A large blue square with a curled bottom-right corner, revealing a silver metallic surface underneath. The text is centered within the blue area.

About the Survey (Rural)

Sample Design - Rural

Total Population: The total population of this survey consists of 84 rural districts of Pakistan.

Sampling Frame: Each district is provided with

- A village list.
- Data from the last Population Census 1998 on the total number of households
- Total population of each village in the list.

Sample size and its Allocation:

- Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 600 households pertaining to 20 households from each village is being used.
- Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence.
- The detailed allocation plan is shown below:

Number of Districts	Number of Villages per District	Number of Households per Village
84	30	20

Sample Design: A two stage sample design was adopted:

- **First stage:** 30 villages selected using the village directory of the 1998 census.
- **Second stage:** 20 households are selected in each of the 30 selected

Selection of Primary Sampling Units (PSUs): Villages of districts have been taken as PSUs:

- Sample PSUs have been selected using probability proportional to size (PPS) method.
- Every year, 20 villages from the previous year are retained and 10 new villages are added. Ten villages are dropped from the previous year's list and 10 new villages are added from the population census village directory. The 10 new villages are also chosen using PPS.
- The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates better estimates of changes.

Selection of Secondary Sampling Units (SSUs): Households have been treated as secondary sampling units (SSUs).

- Based on actual households in each sample PSUs, 20 households have been selected.
- We divide the village into four parts:
 - In each of the four parts, started from the central location and pick every 5th household in a circular fashion till 5 households are selected from each part.

SURVEY METHODOLOGY

HOW TO MAKE A MAP AND SECTIONS

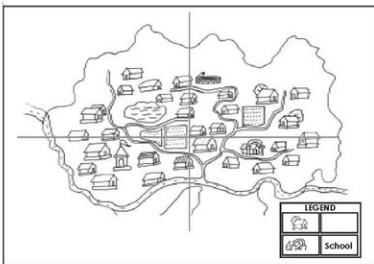
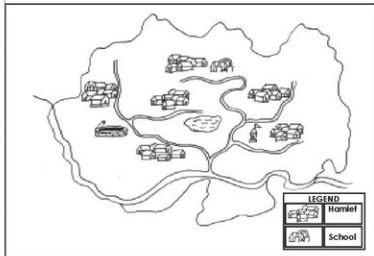
- **Contact Village Elder:** Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. Tell them about ASER. This initial walking and talking may take more than an hour.

Mapping:

- o **Talk to people:** How many different hamlets/sections are in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER.
- o **Rough map:** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, balthak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. Marking the directions – north, south, east, and west will be helpful.
- o **Final map:** Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on the map sheet provided.

Marking and numbering sections on the map: Use the map sheet provided and fill out all the information provided.

- **If the village has hamlets:**
 - o Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
 - o If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet**. Randomly pick 4 chits. On the map, indicate which hamlets were randomly picked for surveying.
 - o Do not worry if there are more people in one hamlet than in the other.
 - o If there are 4 or less hamlets, then we will go to all of these hamlets.
- **If it is a village with continuous habitation:**
 - o Divide the entire village in 4 sections equally.
 - o For each section, note the estimated number of households.



HOW TO SAMPLE HOUSEHOLDS

- In the entire village, information will be collected for 20 randomly selected households.

- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.

- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:

- Multiple kitchens:** Ask how many kitchens or 'chulhas' there are? If there is more than one kitchen, then randomly select any one of the kitchens in the household. After surveying this household, select the next 5th household (door or entrance to the house). Ask for all the children in each household within the age group 3 to 16 who eat from the same chulha

- House closed:** If the selected household is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **This household DOES NOT count as a surveyed household as one of the 20 households for the survey. DO NOT include this household in the survey sheet.**

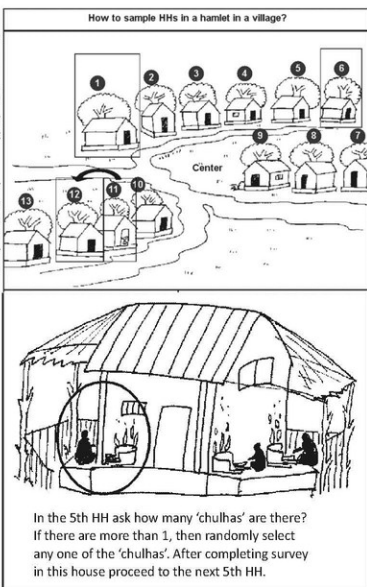
- No response:** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.

- No children:** If there are no children or no children in the age group 3–16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD.** Take all the relevant information like the household number, name of the family head, age and education related information of the mothers, if any. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.**

- Stop after you have completed 5 households in each hamlet/section.** If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.

- Now move to the next selected hamlet/quadrant. Follow the same process.

- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/Sunday or a holiday.**



WHAT TO DO IN EACH HOUSEHOLD

Basics of the household sheet: Following are few basic information required to be filled in the household sheet before the start of the survey.

- **Household ID:** Write the household number (e.g. 1, 2, 3,.....20)
- **Name of Family:** write down the name of **Family head**.
- **Total household members:** Write down the **number of male and female members** eating from the same kitchen. This should include children also.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **Surveyors:** Write down the names of the Surveyors.
- **Village identification:** Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

In Each Sampled Household: We will note information about the household and all the children (3-16 years), their mother and father who live in the household on a regular basis.

Household with multiple kitchens: If there is more than one kitchen (chulhas) in the selected household, then randomly select any one of the kitchens in the household and record the total number of family members who eat from that chosen kitchen.

- **Children 3 to 5:** On the Household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask each enrolled child whether they had to miss school for 4 or more continuous days in the past schooling month.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying
- **Children 5 to 16:** On the Household sheet, note down child's name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
 - Ask each enrolled child whether they had to miss school for 4 or more continuous days in the past schooling month.
 - Ask all (enrolled and dropped out) children if they ever went to any form of pre-school centre.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- o **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

Fathers: Note down the information about the father for each child in the age of 3 to 16. The information includes the fathers' age, whether he has attended school or not and up to what class he studied. Fathers will not be tested.

- o If the father is not present during the time of survey, note down all the available information
- o Do not take information if the father is dead.

Mothers: Note down the name of the mother for each child, her age, whether she has attended school or not, her highest class completed, and whether she has attended any literacy program or not. Mothers will be tested. The tested material used for this purpose is the simple paragraph from the testing tool. Note down whether she was able to read or not.

- o It would be best to have at least one female member in the survey team or be accompanied by a local woman to get the information.
- o **Mother's Code:** Write down the Mother code. It is simply a number (1-10) that you give to each mother so you can differentiate between two persons of same name and their respective children. (same code as appears in the Mothers code column in the mother information section)
- o **Mothers' Test:** The mothers will **ONLY** be asked to read the sentences, and mark accordingly. Either of the following have to be selection:
 - Whether she can read language sentences
 - Cannot read language sentences
 - Not available for test
 - Available but not tested (this option is valid when the mother is present in the household but she refuses to be tested)

Out of school children (drop outs and never enrolled children)

- o Ask for the last class that the dropped out child passed and the year in which he/she dropped out of school.
- o Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

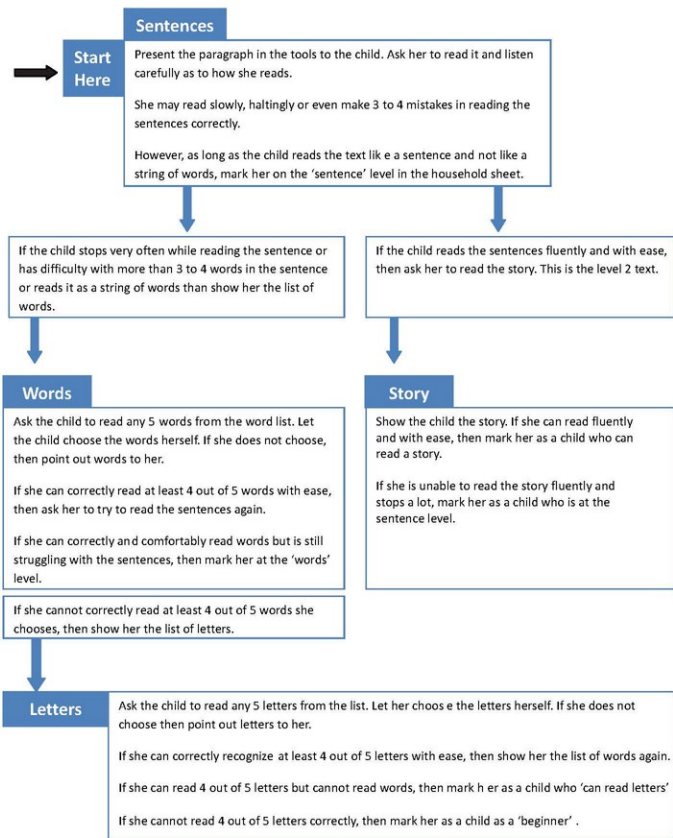
- o **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village.
- o **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children".
- o **Children out of the village:** If there are children in the family but who are not present in the village during the survey, do not take their details.
- o **Mothers under or of 16yrs of age:** Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

*Many children may come up to you and want to be included in the process out of curiosity. Do not discourage these children. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.*

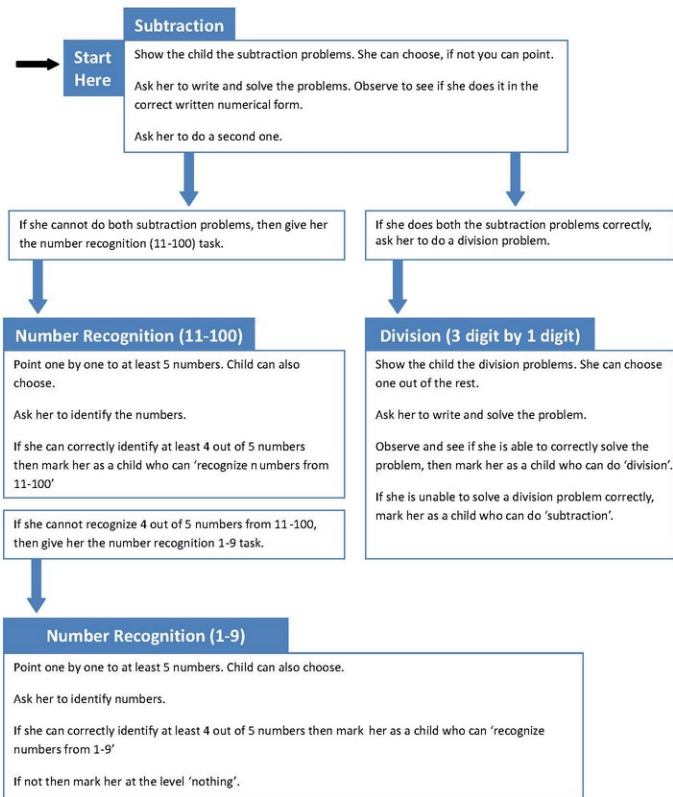
Household Indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. This information is being collected in order to link education status of the child with household economic conditions.

- **Type of house the child lives in:** Types of houses are defined as follows:
 - **Pucca House:** A pucca house is one, which has walls and roof made of the following material.
 - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber etc.
 - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc
 - **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
 - **Semi-Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- **Electricity in the household:**
 - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
 - Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)
- **Toilets:** Mark yes or no by observing if there is a constructed toilet in the house.
- **Mobile phone:** Write down the number of mobile phones are there in the household used by family members.
- **Vehicles:** For each of the given types of vehicles write the number in the appropriate box. The category 'other' includes any vehicle other than the ones mentioned, such as rickshaw, qinqi, horse cart, donkey cart etc.

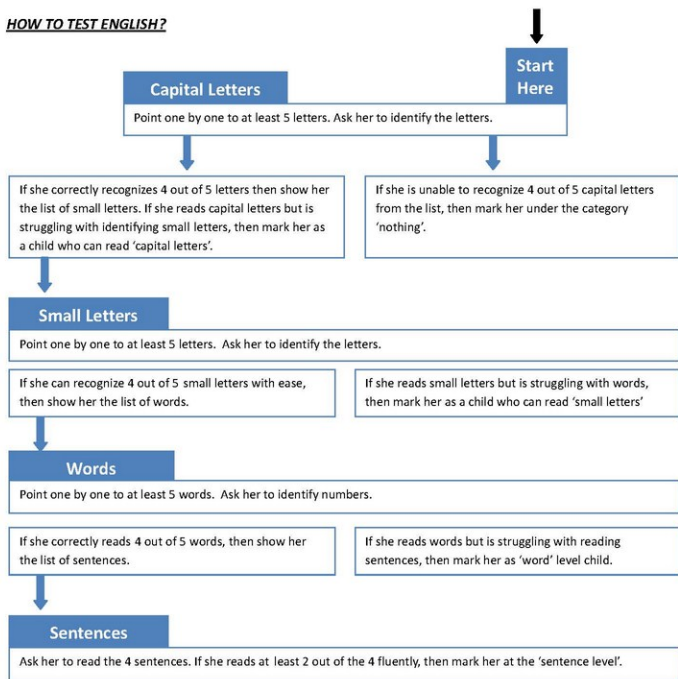
HOW TO TEST READING?



HOW TO TEST ARITHMETIC?



HOW TO TEST ENGLISH?



Meaning of Words and Sentences in Local Language

Word Meanings: If a child is able to read words, ask her their meaning in her own language. Meaning can be literal or even a closely associated word. If she correctly says the meaning of the 4 words, mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'.

Sentence Meanings: If a child is able to read sentences, ask her the meaning of the underlined sentences in her own language. If she correctly says the meaning of at least 2 sentences, mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'.

WHAT TO DO IN A SCHOOL?

- Visit any **government school** in the village with classes from Class 1 to 10. If there is no such school in the village which has classes from 1 to 10, then visit an elementary/middle school. In case that is not available either, visit a primary school.
- In case there is no government school in the target village, visit a government school closest to the target village.
- Note the **time of entry, date, day and time of exit** from the school.
- Meet the Head Master (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school). The purpose and history of ASER need to be explained here.
- The following information has to be collected from the head teacher:
 - Which classes the school has.
 - Type of school, meaning only boys, only girls or boys & girls.
 - EMIS Code.
 - School's year of establishment.
 - Distance from school to bus stop.
 - Distance from village to district head quarter.
 - School affiliation with any NGO or Foundation

Children's Enrollment & Attendance

- Ask for the registers of all the classes and fill in the **enrollment and today's attendance**. If there are more than one sections for same class, randomly choose **any one** section.
- Move around to the classes/areas where children are seated and take down their attendance **class-wise** by counting them **YOURSELF**. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Please note that you should **only** COUNT those children who are physically present in the class.

Teachers

- Request the Head Teacher to provide you information on teachers in the school. Note down the information on:
 - Number of Sanctioned Teaching Posts
 - Teachers appointed
 - Number of Teachers present on the day of the survey
 - Number of Teachers on official leave
 - Number of Teachers on any other non official leave, and
 - Number of Teachers living in this village, if applicable.

Class Room Observations

- This section is to be filled for class 2 and class 8(where applicable). If there is more than one section for a class, then randomly choose any one.
- OBSERVE the seating arrangement of children (mixed groups or class wise)
- OBSERVE where the Class is sitting (room, verandah, outdoor).
- OBSERVE the condition of the blackboards in the class, if available.
- OBSERVE if majority of the children have their textbooks or not.
- OBSERVE if there is any other (except textbooks) supplementary teaching material available in the classroom like charts, books or board games.

School Fund Information

- For this section, note down information for financial year 2010 and 2011.
- The head teacher should be asked this section. In the absence of the head teacher, any other present teacher can be asked the questions.
- Ask the person answering this section about the Fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer then do not force the person and leave the section blank.
- Ask if the school got a Fund. If yes, note down the amount and date of receipt of the fund. If the person answering this section says that he/she is going to receive the Fund in the future, then mark "no".
 - Write down the name of the source of fund (Govt. Private, NGO etc.)
- Ask where the fund amount was used amongst the following categories:
 - Compound/Premises
 - School Building
 - New Room
 - Water/ Toilet facilities
 - Furniture
 - Inside Class room
 - Other

Facilities in the School

- OBSERVE and write down:
 - Total Numbers of rooms in The School.
 - Number of rooms used for Classes
- OBSERVE if the school had safe drinking water facility for the children.
- OBSERVE if the school has a boundary wall/ fence & playground or not.
- OBSERVE whether the school has functional toilet facility for children
- OBSERVE if the school had any library books?

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Survey Tools

ASER 2011

ASER-PAKISTAN 2011 SURVEY - HOUSEHOLD SURVEY SHEET

[illegible]

[illegible]

Private School Observation Sheet

PRIVATE SCHOOL OBSERVATION SHEET - ASER Pakistan 2011									
Instructions: Visit any private school, first preference to High School then Middle and then Primary. Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/Attendance register.									
Name of School: <u>Angels Public Education Society</u> Village: <u>Burha Ki</u>		Tehsil/Taluka: <u>Nowkera</u> District/Agency: <u>Nowkera</u>		Province: <u>Punjab</u>					
From which Class to which Class (Tick any one) <input type="checkbox"/> Class 1 <input type="checkbox"/> Class 2 <input type="checkbox"/> Class 3 <input type="checkbox"/> Class 4 <input type="checkbox"/> Class 5 <input type="checkbox"/> Class 6 <input type="checkbox"/> Class 7 <input type="checkbox"/> Class 8 <input type="checkbox"/> Class 9 <input type="checkbox"/> Class 10		Type of School (Tick any one) <input type="checkbox"/> Boys Only School <input type="checkbox"/> Girls Only School <input type="checkbox"/> Co-Ed School		Date of visit: <u>10-10-2011</u> Arrival Time: <u>10:10 AM</u>					
Type of School: <input type="checkbox"/> English Medium <input type="checkbox"/> Urdu Medium <input type="checkbox"/> Urdu/Half Urdu <input type="checkbox"/> Other: _____		School Established Year: <u>1915</u>		Day of visit: <u>Monday</u>		Departure Time: <u>10:40 AM</u>			
Any NGO affiliated with School: Yes <input type="checkbox"/> No <input type="checkbox"/> If "Yes" mention name: _____		Name of Surveysor (I) <u>Shahid Ali</u>		Name of Surveysor (II) <u>Nazma Sultana</u>					
Any Foundation affiliated with School: Yes <input type="checkbox"/> No <input type="checkbox"/> If "Yes" mention name: _____		Since (Year): _____		Since (Year): _____					
(I) Children's Enrollment & Attendance									
Children's enrollment (Tika from register, yourself)		Total Enrollment Girls:		Total Enrollment Boys:		Class 1		Class 2	
Children's attendance (Today's as per register)		Class 1		Class 2		Class 3		Class 4	
Children's attendance Today		Class 1		Class 2		Class 3		Class 4	
School Fee (Per Month)		Class 1		Class 2		Class 3		Class 4	
Note: "As a headcount of children in the room, if merged groups, ask the children of each class to raise their hands separately and then count accordingly.		Number of children on official leave for official reasons		Number of teachers		Number of residents of THIS village		Number of children on official leave for official reasons	
Head Teacher		Number of children on official leave for official reasons		Number of teachers		Number of residents of THIS village		Number of children on official leave for official reasons	
Head Teacher's Name (Don't include Head Teacher)		Number of children on official leave for official reasons		Number of teachers		Number of residents of THIS village		Number of children on official leave for official reasons	
Community/Part Time Teachers		Number of children on official leave for official reasons		Number of teachers		Number of residents of THIS village		Number of children on official leave for official reasons	
Any other person(s) teaching in the school		Number of children on official leave for official reasons		Number of teachers		Number of residents of THIS village		Number of children on official leave for official reasons	
(II) Class Room Observations (Observe yourself! The class has many teachers, observe any one. Are the children of this class sitting with children from any other class? If yes, then with which class? (write)									
Where were they seated (tick one)									
Is there a blackboard/white board for this class?									
Could you easily write on the blackboard/white board?									
Did most of the children (75%) have reading textbooks? (Ask the teacher, if not, ask the children to show you their textbooks)									
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?									
(III) School Fund Information (Ask Headmaster this section. If absent, indicate who answered this section)									
Who answered this section? (Tick relevant)									
Head Master <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="checkbox"/>									
Did you get any FUNDS from Government?									
If yes, what was the amount of this FUND?									
In which month was this FUND received?									
Name of Department/Organization									
(IV) Facilities in the school (From Observation)									
Total number of rooms in the school (count yourself):									
Total number of classrooms in the school (count yourself):									
Total number of toilets in the school (count yourself):									
Is there a drinking water facility for the children in the school?									
Is there a facility available, was it useable?									
Is there complete boundary wall/fence?									
Is there a toilet / latrine for the children?									
Does the school have any library books?									
Could you see the library books?									
Is there a playground in the school?									
Is there a Science Laboratory									

A hand-drawn map of a village block. The map is oriented with North (N) at the top, indicated by a compass rose. The map shows a grid of streets and buildings. A legend in the top right corner identifies symbols for 'House' (a simple rectangle), 'Road' (a solid line), 'Water' (a blue area), 'Field' (a green area), and 'Tree' (a small circle). The map includes labels for various streets and areas, such as 'Main Road' (Main Road), 'Side Road' (Side Road), 'Water' (Water), 'Field' (Field), and 'Tree' (Tree). The map is drawn on a grid of streets, with buildings represented by simple rectangles. The legend is located in the top right corner, and the orientation is indicated by a compass rose in the top left corner.

- Mark the different hamlets/ sections
- Number each hamlet/section on the map
- Mention the total (approx.) Number of households in each hamlet/section
- Show the main landmarks - schools, health centers, etc.
- Use the following for reference - mosque, river, school, bus-stop, bathah, ataque, shop, etc.
- Verify all the information on the map with people in the village as you walk around.
- Health facilities / clinic(BUHRHC, etc).

Mark the main roads/streets/paths through the village prominently on the map

Facilities	Yes	No	TOTAL HOUSEHOLDS
Post Office	✓		760
Bank	✓		5320
PCO	✓		Government
Health Facilities	✓		Madrasah
Pucc Road	✓		PRIMARY (1-5) Middle Elementary (1-5-8-9)
			See High (1-106-10)

English Tools

English Tools

Capital Letters

Start Here

Sample 1

T	S	M
Z	L	
K	P	W
A	U	

Small Letters

Sample 1

m	e	b
n	f	
v	o	p
k	h	

Ask only 5, of which 4 must be correct.

Ask only 5, of which 4 must be correct.

English Tools

Words

Sample 1

Girl	Pot	Sky
Book	Blue	
Fat	Dog	Fan
Play	Go	

Sentence

Sample 1

My name is Hina.

I live in a small village.

There is a garden.

We play in the evening.

Ask only 5, of which 4 must be correct.

Ask the child only to read one set of sentences, 3 out of 4 must be correct.

Ask the child to say the meaning of the words in the local language.

Ask the child only to read one set of sentences, 3 out of 4 must be correct.

Urdu Tools

Urdu Tools

2011
ASSESSMENT OF BASIC EDUCATION
PASTORALIST OF BAYAN

Sample 1

Words

درخت دریا علم ناک سیر پودے کام بات صاف گھر

Ask only 5, of which 4 must be correct.

کُل سے 5 لکھیں، جس سے 4 صحیح ہونے چاہئے۔

PAGE 1

Sample 1

Letters

ک ٹ ل م ج ت ی آ ش

Ask only 5, of which 4 must be correct.

کُل سے 5 لکھیں، جس سے 4 صحیح ہونے چاہئے۔

Urdu Tools

2011
ASSESSMENT OF BASIC EDUCATION
PASTORALIST OF BAYAN

Start Here

Sample 1

Story

آج چھٹی کا دن ہے۔ موسم بھی بہت پیارا ہے۔ ٹھنڈی ٹھنڈی ہوا چل رہی ہے۔ اسلم اپنے ابو کے ساتھ بازار گیا۔ بازار میں بہت ساری دکانیں تھیں۔ انہوں نے پھل اور سبزیاں خریدیں۔ اسلم نے اپنی مرغی کے لیے دانہ لیا۔ اس کے ابو نے اسے کھلونے بھی دلوائے۔ انہوں نے بازار میں چائ بھی کھائی۔ اسلم بہت خوش ہوا۔

Child should read the story fluently.

بچہ کہانی کو روانگی سے پڑھے۔

PAGE 2

Sample 1

Sentences

یہ گرمی کا موسم ہے۔
گرمی میں پسینہ آتا ہے۔
ٹھنڈی ٹھنڈی چیزیں کھاتے ہیں۔
شام کو سیر کے لیے جاتے ہیں۔

Sentences

آمنہ بہت اچھی بچی ہے۔
وہ جانوروں سے پیار کرتی ہے۔
اس کے پاس دو بلیاں ہیں۔
وہ ان کا خیال رکھتی ہے۔

Ask the child to read any page fluently.
Child should read the sentence fluently.

بچہ کو کہانی کے کوئی بھی حصہ روانگی سے پڑھانے کے لیے کہیں۔

Math Tools

Math Tools

Annual Review of Education Report
2011
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Sample 1	
Number Recognition 1-9 <div>4 8</div> <div>2 5</div> <div>9 7</div> <div>1 6</div>	Number Recognition 11-99 <div>37 44</div> <div>25 88</div> <div>61 72</div> <div>49 16</div> <div>57 93</div>
Ask any 5, of which 4 must be correct. پرسش کن هر 5، که 4 مورد از آن صحیح باشد.	Ask any 5, of which 4 must be correct. پرسش کن هر 5، که 4 مورد از آن صحیح باشد.

Sample 1	
Subtraction $\begin{array}{r} 35 \\ -17 \\ \hline \end{array}$ $\begin{array}{r} 53 \\ -25 \\ \hline \end{array}$ $\begin{array}{r} 97 \\ -69 \\ \hline \end{array}$ $\begin{array}{r} 74 \\ -37 \\ \hline \end{array}$	Division $4 \overline{) 232}$ $7 \overline{) 378}$ $6 \overline{) 264}$ $8 \overline{) 784}$
Ask any 2, both must be correct. پرسش کن هر 2، که هر دو صحیح باشند.	Ask any 1, which must be correct. پرسش کن هر 1، که صحیح باشد.

Math Tools

Start Here

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Sample 2	
Number Recognition 1-9 <div>2 5</div> <div>1 9</div> <div>7 4</div> <div>3 6</div>	Number Recognition 11 to 99 <div>91 39</div> <div>13 77</div> <div>26 81</div> <div>35 54</div> <div>42 68</div>
Ask any 5, of which 4 must be correct. پرسش کن هر 5، که 4 مورد از آن صحیح باشد.	Ask any 5, of which 4 must be correct. پرسش کن هر 5، که 4 مورد از آن صحیح باشد.

Sample 2	
Subtraction $\begin{array}{r} 85 \\ -38 \\ \hline \end{array}$ $\begin{array}{r} 34 \\ -17 \\ \hline \end{array}$ $\begin{array}{r} 63 \\ -26 \\ \hline \end{array}$ $\begin{array}{r} 57 \\ -39 \\ \hline \end{array}$	Division $4 \overline{) 152}$ $6 \overline{) 456}$ $7 \overline{) 392}$ $8 \overline{) 664}$
Ask any 2, both must be correct. پرسش کن هر 2، که هر دو صحیح باشند.	Ask any 1, which must be correct. پرسش کن هر 1، که صحیح باشد.

Sindhi Tools

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Sample 1

Words ٺٺ

ڊرياءَ وٺ
علم
نڪ گهمڻ
ڀوٽا
ڪم ڳالھ
صاف گھر

PAGE ①

Ask only 5, of which 4 must be correct. ڪي به پنج ڀاڱا ڀڄڻ سان چار صحيح هجن.

Sample 1

Letters اکر

ڪ ت
ل
م گ
ت
ج ي
ش آ

Ask only 5, of which 4 must be correct. ڪي به پنج ڀاڱا ڀڄڻ سان چار صحيح هجن.

Sindhi Tools

2011
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Sample 1

Story ڪهاڻي

اڄ موگل جو ڏينهن آهي. موسم به تمام سٺو آهي. ٿڌي ٿڌي حير گهلي رهي آهي. اسلم پنهنجي والد سان بازار ويو. بازار ۾ کوڙ سارا دڪان هئا. انهن ميوا ۽ ڀاڄيون ورتيون. اسلم پنهنجي ڪڪڙ لاءِ داڻو ورتو. ان جي والد کيس رانديڪا پڻ خريد ڪري ڏنا. انهن بازار ۾ چاٽ پڻ کاڌي. اسلم تمام گهڻو خوش ٿيو.

Child should read the story fluently.

والدي سان مدد ڪري ڪهاڻي رواني ڀلائي سگهي.

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Sample 1

Sentences ڄملا

هي گرميءَ جو موسم آهي. گرميءَ جي ڪري پگهر ايندو آهي. ٿڌيون ٿڌيون شيون کائون ٿا. شام جو گهمڻ لاءِ وڃون ٿا.

Sentences ڄملا

آمد تمام سٺي چوڪري آهي. هوءَ جانورن سان پيار ڪندي آهي. هن وٽ ٻه ٻليون آهن. هوءَ انهن جو خيال رکندي آهي.

ٻار کي مدد ڪري ڄملا رواني ڀلائي سگهي. ڪهاڻي سان مدد ڪري ڪهاڻي رواني ڀلائي سگهي.

