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**Child assessments in anganwadi centres**

Tamil Nadu Integrated Child Development Services Project  
Endline

J-PAL South Asia

**INSTRUCTIONS**

- *Reach the centre by 8:45 am.*

**PART 1 - GENERAL INFORMATION**

- 1) Surveyor ID [*Check your ID card*]:
- 2) Date of the survey [*Select the date, month, and year below*]:  
a. DD/MM/YYYY
- 3) District [*Ask your field supervisor*]:
- 4) Project [*Ask your field supervisor*]:
- 5) Sector [*Ask your field supervisor*]:
- 6) AWC [*Ask your field supervisor*]:

**PART 2 - CHILD ASSESSMENTS**

- *Administer this section between 11:30am and 4pm.*
- *Take each child outside of the anganwadi centre so that you do not disturb pre-school activities.*
- *Sit away from the other enumerator so that you do not interfere with the assessments of other children.*
- *Sit at the same level of the child (e.g., both sit on the floor; both sit on chairs).*
- *Conduct the survey on your own. However, if the child is too shy or he/she is not paying attention, ask the anganwadi worker for help. If you ask her for help, make sure she does not prompt the child.*

- 7) Is the child an existing child?
  - a. Yes
  - b. No
- 8) Select the name of the child from the list provided below:

**Commented [A1]:** This is conditional question. Show if option a is selected in Q7.

10) **What is the child's name?** [Enter the child's name from Register no. 4: Pre-school attendance register]

- a. \_\_\_\_\_
- b. Child's name is not in the attendance list for February 2018.

**Commented [A2]:** This is conditional question, show if option b is selected in Q7.

11) **Child ID** [Check with your team partner to note down ID for each new child]

- a. \_\_\_\_\_

12) **Is the child present today?**

- a. Yes
- b. No

13) **What is the child's sex?** [Check Register no.4: Pre-school attendance register]

- a. Male
- b. Female

14) **What is the child's date of birth?** [Check Register no. 1: Family details register]

- a. DD/MM/YYYY
- b. Not recorded

[NOTE: Assessment begins here]

15) **Go/No-Go Game**

[Grab two cards, one with a dog and another one with a cat]

Now let's play a different game.

Before we begin, tell me what this is [Point to each object on the example slide]

[If the child does not know an image, or identifies it incorrectly, correct him/her]

[If the child identifies the image correctly] Very good!

When I show you the cat, you should clap your hands.

When I show you the dog, you should not clap your hands.

Let us try an example. [Show the dog] What should you do?

[If the child did not clap] Very good!

[If the child clapped] Remember that you should not clap when I show you the dog.

Now let us try another. [Show the cat]. What should you do?

[If the child clapped] Good! Now, let's start playing the game.

[If the child did not clap] Remember that you should clap when I show you the cat.

1. [Show the dog]

- a. Child clapped
- b. Child did not clap
- c. Child provided another response

- d. Child uncooperative

**2. [Show the cat]**

- a. Child clapped
- b. Child did not clap
- c. Child provided another response
- d. Child uncooperative

**3. [Show the cat]**

- a. Child clapped
- b. Child did not clap
- c. Child provided another response
- d. Child uncooperative

**4. [Show the dog]**

- a. Child clapped
- b. Child did not clap
- c. Child provided another response
- d. Child uncooperative

**16) Ordered object recognition**

*[Grab a grid divided equally into four parts with black and white images of a cow, a house, a hand, and a flower]*

Now let's play a different game.

Before we begin, tell me what this is *[Point to each object on the example slide.]*

*[If the child does not know an image, or identifies it incorrectly, correct him/her]*

*[If the child identifies the image correctly] Very good!*

Now, I will tell you some words and you will point to the pictures that represent those words IN THE SAME ORDER.

Let's try an example. "Cow-House". Can you point to these pictures in the same order?

*[If the child answered correctly] Good! Now, let's start playing the game.*

*[If the child answered incorrectly] The answer is "Cow-House".*

Let's try another one. "Hand-Flower". Can you point to these pictures in the same order?

*[If the child answered correctly] Good! Now, let's start playing the game.*

*[If the child answered incorrectly] The answer is "Hand-Flower".*

**1. [Say "House-Hand"]**

- a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*

- - b. Child uncooperative

- c. Child says “I don’t know” or does not respond

**2. *[Say “Cow-Flower-Hand”]***

- a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*
- b. Child uncooperative

**3. *[Say “Flower-Hand-Cow-House”]***

- a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*
- b. Child uncooperative

**4. *[Say “Cow-House-Flower-Hand”]***

- a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*
- b. Child uncooperative

**17) Knock-tap game**

Now let’s play a different game. When I knock with my knuckles on the floor, you will tap the floor with the palm of your hands. When I tap the floor with the palm of my hands, you will knock with your knuckles on the floor.

Let us try an example. *[Knock with your knuckles on the floor]* What should you do?

*[If the child tapped the floor with the palm of his/her hands]* Very good!

*[If the child knocked the floor with his/her knuckles]* Remember you are supposed to do the opposite – tap with the palm of your hands.

Now let us try another. *[Tap the floor with the palm of your hands]* What should you do?

*[If the child knocked the floor with his/her knuckles]* Good! Now, let’s start playing the game.

*[If the child tapped the floor with the palm of his/her hands]* Remember you are supposed to do the opposite – knock with your knuckles.

**1. *[Knock with your knuckles on the floor]***

- a. Child tapped the floor with the palm of his/her hands
- b. Child knocked the floor with his/her knuckles
- c. Child provided another response

- d. Child uncooperative
  - e. Child provided no response
- 2. [Tap the floor with the palm of your hands]**
- a. Child tapped the floor with the palm of his/her hands
  - b. Child knocked the floor with his/her knuckles
  - c. Child provided another response
  - d. Child uncooperative
  - e. Child provided no response
- 3. [Knock with your knuckles on the floor]**
- a. Child tapped the floor with the palm of his/her hands
  - b. Child knocked the floor with his/her knuckles
  - c. Child provided another response
  - d. Child uncooperative
  - e. Child provided no response
- 4. [Tap the floor with the palm of your hands]**
- a. Child tapped the floor with the palm of his/her hands
  - b. Child knocked the floor with his/her knuckles
  - c. Child provided another response
  - d. Child uncooperative
  - e. Child provided no response

**18) Comparison by shape and length**

*[Grab four posters: one with three dogs of different sizes, another one with three elephants of different sizes, another one with three sticks of different sizes, and another one with three trees of different sizes.]*

- 1. Now I'm going to show you some pictures and ask you some questions. [Show the poster with the three dogs] Put your finger on the largest dog.**
- a. Correct
  - b. Incorrect
  - c. Child says "I don't know" or does not respond.
  - d. Child uncooperative
- 2. [Show the poster with the three elephants] Put your finger on the smallest elephant.**
- a. Correct
  - b. Incorrect
  - c. Child says "I don't know" or does not respond.
  - d. Child uncooperative
- 3. [Show the poster with the three sticks] Put your finger on the longest stick.**
- a. Correct

- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

**4. [Show the poster with the three trees] Put your finger on the shortest tree.**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

**19) Print awareness**

*[Ask the anganwadi worker or helper for a story book from the centre. If the child is more familiar with English, use an English textbook as opposed to Tamil given availability.]*

Now I’ll give you a storybook and ask for your help for how to read it.

**1. [Hand the book to the child upside down] Can you show me how to open this book?**

- a. Child opened the book, but did not turn it around
- b. Child opened the book and turned it around
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**2. Can you show me where I should start reading?**

- a. Child points to the first page with text
- b. Child does not point to the first page with text
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**3. Can you show me the direction in which I should read?**

- a. Child points to the right direction
- b. Child does not point to the right direction
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**20) Expressive vocabulary**

Now I’ll ask you a few questions.

**1. Can you name some things you can eat? [If the child gets stuck, you can ask him/her whether he/she can think of any others. Stop the child after he/she has provided 10 answers, regardless of whether they are correct.]**

- a. Number of correct answers provided by the child:

b. Number of incorrect answers provided by the child:

- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**2. Can you tell me the names of some animals that you know? [If the child gets stuck, you can ask him/her whether he/she can think of any others. Stop the child after he/she has provided 10 answers, regardless of whether they are correct.]**

a. Number of correct answers provided by the child:

b. Number of incorrect answers provided by the child:

- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

## **21) Oral comprehension**

Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay? [Check that the child is paying attention. Then, read the story slowly and clearly.]

The title of the story is “The Mouse and the Cat”.

Once upon a time there was a fat cat. He always wore a red cap. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, “Please don’t eat me cat. If you spare my life I will return your hat.” So, after getting back his hat the cat said, “Never touch my hat again” and he went back to sleep in a happy mood.

Now, I am going to ask you some questions about the story.

**1. Who stole the cat’s hat?**

- a. A small mouse [Accept “mouse”]
- b. Child says “I don’t know” or does not respond
- c. Child provided another response
- d. Child uncooperative

**2. What was the colour of the hat?**

- a. Red
- b. Child says “I don’t know” or does not respond
- c. Child provided another response
- d. Child uncooperative

**3. Why was the cat chasing the mouse?**

- a. Because the mouse stole his hat
- b. Child says “I don’t know” or does not respond

- c. Child provided another response
- d. Child uncooperative

**4. Where did the cat trap the mouse?**

- a. Under a table
- b. Child says “I don’t know” or does not respond
- c. Child provided another response
- d. Child uncooperative

**5. Why did the cat decide not to eat the mouse?**

- a. Because the mouse offered to return the hat
- b. Child says “I don’t know” or does not respond
- c. Child provided another response
- d. Child uncooperative

**22) Did the child provide no response or was the child uncooperative for all questions from Q14-Q20?**

- a. Yes
- b. No

**23) Black-white stroop test**

*[Grab two cards, one that is white and another one that is black]*

I will show you one of two cards: a white or a black card. If I show you the white card *[point to the white card]* you should say “black”. If I show you the black card *[point to the black card]*, you should say “white”.

*Let’s try an example. [Show the black card]*

- [If the child says “white”]* Very good!
- [If the child says “black”]* The answer is “white”.

*Let’s try another one. [Show the white card]*

- [If the child says “black”]* Good! Now, let’s start playing the game.
- [If the child says “white”]* The answer is “black”.

**1. [Show the white card]**

- a. Child says “white”
- b. Child says “black”
- c. Child says “I don’t know” or does not respond
- d. Child provided another response
- e. Child uncooperative

**2. [Show the white card]**

- a. Child says “white”
- b. Child says “black”
- c. Child says “I don’t know” or does not respond
- d. Child provided another response
- e. Child uncooperative

**Commented [A3]:** Skip to the end of the section and allow surveyor to add group for the next child if option b is selected here.

**3. [Show the black card]**

- a. Child says “white”
- b. Child says “black”
- c. Child says “I don’t know” or does not respond
- d. Child provided another response
- e. Child uncooperative

**4. [Show the white card]**

- a. Child says “white”
- b. Child says “black”
- c. Child says “I don’t know” or does not respond
- d. Child provided another response
- e. Child uncooperative

**5. [Show the black card]**

- a. Child says “white”
- b. Child says “black”
- c. Child says “I don’t know” or does not respond
- d. Child provided another response
- e. Child uncooperative

**24) Integrated card sort**

*[Grab four cards, one with red bananas, one with yellow bananas, one with a yellow apple, and another one with a red apple.]*

Let’s play a game with pictures. I will show you a picture, and you will point to the picture that matches the SHAPE of the card. *[Do not correct the child if he/she (incorrectly) believes the apple is some other object (e.g., tomato). The point of this exercise is that children match the SHAPE of the card.]*

Let’s try an example. *[Show red bananas]* Which picture matches its shape?

*[If the child points to the yellow bananas]* Very good!

*[If the child points to either of the apples]* The answer is the bananas.

Let’s try another one. *[Show yellow apple]* Which picture matches its shape?

*[If the child points to the red apple]* Good! Now, let’s start playing the game.

*[If the child points to either of the bananas]* The answer is the apple. Now, let’s start playing the game.

**1. [Show the red bananas]**

- a. Child points to yellow bananas
- b. Child points to red apple
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**2. [Show the yellow apple]**

- a. Child points to yellow bananas
- b. Child points to red apple
- c. Child points to red bananas
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**3. [Show the yellow bananas]**

- a. Child points to red bananas
- b. Child points to red apple
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**4. [Show the red apple]**

- a. Child points to yellow bananas
- b. Child points to red bananas
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

Now let’s play a different game. I will show you a picture, and you have to tell me which of two pictures matches the COLOUR of the card.

Let’s try an example. *[Show red bananas]* Which picture matches its colour?

*[If the child points to the red apple]* Very good!

*[If the child points to either of the yellow cards]* The answer is the red apple.

Let’s try another one. *[Show yellow apple]* Which picture matches its colour?

*[If the child points to the yellow bananas]* Good! Now, let’s start playing the game.

*[If the child points to either of the red cards]* The answer is the yellow bananas.

Now, let’s start playing the game.

**5. [Show the red bananas]**

- a. Child points to yellow bananas
- b. Child points to red apple
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**6. [Show the yellow apple]**

- a. Child points to yellow bananas

- b. Child points to red apple
- c. Child points to red bananas
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**7. [Show the yellow bananas]**

- a. Child points to red bananas
- b. Child points to red apple
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**8. [Show the red apple]**

- a. Child points to yellow bananas
- b. Child points to red bananas
- c. Child points to yellow apple
- d. Child says “I don’t know” or does not respond
- e. Child provided another response
- f. Child uncooperative

**25) Forward digit span**

Let’s play a game. I will tell you some numbers and you will repeat them in the same order. Let us try an example. The numbers are 4...2 [*show each number with your hands*]. They are 4...2. Can you repeat them?

*[If the child answered incorrectly]* The answer is 4...2

*[If the child answered correctly]* Very good!

Now let us try another. 6...1...3 [*show each number with your hands*]. They are 6...1...3. Can you repeat them?

*[If the child answered incorrectly]* The answer is 6...1...3.

*[If the child answered correctly]* Good! Now, let’s start playing the game.

**1. 1...6 [Repeat these numbers twice, showing them with your hands]**

- a. Answer provided by the child: *[Write the answer provided by the child. If the child provided more than two alpha-numeric characters, write the first two provided by the child.]*
  - i. First number \_\_\_\_\_
  - ii. Second number \_\_\_\_\_
- b. Child uncooperative

**2. 5...2...8 [Repeat these numbers twice, showing them with your hands]**

- a. Answer provided by the child: [Write the answer provided by the child. If the child provided more than three alpha-numeric characters, write the first three provided by the child.]
- First number \_\_\_\_\_
  - Second number \_\_\_\_\_
  - Third number \_\_\_\_\_
- b. Child uncooperative

**3. 2...3...1...4 [Repeat these numbers twice, showing them with your hands]**

- a. Answer provided by the child: [Write the answer provided by the child. If the child provided more than four alpha-numeric characters, write the first four provided by the child.]
- First number \_\_\_\_\_
  - Second number \_\_\_\_\_
  - Third number \_\_\_\_\_
  - Fourth number \_\_\_\_\_
- b. Child uncooperative

**4. 6...8...7...9 [repeat these numbers twice, showing them with your hands]**

- a. Answer provided by the child: [Write the answer provided by the child. If the child provided more than four alpha-numeric characters, write the first four provided by the child.]
- First number \_\_\_\_\_
  - Second number \_\_\_\_\_
  - Third number \_\_\_\_\_
  - Fourth number \_\_\_\_\_
- c. Child uncooperative

**26) Producing a set**

[Ask the anganwadi worker or helper for 10 counters (e.g., buttons, balls, small toys, etc.)]

Let's play another game. Here are some counters. I will ask you for a number of counters and you will give them to me.

Let's try an example. Can you give me 1 counter?

[Child counts correctly] Very good!

[Child counts incorrectly] Show the child the correct number of counters.

Let's try another example. Can you give me 1 counter?

[Child counts correctly] Very good!

[Child counts incorrectly] Show the child the correct number of counters.

**1. Can you give me 3 counters?**

- Correct
- Incorrect
- Child says "I don't know" or does not give any counters.

- d. Child uncooperative
- 2. Can you give me 6 counters?**
- a. Correct
  - b. Incorrect
  - c. Child says “I don’t know” or does not give any counters.
  - d. Child uncooperative
- 3. Can you give me 8 counters?**
- a. Correct
  - b. Incorrect
  - c. Child says “I don’t know” or does not give any counters.
  - d. Child uncooperative

**27) Quantitative comparison**

*[Grab a poster divided into two parts: one with four mangoes and another one with two mangoes]*

- 1. [Show the poster] Put your finger on the side of the picture with the most mangoes.**
  - a. Correct
  - b. Incorrect
  - c. Child says “I don’t know” or does not respond
  - d. Child uncooperative
- 2. [Show the poster. When you say “right” it means the child’s right] How many mangoes are on the right of this page?**
  - a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*
  - b. Child says “I don’t know” or does not respond
  - c. Child uncooperative
- 3. [Show the poster] How many mangoes on the left?**
  - a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*
  - b. Child says “I don’t know” or does not respond
  - c. Child uncooperative
- 4. [Show the poster] How many mangoes are there in total in this page?**
  - a. Answer provided by the child: *[Write the answer provided by the child. If the child pointed to more than two objects, write the first two pointed by the child.]*

- b. Child says “I don’t know” or does not respond
- c. Child uncooperative

## 28) Letter identification

Now I’ll show you some letters and you will tell me what they are. It’s okay if you don’t know all of them.

### 1. [Show the letter **ঘ**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

### 2. [Show the letter **ঙ**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

### 3. [Show the letter **ঞ**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

### 4. [Show the letter **ঔ**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

### 5. [Show the letter **শ**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

### 6. [Show the letter **়**]

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**7. [Show the letter ପ୍ରତୀ]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**8. [Show the letter କ୍ଷୁଣ୍ଣ]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**9. [Show the letter ଶ୍ରୀମଦ୍ଭଗବତ୍]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**10. [Show the letter ତ୍ରୀତୀର୍ଥୀ]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond
- d. Child uncooperative

**29) Counting**

Now, can you show me how high you can count, starting at 1?

[If child reaches 30, stop him/her] *Good!*

[If child stops or makes a mistake and does not self-correct] *Thank you! That’s it.*

**1. Child counts accurately [Indicate if the child counted numbers without making any mistakes (e.g., skipping numbers)]**

- a. Yes
- b. No
- c. Child says “I don’t know” or does not start counting.
- d. Child uncooperative.

**2. Highest number stated [Include the highest number mentioned by the child]:**

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**3. Stop rule used /Select “yes” if you stopped the child]**

- a. Yes
- b. No

### 30) Number identification

[Grab a poster which is divided into two parts: one with five single-digit numbers and another one with five double-digit numbers]

Now I'll show you some numbers and you will tell me what they are. It's okay if you don't know all of them.

- a. [Show the number 2]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative
- b. [Show the number 7]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative
- c. [Show the number 4]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative
- d. [Show the number 8]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative
- e. [Show the number 5]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative
- f. [Show the number 10]
  - a.Correct
  - b.Incorrect
  - c.Child says "I don't know" or does not respond.
  - d.Child uncooperative

g. **[Show the number 12]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

h. **[Show the number 15]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

i. **[Show the number 18]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

j. **[Show the number 20]**

- a. Correct
- b. Incorrect
- c. Child says “I don’t know” or does not respond.
- d. Child uncooperative

### **PART 3 – SURVEY STATUS**

**31) Does the number of children measured match number of children assessed? [Check with your partner’s tablet]**

- a. Yes
- b. No

**32) Explain why there is a mismatch.**

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**Commented [A4]:** This is conditional question. Show if option b is selected in Q32.

**33) Survey status**

- a. Complete
- b. Partially complete
- c. AWW & AWH not present
- d. Refused consent
- e. AWW/AWH had to leave mid-way
- f. Other \_\_\_\_\_

**34) Visit number**

- a. Visit no. 1



- b. Visit no. 2
- c. Visit no. 3