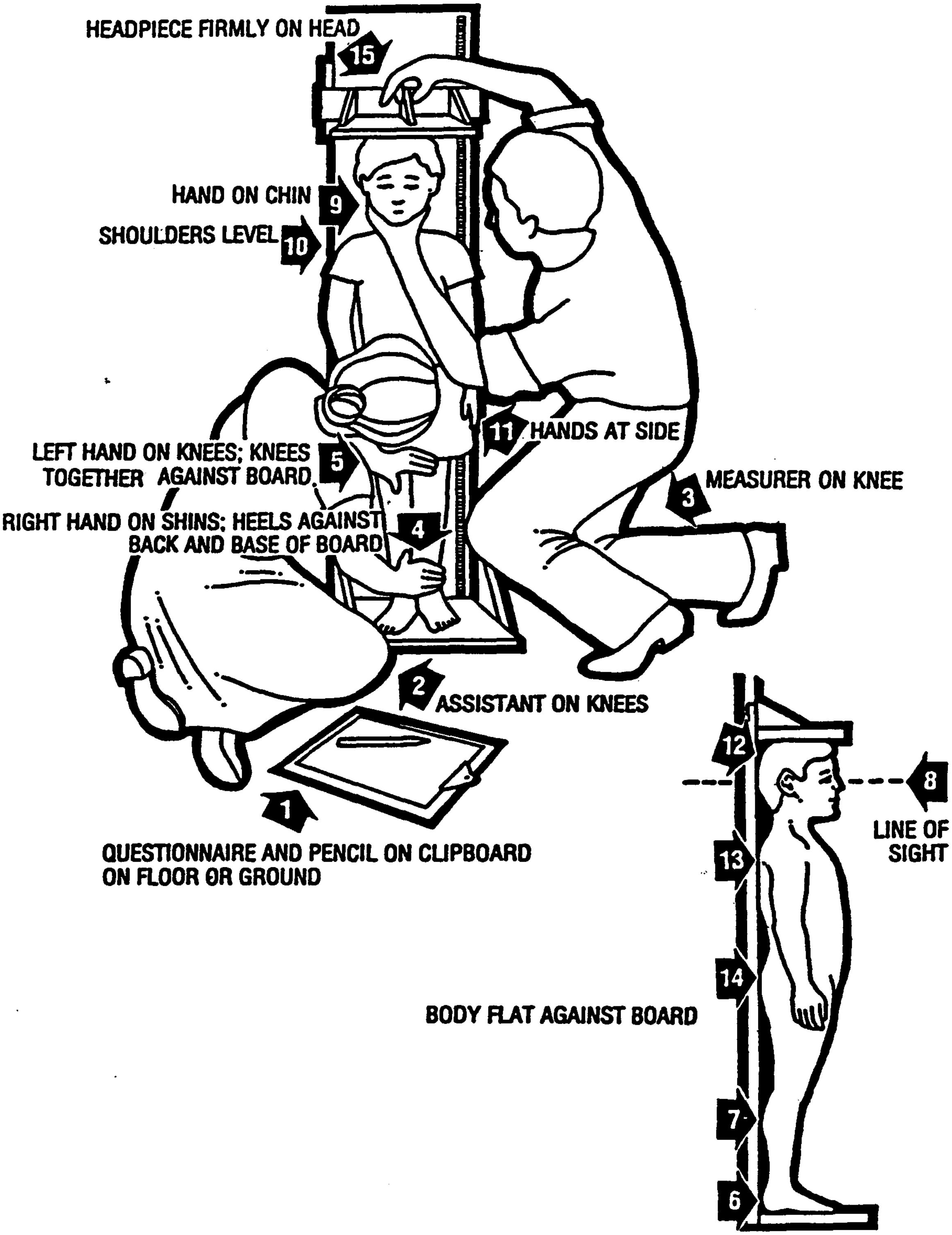
*If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the height procedure.

Illustration 1

Child Height Measurement



B. Child Length Summary Procedure (Illustration 2)*

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pencil on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the footpiece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:

   Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.

   Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrows 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer.

    NOTE: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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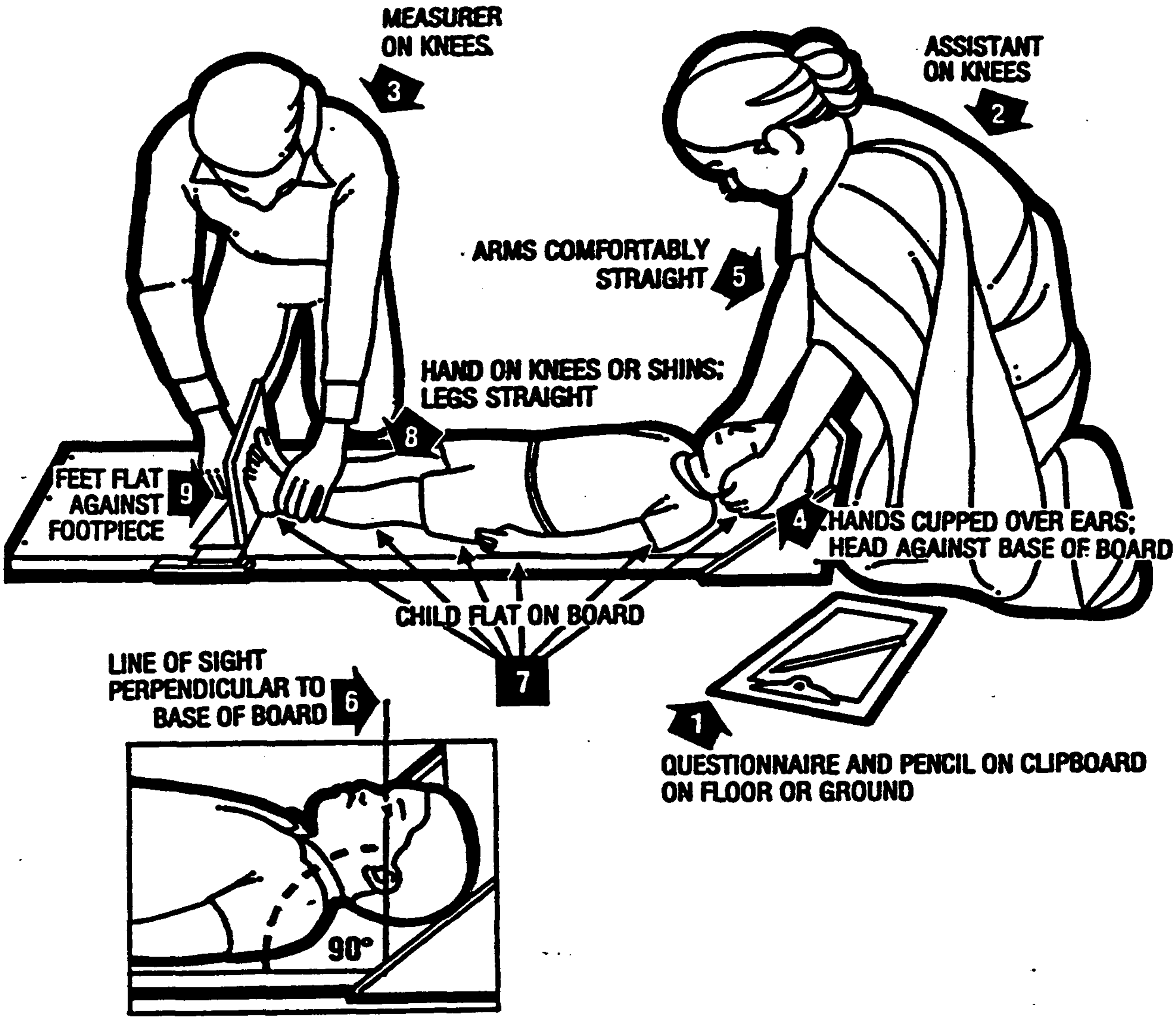
*If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

Illustration 2

Child Length Measurement



C. Child Weight Summary Procedure (Illustration 3)*

1. **Measurer or Assistant:** Hang the scale from a tree branch, ceiling beam, tripod or pole held by two people. You may need a piece of rope to hang the scale at eye level. Ask the mother to undress the child.

2. **Measurer:** Attach a pair of the empty weighing pants, infant sling or basket to the hook of the scale and adjust the scale to zero, then remove from the scale.

3. **Measurer:** Have the mother hold the child. Put your arms through the leg holes of the pants (Arrow 1). Grasp the child's feet and pull the legs through the leg holes (Arrow 2). Make certain the strap of the pants is in front of the child.

4. **Measurer:** Attach the strap of the pants to the hook of the scale. DO NOT CARRY THE CHILD BY THE STRAP ONLY. Gently lower the child and allow the child to hang freely (Arrow 3).

5. **Assistant:** Stand behind and to one side of the measurer ready to record the measurement. Have the questionnaire ready (Arrow 4).

6. **Measurer and Assistant:** Check the child's position. Make sure the child is hanging freely and not touching anything. Repeat any steps as necessary.

7. **Measurer:** Hold the scale and read the weight to the nearest 0.1 kg. (Arrow 5). Call out the measurement when the child is still and the scale needle is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. WAIT FOR THE NEEDLE TO STOP MOVING.

8. **Assistant:** Immediately record the measurement and show it to the measurer.

9. **Measurer:** As the assistant records the measurement, hold the child in one arm and gently lift the child by the body. DO NOT LIFT THE CHILD BY THE STRAP OF THE WEIGHING PANTS. Release the strap from the hook of the scale with your free hand.

10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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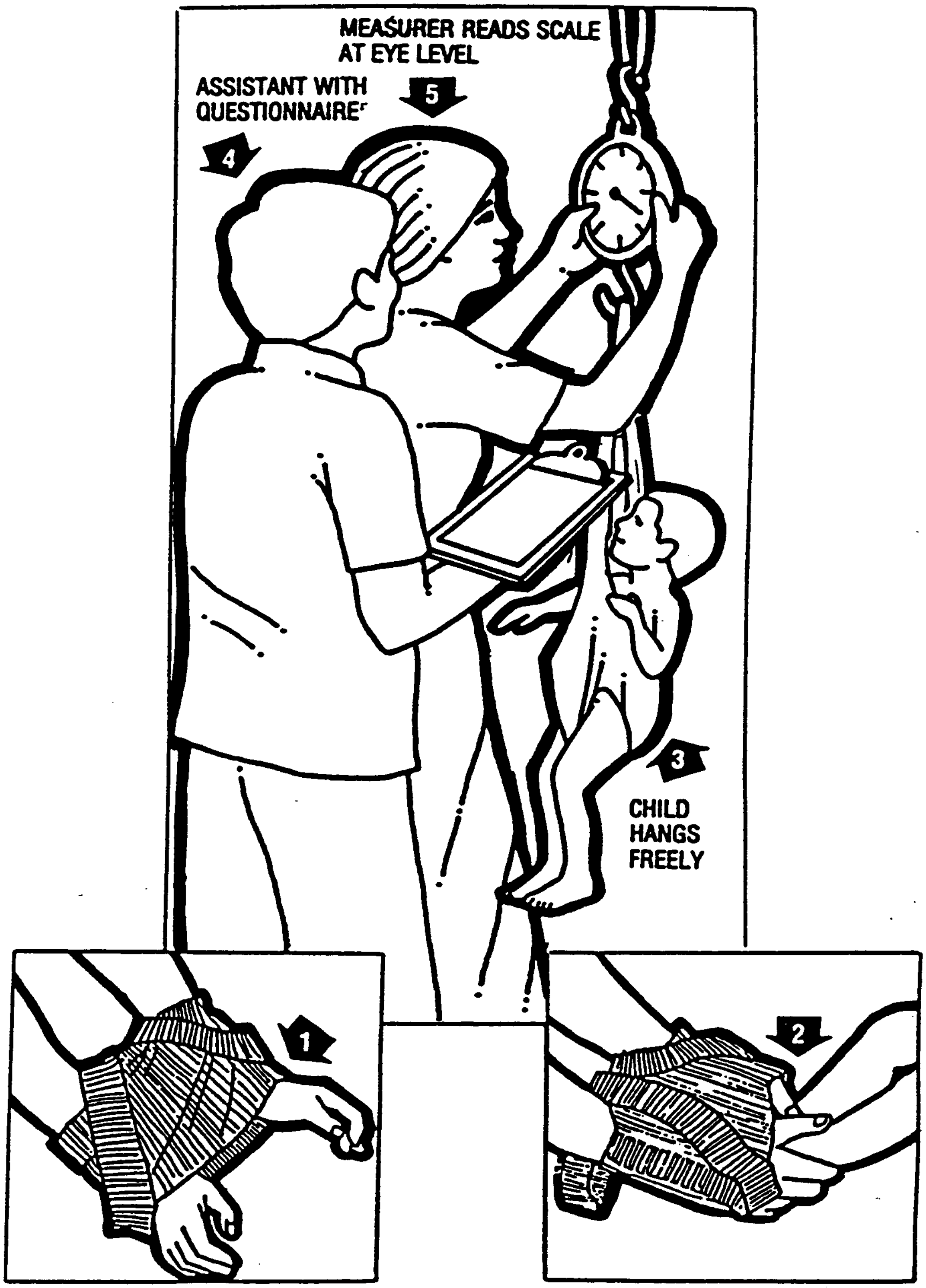
*If the assistant is untrained, e.g. the mother, then weight should be taken by one person only, the trained measurer, who should also record the measurement on the questionnaire.

Illustration 3

Child Weight



PUT HANDS THROUGH LEG HOLES

GRASP FEET