About the Survey
Sampling Methodology

Total Population: The total population of this survey consists of 146 rural districts of Pakistan. The sampling of ASER 2015 has been done in two parts:

1) The sampling of rural areas only has been done through the sampling method mentioned below.
2) The sampling of rural areas where urban survey was also taking place has been done by PBS (mentioned ahead)

1) Sample Design – Rural Districts

Sampling Frame: Each district is provided with

- A village list.
- Data from the 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:

<table>
<thead>
<tr>
<th>Number of Districts</th>
<th>Number of Villages per District</th>
<th>Number of Households per Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>30</td>
<td>20</td>
</tr>
</tbody>
</table>

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 villages.

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 on the left hand-side in a circular fashion till 5 households are selected from each part.

Selection of School
- 1 government school from each selected village (Mandatory)
- 1 private school from each selected village (Optional)
2) Sample design 21 Urban & Rural Districts

To avoid bias in the sampling frame, the sampling of 21 rural and urban districts was done by PBS. This way, it was ensured that the boundaries of rural and urban areas do not overlap with each other and selected blocks/villages are different for the urban districts and same rural districts.

**Total Population:** The total population of this survey consists of all urban and rural areas from Bahawalpur, Faisalabad, Gujranwala, Hyderabad, Islamabad-ICT, Karachi Central, Karachi East, Karachi Malir, Karachi South, Karachi West, Khuzdar, Lahore, Larkana, Mardan, Multan, Peshawar, Quetta, Rawalpindi, Rahim Yar Khan, Sukkur, Swat.

**Sampling Frame:** PBS has its own urban area frame updated in 2011 through Economic Census.

- Each of the 21 districts has been divided into well defined blocks consisting of 200-250 households with well defined boundaries.
- These blocks have been considered Primary Sampling Units (PSUs) for urban domain.

Rural Frame consists of list of blocks. A block may be a whole village or part of a village. Rural Area Frame has been updated during house listing in 2011 for conduct of Census.

- Village or its parts are considered as Primary Sampling Units (PSUs) for rural domain.

**Stratification Plan:**

- **Self-Representative Cities (SRC):** Karachi, Sukkur, Hyderabad, Lahore, Rawalpindi, Islamabad, Faisalabad, Peshawar, Multan & Quetta cities have been considered as large-sized cities. These cities constitute separate strataums and have further been sub-stratified according to low-, middle-, and high-income groups.
- **Other Urban Area:** Rest of the part has been taken as other urban areas/localities. (Note: There is no other urban locality in District Islamabad, Peshawar & Quetta).
- **Rural areas:** In rural domain, each administrative district has been treated as independent and separate stratum.

**Sample size and its Allocation:** Keeping in view the variability of the key variables, population distribution and field resources, the following is the composition of the total 19,000 sample households:

A total sample of 950 PSUs have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence. The detailed allocation plan of sample PSUs is shown below:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Districts</th>
<th>Total Sample (PSUs)</th>
<th>Total</th>
<th>Total Households</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td></td>
<td>Urban</td>
</tr>
<tr>
<td>1</td>
<td>Bahawalpur</td>
<td>17</td>
<td>39</td>
<td>56</td>
<td>340</td>
</tr>
<tr>
<td>2</td>
<td>Faisalabad</td>
<td>21</td>
<td>31</td>
<td>52</td>
<td>420</td>
</tr>
<tr>
<td>3</td>
<td>Gujranwala</td>
<td>22</td>
<td>24</td>
<td>46</td>
<td>440</td>
</tr>
<tr>
<td>4</td>
<td>Hyderabad</td>
<td>13</td>
<td>41</td>
<td>54</td>
<td>260</td>
</tr>
<tr>
<td>5</td>
<td>Islamabad</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td>6</td>
<td>Karachi Central</td>
<td>30</td>
<td>-</td>
<td>30</td>
<td>600</td>
</tr>
<tr>
<td>7</td>
<td>Karachi East</td>
<td>30</td>
<td>-</td>
<td>30</td>
<td>600</td>
</tr>
<tr>
<td>8</td>
<td>Karachi Malir</td>
<td>25</td>
<td>26</td>
<td>51</td>
<td>500</td>
</tr>
<tr>
<td>9</td>
<td>Karachi South</td>
<td>30</td>
<td>-</td>
<td>30</td>
<td>600</td>
</tr>
<tr>
<td>10</td>
<td>Karachi West</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>500</td>
</tr>
<tr>
<td>11</td>
<td>Khuzdar</td>
<td>6</td>
<td>36</td>
<td>42</td>
<td>120</td>
</tr>
<tr>
<td>12</td>
<td>Lahore</td>
<td>22</td>
<td>27</td>
<td>49</td>
<td>440</td>
</tr>
<tr>
<td>13</td>
<td>Larkana</td>
<td>15</td>
<td>25</td>
<td>40</td>
<td>300</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Total Sample (PSUs)</td>
<td>Total</td>
<td>Total Households</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------</td>
<td>------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>14</td>
<td>24</td>
<td>23</td>
<td>47</td>
<td>480</td>
<td>460</td>
</tr>
<tr>
<td>15</td>
<td>24</td>
<td>46</td>
<td>70</td>
<td>480</td>
<td>920</td>
</tr>
<tr>
<td>16</td>
<td>21</td>
<td>30</td>
<td>51</td>
<td>420</td>
<td>600</td>
</tr>
<tr>
<td>17</td>
<td>16</td>
<td>34</td>
<td>50</td>
<td>320</td>
<td>680</td>
</tr>
<tr>
<td>18</td>
<td>14</td>
<td>33</td>
<td>47</td>
<td>280</td>
<td>660</td>
</tr>
<tr>
<td>19</td>
<td>18</td>
<td>14</td>
<td>32</td>
<td>360</td>
<td>280</td>
</tr>
<tr>
<td>20</td>
<td>11</td>
<td>33</td>
<td>44</td>
<td>220</td>
<td>660</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>28</td>
<td>49</td>
<td>420</td>
<td>560</td>
</tr>
<tr>
<td>Total</td>
<td>420</td>
<td>530</td>
<td>950</td>
<td>8400</td>
<td>10600</td>
</tr>
</tbody>
</table>

**Sample Design:** A stratified two-stage sample design has been adopted for this survey.

**Selection of primary sampling units (PSUs):**
- The PSUs are selected using probability proportional to size (PPS) method.
- The number of households (updated 2004), were used as measure of size for selection of sample PSUs.

**Selection of secondary sampling units (SSUs):**
- Households have been treated as secondary sampling units (SSUs).
- 20 households have been selected by systematic sampling technique, in each sample PSU.

**Selection of School**
- 1 government school from each selected block (Mandatory)
- 1 private school from each selected block (Optional)
SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

- **Contact Village Elder**: Introduce yourself to the village elder, councilor and/or to other senior members of the Panchayat. As you walk to reach the village elder, Panchayat or Councilor, talk to different people and ask about the village. Tell them about ASER. This initial walking and talking may take more than an hour. Get the approximate number of households in the village from the Councilor.

**HOW TO INTRODUCE ASER**

It is important that ASER is introduced clearly and simply to the villagers. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey: Our team is doing a survey on quality of education in Pakistan called Annual Status of Education Report (ASER). We want to know if the children of age 3-16 are learning anything in the school or outside of it i.e. in home. We are conducting this research in more than 4,000 villages and in 145 districts of Pakistan and your village has been selected as one of them. We will also go to one government school here and one private school (if there is one in the area) to look at their standard. We will select 20 households in your village and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the village should also come together to improve educational standards.

The next step is to identify the households:

- Talk to people: How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about ASER.

It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a rough sketch on the ground so that people around you can see what is being done. Mark hamlets, schools, households etc with landmarks. With the help of the community members, identify different hamlets and their center point.

**HOW TO SELECT 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 habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 11th house, 16th house, etc). Get information about the household and children following instructions in the next section.

- House Closed: If the selected house 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. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
- 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 of 3–16 years in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take all the relevant information like the 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/section. Follow the same process.

- Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or holiday.

- If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refused permission.

---

**How to sample HHs in a hamlet in a village?**

[Diagram showing how to sample households in a hamlet in a village]
**Instructions:**

1. Find central point in a hamlet. Stand facing the dwellings.

2. Survey every 5th HH (household) occurring on the Left Hand Side.

3. In case of a locked HH or if there is nobody at home, note that down as ‘House Closed’ and move to the next open house.

4. If a HH refuses to participate, note that down as ‘No Response’ and move to the next HH.

5. If there are no children or no children in the age group of 3-16 years in a HH but there are inhabitants, include that HH.

6. If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the “every 5th HH rule”.

---

**WHAT TO DO IN EACH HOUSEHOLD**

**Basics of the household sheet:** Following is some 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 4:** 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 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 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.
  
  - **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.
  
  - **Parents’ Education: Following information regarding parents education will also be recorded**
    - Total number of Children (0-16) and (17 and above)
    - Whether mother and/or father have gone to school?
    - Mother and/or father’s education (Highest class completed)
    - Do not take information if the father is dead.

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

- Ask for the last class that the dropped out child passed and the reason for dropping out (such as law and order, poverty, flood, school building shifted by government or others).

- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

**OTHER THINGS TO REMEMBER:**

- **Non-resident children**: Do not survey children who are visiting their relatives and friends in the sampled village.

- **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”.

- **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.

- **Mothers under or 16years 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:

- Kutchha House: The walls and/or roof of which are made of material other than those mentioned here, 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.
- 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, ekra etc. Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

House Ownership: Mark yes or no regarding the ownership of the house.

Electricity Connection: Mark yes or no by observing if the household has wires/electric meters and fittings or not.

Television – TV in the household: Mark yes if the household has a TV set otherwise mark No.

Mobile in the household (Do not include smart phone): Mark yes if any of the household has a mobile phone. We are only collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.

Smart Phone (Iphone / Android) in the household: Mark yes if any of the household has a smart phone and no if otherwise.

Vehicle owned by the households (Mention in numbers): Mention the number under the label “car” and “motorbike” if it is owned by the household.

How many children are studying in Madrassah for Quran (Mention in numbers): Ask the household if the children go to Madrassah/ Masjid for Quran. Mention the total number of children who go to a Madrassah/masjid for Quran of that household.
HOW TO TEST READING (Urdu/Sindhi/Pashto)?

**Sentences**
- Ask the child to read any paragraph. Listen carefully as to how s/he reads.
- S/he may read slowly.
- However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a ‘sentence’ level child.

If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.

**Words**
- Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.
- If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
- S/he will be marked at the ‘words’ level if s/he can correctly read words but is still struggling with the paragraph.

If s/he cannot correctly read at least 4 out of 5 words she chooses, then show her/him the list of letters.

**Story**
- Show the child the story. If s/he can read fluently and with ease, then mark her/him as a child who can read a story. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.
- If s/he is unable to read the story fluently and stops a lot, mark her/him as a child who is at the paragraph level.

**Letters**
- Ask the child to read any 5 letters from the list. Let her/him choose the letters. If s/he does not choose then point out letters to her/him.
- If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
- If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who ‘can read letters’.
- If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a ‘beginner’.
How to test Arithmetic?

Start Here

**Subtraction**
- Show the child the subtraction problems. S/he can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.
- Ask her/him to do a second one.

If s/he cannot do both subtraction problems, then give her/him the number recognition (10-99) task.

**Number Recognition (10-99)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify the numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 10-99.

If s/he cannot recognize 4 out of 5 numbers from 10-99, then give her/him the number recognition 1-9 task.

**Division (2 digit by 1 digit)**
- Show the child the division problems. S/he can choose one out of the rest.
- Ask her/him to write and solve the problem.
- Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do ‘division’.
- If s/he is unable to solve a division problem correctly, mark her/him as a child who can do ‘subtraction’.

If s/he does both the subtraction problems correctly, ask her/him to do a division problem.

**Number Recognition (1-9)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 1-9’
- If not then mark her/him at the level ‘nothing’.
How to test English?

**Capital Letters**

- Point one by one to at least 5 letters. Ask the child to identify the letters.
- If s/he correctly recognizes 4 out of 5 capital letters then show her/him the list of small letters.
- If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read ‘capital letters’.

**Small Letters**

- Point one by one to at least 5 letters. Ask her/him to identify the letters.
  - If s/he can recognize 4 out of 5 small letters with ease, then show her/him the list of words.
  - If s/he reads small letters but is struggling with words, then mark her/him as a child who can read ‘small letters’.

**Words**

- Point one by one to at least 5 words. Ask her/him to identify words.
  - If s/he correctly reads 4 out of 5 words, then show her/him the list of sentences.
  - If s/he reads words but is struggling with reading sentences, then mark her/him as ‘word’ level child.

**Sentences**

- Ask her/him to read the 4 sentences. If s/he reads all 4 correctly, then mark her/him at the ‘sentence level’.

**Bonus Questions**

Meaning of the words are only to be asked from children who are at word or sentence level. If the child is able to tell the meanings of 4 out of 5 words s/he has read, mark the child as “yes”; if not, mark as “no”.

Meaning of the sentences should only be asked from children who are at sentence level. If the child can read at least 2 out of the 4 sentences fluently, than ask the child to translate the sentence into his/her local language. If the child can translate the sentences, mark him/her as a “yes”, otherwise mark him/her as a “no” child.
How to test General Knowledge?

**ENGLISH**

This section should only be asked from children who are at “Word” level on English Tool. This assesses students for their cognitive level of knowledge and understanding skills.

a) Ask the child to read the poem/sentences. Mark “yes” if the child reads correctly otherwise marks as “no”.

Now read the poem yourself and ask two questions from the child. If the child answers any one of the questions correctly, mark the child as “yes”, otherwise mark as “no”.

b) Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her “yes”, otherwise “no”.

**ARITHMETIC**

Ask all children aging 5-16 to attempt the “Math” section of the General Knowledge tool. The child should be asked to pick the largest number in question 1.

In question 2 and 3, ask the child to solve the word problems. The surveyor can read the questions to the child.

If a child attempts the questions correctly, mark him/her as a “yes” child, otherwise mark as “no”.

ASER Pakistan 2015
WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

*Mention the name of the Target Village on the top.*

- Take permission from Head Masters/Mistress or Teacher of respective Class before observing the class.
- Visit any government school in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to a middle school, in case middle school is not available than go to a primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village, **than go to the nearest Government School located in a nearby village.**
- If there a village has a Boy’s High School and a Girl’s High School, preference should be given to the girl’s school.
- Meet the Head Master/Head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take the following information:
  - Record the name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.
  - Tick the respective box for type of school i.e. High, Middle, Primary or Others.
  - Tick type of school (by enrollment):
    - Boys and Girls School
    - Boys only School
    - Girls only School
  - Tick Medium of School
    - English
    - Urdu
    - Pashto
    - Sindhi
    - Or any other medium
  - EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school.
  - Write down school since (Establishment Year).
  - If it is a private school, as if the school is affiliated with any NGO.
  - Note the Time of Entry into the school and Time of Exit from School.
  - Date of visit: write the date of survey
  - Day of visit: write the day of survey
  - Name of surveyors: write the names of both surveyors
  - Does the school has special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hear, walk, speak etc. Tick in the Yes or No box accordingly.
  - If there are any special children enrolled in the school, mention if there are any special facilities for those children.

When at the school, ask the Head Master for the enrollment register or any official document on the enrollment in that school.
What to do in Government/Private School?

Children’s Enrollment & Attendance: (Section I)

1. ASK for the registers of all the Classes and fill in the enrollment. If there is more than one section for same class, add the enrollment of all the sections and write accordingly.
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and ASER. Request for his/her permission to collect information on the classroom.
3. MOVE AROUND the class/area 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. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that you should only COUNT those children who are physically present in the class.
4. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
5. Ask head teacher about school fee, separately for each class and record it in the relevant box.

Class Room Observations (Observe and Ask if required): (Section II)

1. This section is to be filled for Class 2 and Class 8 only (in case of a primary school, do class 2 only). If there is more than one section for a class, then randomly choose any one. Write down the Class with whom these classes are sitting.
2. Is there a usable black/white board in the class? Yes/No – write yourself on the black/white board to find out.
3. OBSERVE if children have their textbooks at least of one subject, ask the children to show English textbook or that of Urdu to make a correct assessment.
4. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. books, charts on the wall, board games, etc.) in the room. Mark accordingly for each class you observe.
5. OBSERVE where the Class is sitting (room, verandah, outdoor) and fill accordingly.

General Comments: (Section III Govt. School Sheet & Section IV Pvt. School Sheet)

Write any general comments/observations that you noted while observing the school. Use back side of sheet for more comments/observations.

Teachers: (Section IV – Govt. School Sheet & Section III –Pvt. School Sheet)

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
   a. Number of sanctioned teaching posts (Only for Government school).
   b. Number of teachers appointed.
   c. Regular/Government teachers do not include the Head Master.
   d. Contract/Para teachers: if the school has para-teachers or teachers appointed by the School Management Committee (SMC), NGO etc. mark that separately.
   e. Number of Teachers present on the day of the survey.
   f. Number of Teachers living in this village, if applicable.
g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighbouring village. Count the number of teachers residing in the same visited village and write this number in the observation sheet.

**No. of Qualified Teaching Staff:** (Section V – Govt. School Sheet & Section VI - Pvt. School Sheet)

Qualifications of teachers should be incorporated separately in the form of their:

  - Educational Levels i.e. Below Matric, Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil or any other. Count teachers for their respective highest educational level and mention the count in the respective boxes.
  - Professional Qualification i.e. none, CT, PTC, B.Ed, M.Ed, Others etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

**Note:** Total numbers of teachers must be equal to total number of appointed teachers.

**No. of Teachers who got training in the last Year (July 2014 -June 2015):** (Section VI – Govt. School Sheet)

This requires you to enlist number of teachers who got any training in the previous year, see the date mentioned above to count what is meant by one year. If yes, determine the time period for the training e.g. None, less than 15 days, 15-30 days, and more than 30 days.

**Facilities in the School:** (Section VII – Govt. School Sheet & Pvt. School Sheet)

Count yourself and write down:

- Total numbers of rooms in the school
- Number of rooms used for classes

Tick the relevant:

- Drinking facility available and being used by children
- Is there a complete school boundary wall/fence?
- Toilet available and being used by children. You need to check the functionality and also observe if children are going to toilet present in the school or are they using staff toilet or one available in the mosque for example. Ask children.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Does the school have any electricity connection?
- Is there a science Laboratory available in the School?
- Is there a computer lab for students?
- Does the school have internet?

**Page No 2 (Only for Government School Sheet)**

- Record Name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.
• Record Name of Head Teacher/Principal, School phone number and Head Teacher/Principal mobile number.
• The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask Senior Most teacher OR the person who is in charge of the school to provide information for this section.

**SMC/SC/PTA Information:** (Section VIII – Govt. School Sheet)

- Is SMC/SC/PTA/PTC/PTSMC active? Yes or No
- Write the total number of members.
- Write the number of active members.
- Write amount in bank
- Write last meeting date

**School Fund Information:** (Section IX – Govt. School Sheet)

1. For this section, note down information for July 2014 to June 2015.
2. Get funds information for **SMC/SC/PTA/PTC/PTSMC FUNDS, FAAROG-E-TALEEM FUND, TUCK SHOP FUND, RENT FOR CYCLE STAND, AND SCHOOL CONSTRUCTION.** You can write down the name of other source of funds in the additional space given if there are any.
3. Ask if the school got a fund. If yes, then note down the amount and when this fund was received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the fund in the future, then mark “no”.
4. If the fund was received ask if the school has spent the entire fund? Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
6. 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 or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

**School Fund Information:** (Section X – Govt. School Sheet)

This section is similar to section IX other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2015 to date of survey.

Below the fund section, also mark the relevant fields that inquire whether the fund was spend on utilities such as class room construction, school uniform, repair of computer etc.

**School Fund Information:** (Section XI and Section XII – Govt. School Sheet)

Below the fund section, also mark the relevant fields that inquire whether the fund was spend on utilities such as class room construction, school uniform, repair of computer etc.

**Only for Private School Sheet**

**School Fund Information:** (Section VI – Pvt. School Sheet)

1. For this section, note down information for July 2014 to June 2015 and July 2015 to date.
2. Write down the name of the person who provided the information.
3. If the school gets any funds from Government/ Private Individual/NGO, mark yes or no accordingly.
4. If the school got a fund, then note down the amount and when this fund was received, write down the month and year in which fund was received. If the person answering this section says that he/she is going to receive the Fund in the future, then mark “no”. Also write the name of the Department/Organization giving the fund.
5. 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 or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

- Note the time of exit from the school.
# Household Survey Sheet

**Household ID**: 10  
**Province**: Sindh  
**Union Council**: Kehri  
**Village/Block**: Kehri

## I) Child Information

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Mother's Name</th>
<th>Name of Child (of 3-16 age group currently living in the household)</th>
<th>Gender (Female/Female)</th>
<th>Tick (✓) what is applicable</th>
<th>Age (3-16 years)</th>
<th>Current Schooling Status (Age 3-16)</th>
<th>Educational Status (3-16 Years)</th>
<th>Drop Out Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amna</td>
<td>G. Mustafa</td>
<td>M</td>
<td>✓</td>
<td>16</td>
<td>Yes</td>
<td>No</td>
<td>8 N</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>G. Nabi</td>
<td>M</td>
<td>✓</td>
<td>14</td>
<td>Yes</td>
<td>No</td>
<td>2 N</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Shanzoy</td>
<td>F</td>
<td>✓</td>
<td>16</td>
<td>Yes</td>
<td>No</td>
<td>5 N</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Noor M.</td>
<td>M</td>
<td>✓</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
<td>Kuchi 3 N</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>G. Hadi</td>
<td>M</td>
<td>✓</td>
<td>6</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

## II) Child's Mother Information

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name</th>
<th>Age</th>
<th>Total No. of Children Going to School Age 0-16, Age 17 and above</th>
<th>Gender (Male/Female)</th>
<th>No/Yes</th>
<th>Highest class/Grade (Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amna</td>
<td>45</td>
<td>05</td>
<td>0</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

## II) Child's Father Information

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name</th>
<th>Age</th>
<th>Total No. of Children Going to School Age 0-16, Age 17 and above</th>
<th>Gender (Male/Female)</th>
<th>No/Yes</th>
<th>Highest class/Grade (Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amna</td>
<td>45</td>
<td>05</td>
<td>0</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

## III) Child's Father Information

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name</th>
<th>Age</th>
<th>Total No. of Children Going to School Age 0-16, Age 17 and above</th>
<th>Gender (Male/Female)</th>
<th>No/Yes</th>
<th>Highest class/Grade (Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amna</td>
<td>45</td>
<td>05</td>
<td>0</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

## IV) Household Indicators

<table>
<thead>
<tr>
<th>Type of House</th>
<th>House Owned</th>
<th>Electricity Connection (Loos for wired fittings)</th>
<th>TV in the Household</th>
<th>Mobile in the Household</th>
<th>Smart Phone in the Household (Iphone, Android)</th>
<th>Vehicle owned by Household (Mention in numbers)</th>
<th>How many children are studying in Madrasah for Quran (Mention in numbers)</th>
</tr>
</thead>
</table>
## IV) Health and Functioning

<table>
<thead>
<tr>
<th>Child Serial No</th>
<th>Name of child (Children of 3-16 age group regularly living in the household)</th>
<th>1) Does your child have difficulty seeing, even if wearing glasses?</th>
<th>2) Does your child have difficulty hearing, even if wearing hearing aids?</th>
<th>3) Does your child have difficulty walking, compared with children of the same age?</th>
<th>4) Does your child have difficulty with self-care such as feeding or dressing himself/herself, compared with children of the same age?</th>
<th>5) Does your child have difficulty in being understood by others using customary/visual language, compared with children of the same age?</th>
<th>6) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?</th>
<th>7) Does your child use any additional aids and appliances such as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fistula</td>
<td>Yes</td>
<td>Yes</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No - some difficulty</td>
</tr>
<tr>
<td>2</td>
<td>Inam</td>
<td>Yes</td>
<td>Yes</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No - some difficulty</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No - some difficulty</td>
</tr>
</tbody>
</table>

*Note: The table continues with more entries for different children.*
## Government School Observation Sheet

### Details
- **Name of School:** N/A
- **Village/Block:** N/A
- **Tehsil/Taluka:** N/A
- **District/Agency:** N/A
- **Province:** N/A
- **Date of visit:** 12/01/2015
- **Day of visit:** 2a
- **Arrival Time:** 11:30am
- **Departure Time:** 12:30pm
- **Surveyor (1):** Salman
- **Surveyor (2):** N/A
- **Children's enrollment (Today):** N/A
- **Children's attendance (Head Count):** 15
- **School Fee (Per Month):** N/A

### Observations
#### (I) Children's Enrollment & Attendance
<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Class 1</td>
<td>20</td>
</tr>
<tr>
<td>Class 2</td>
<td>21</td>
</tr>
<tr>
<td>Class 3</td>
<td>25</td>
</tr>
<tr>
<td>Class 4</td>
<td>19</td>
</tr>
<tr>
<td>Class 5</td>
<td>21</td>
</tr>
</tbody>
</table>

#### (II) Class Room Observations
- **Observe and tick the relevant box.**
  - Yes
  - No
- **Class 2:** Yes
- **Class 8:** Yes

#### (III) Comments
- **Are the children of this class sitting with children from any other class?** Yes
- **If yes, then with which class (write):** N/A
- **Is there a useable blackboard/white board for this class?** Yes
- **Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)** Yes
- **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?** Yes
- **Where were they seated (tick one):** Classroom

### (IV) Teachers
- **Head Teacher:** N/A
- **Regular Govt. Teachers** (Doesn't include Head Teacher): 2
- **Para/Gramatr. teachers (appointed by Panchayat or VECPTA/SAC/SEC):** N/A

### (V) No. of Qualified Teaching Staff
- **Below Matric:** 1
- **Matric:** 3
- **FA/FSc:** 1
- **BA/BSc:** 1
- **MA/MSc:** 1
- **MPhil:** 1
- **Other:** 0

### (VI) No. of Teachers who got training in last year (July 2014 to June 2015)
- **None:** 6
- **Less than 15 days:** 0
- **15-30 days:** 0
- **More than 30 days:** 0

### (VII) Facilities in the School (Tick if observed)
- **Total number of rooms in the school (count yourself):** 6
- **Total number of Class rooms in the school being currently used by the children (count yourself):** 6
- **Tick where relevant:**
  - Yes
  - No
  - Is there a useable drinking water facility for the children in the school? Yes
  - Is there complete boundary wall/fence? Yes
  - Is there a useable toilet/ latrine for the children? Yes
  - Does the school have any library books? Yes
  - Could you see the library books? Yes
  - Is there a playground in the school? Yes
  - Does the school have an electricity connection? Yes
  - Is there a science laboratory? Yes
  - Is there a computer lab? Yes
  - Does the school have internet? Yes

---

*Note: Take 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.*
# Government School Observation Sheet

## (IX) FY July 2014 to June 2015

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Type of Funds</th>
<th>Did you receive the Money?</th>
<th>If Yes, then What was the amount of Fund/Grant (Rs.)?</th>
<th>Which Month/Year was the Fund/Grant received (MM/YY)?</th>
<th>Did you spend the FULL amount?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SMC/SC/PTA/PTSMC Funds (Annual)</td>
<td>Yes</td>
<td>2,000</td>
<td>Q4 2014</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Farogh-e-Taleem Fund</td>
<td>No</td>
<td>2,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuck-shop Fund</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rent for cycle stand</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School Construction</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## (X) FY July 2015 to Date of Survey

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Type of Funds</th>
<th>Did you receive the Money?</th>
<th>If Yes, then What was the amount of Fund/Grant (Rs.)?</th>
<th>Which Month/Year was the Fund/Grant received (MM/YY)?</th>
<th>Did you spend the FULL amount?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SMC/SC/PTA/PTSMC Funds (Annual)</td>
<td>Yes</td>
<td>1,000</td>
<td>Oct 2015</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Farogh-e-Taleem Fund</td>
<td>No</td>
<td>2,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuck-shop Fund</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rent for cycle stand</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School Construction</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## (XI) The Funds Spent (Check ALL that Apply)

- New Class Room
- New Sanitary
- New Toilets
- New Main Gate
- Boundary Wall
- Purchase of New Furniture
- Purchase of New Learning Material
- Purchase of Library Books
- White Wash/Paint
- Repair of Class Room
- Repair of Building
- Repair of Toilets
- Repair of Furniture
- Repair of Water facility
- Repair of Computer
- Repair of Fans
- Repair of teacher salary
- Purchase of Library books
- Uniform
**PRIVATE SCHOOL OBSERVATION SHEET**

**Name of School:** Khy Bar Nala High School  
**Village/Block:** Pat Bala  
** Tehsil/Taluka:** Talak BM  
**District/Agency:** Mardan  
**Province:** KPK

**School Established Year:** 1996  
**Date of visit:** 7/10/2015  
**Day of visit:** Saturday  
**Arrival Time:** 11:30 AM  
**Departure Time:** 2:30 PM

**Name of Surveyors (1):** Zehid  
**Name of Surveyors (2):** Talha  

---

**Any NGO/Foundation affiliated with School?**  
Yes □ No ☑  
If "Yes" mention name:  
Since (Year):  

**Does the school have special children enrolled?**  
Yes □ No ☑  
If yes, are there any special facilities for those children?  

---

**Children’s Enrollment & Attendance**  
**Nursery/LKG:** 35  
**Prep/UKG:** 40  
**Class 1 to 5:** 35  
**Class 6 to 8:** 25  
**Class 9 to 10:** 40  
**Total:** 203  

**Children’s attendance Today:**  
**Class 1:** 33  
**Class 2:** 38  
**Class 3:** 32  
**Class 4:** 30  
**Class 5:** 40  
**Class 6:** 30  
**Class 7:** 38  
**Class 8:** 20  
**Class 9:** 15  
**Class 10:** 19  
**Total:** 256

**School Fee (Per Month):**  
Class 1: 400  
Class 2: 500  
Class 3: 500  
Class 4: 450  
Class 5: 700  
Class 6: 800  
Class 7: 1,000  
Class 8: 1,000

---

**(II) Class Room Observations**  
(Observable yourself if the class has many sections, choose any one.

1. **Classroom:** Yes  
2. **Verandah:** Yes  
3. **Outdoor:** Yes  

**Number of teachers residents of THIS Village:**

<table>
<thead>
<tr>
<th>(II) Class Room Observations</th>
<th>(I) Teachers</th>
<th><strong>Number of Teachers (Doesn’t include Head Teacher)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing tick the relevant box.</td>
<td><strong>Head Teacher</strong></td>
<td>01</td>
</tr>
<tr>
<td><strong>Regular Teachers</strong></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Community/Part Time Teachers</strong></td>
<td>00</td>
<td></td>
</tr>
</tbody>
</table>

---

**(III) Teachers**

<table>
<thead>
<tr>
<th><strong>Number Appointed</strong></th>
<th><strong>Number Present Today</strong> (On the day of survey)</th>
<th><strong>Number of teachers residents of THIS Village</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head Teacher</strong></td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td><strong>Regular Teachers</strong></td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>Community/Part Time Teachers</strong></td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

---

**School Environment: is Good but the classroom in less and students are more.**

---

**School Fund Information**

- **Who answered this section?** Yes  
- **Fund from:** Yes  
- **Funds from:** No  
- **Head Master:** Yes  
- **Teacher:** Yes  
- **Other:** No  

**Did you get any FUNDS from Government/Private Individuals/NGO?** Yes  
**If so, what was the amount of this FUND?** Yes.

**In which month was this FUND received?**

**Name of Department/Organization**

---

**(VI) No. of Qualified Teaching Staff**

**Professional:**

<table>
<thead>
<tr>
<th>Education</th>
<th>Below Matric</th>
<th>Matric</th>
<th>BA/BSc</th>
<th>MA/MSc</th>
<th>M Phil</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**(VII) Facilities in the School**

- **Total number of classrooms in the school (count yourself):** 10  
- **Total number of classroom in the school being currently used by the children (count yourself):** 9

---

**Comments:**

- School Environmental is Good but the classroom in less and students are more.

---

**For more comments see the back side of the page.**

---

**Note:** Take a headcount of children in the room. If merged groups, ask the children each class to raise their hands separately and count accordingly.
English Tools

Start from Here

Capital Letters

Sample-1

Small Letters

Sample-1

C M S

b n t

X K

w i

G P L

f o j

Z H

r d

Kindly fold the paper.

English Tools

Words

Sample-1

Sentence

Sample-1

Duck   Cap

This is a chair.
It is made of wood.
It has four legs.
It has two arms.

Sun   Green   Lock

Flag   Moon   Happy

Read   Ant

This is my house.
It has five rooms.
It has a big garden.
I like my house.

PAGE

Kindly fold the paper.
تے قطعہ

باعض

Do the child read any 6 letters, out of which 4 must be correct.

Kindly fold the paper.

BONUS QUESTIONS

Q1

Q2
**Arithmetic Tool**

**Math Tools**

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 3</td>
<td>17 74</td>
</tr>
<tr>
<td>4 7</td>
<td>38 59</td>
</tr>
<tr>
<td>2 6</td>
<td>27 83</td>
</tr>
<tr>
<td>5 9</td>
<td>46 65</td>
</tr>
<tr>
<td>72 91</td>
<td></td>
</tr>
</tbody>
</table>

Ask any 5 from the child, out of which 4 must be correct.

<table>
<thead>
<tr>
<th>Subtraction</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>52 - 33</td>
<td>76 - 47</td>
</tr>
<tr>
<td>68 - 29</td>
<td>65 - 16</td>
</tr>
<tr>
<td>86 - 57</td>
<td>84 - 29</td>
</tr>
<tr>
<td>94 - 65</td>
<td>56 - 25</td>
</tr>
</tbody>
</table>

Ask child to solve any two sums. Both must be correct.

Ask child to solve any one sum. It must be correct.

| Kindly fold the paper. |

**General Knowledge Tool**

**General Knowledge**

Ask the tool from the children who are at word level in English

<table>
<thead>
<tr>
<th>Sample 1</th>
<th>English</th>
<th>Sample 1</th>
</tr>
</thead>
</table>

**Q1:** Read the poem and answer the questions given below
Mano is my pet cat.
Mano is brown.
She is fat.
She likes milk.
I love my cat.

(I) What is the color of the cat?
(a) Grey
(b) White
(c) Black
(d) Brown

(II) Mano likes ______
(a) Milk
(b) Meat
(c) Butter
(d) Bread

Ask the child to read the poem/sentences. Mark “yes” if the child reads correctly, otherwise mark as “no”.

Now read the poem yourself and ask two questions from the child. If the child answers any one question correctly, mark the child as “yes”, otherwise mark as “no”.

**Q2:** Complete the sentence replacing pictures with words

1) I see a [cat image]
2) I see a [hat image]
3) I see a [kite image]

Ask the child to complete the sentences by identifying the picture of the items drawn on the sample (in English). If a child answers any two correctly, mark him/her “yes”, otherwise “no”.

Page 1/2