

# 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:

Number of Districts	Number of Villages per District	Number of Households per Village
125	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 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 5<sup>th</sup> 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 stratum 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:

Sr. No.	Name of Districts	Total Sample (PSUs)		Total	Total Households		Total
		Urban	Rural		Urban	Rural	
1	Bahawalpur	17	39	56	340	780	1120
2	Faisalabad	21	31	52	420	620	1040
3	Gujranwala	22	24	46	440	480	920
4	Hyderabad	13	41	54	260	820	1080
5	Islamabad	15	15	30	300	300	600
6	Karachi Central	30	-	30	600	-	600
7	Karachi East	30	-	30	600	-	600
8	Karachi Malir	25	26	51	500	520	1020
9	Karachi South	30	-	30	600	-	600
10	Karachi West	25	25	50	500	500	1000
11	Khuzdar	6	36	42	120	720	840
12	Lahore	22	27	49	440	540	980
13	Larkana	15	25	40	300	500	800

Sr. No.		Total Sample (PSUs)		Total	Total Households		Total
		Urban	Rural		Urban	Rural	
14	Mardan	24	23	47	480	460	940
15	Multan	24	46	70	480	920	1400
16	Peshawar	21	30	51	420	600	1020
17	Quetta	16	34	50	320	680	1000
18	Rahim Yar Khan	14	33	47	280	660	940
19	Rawalpindi	18	14	32	360	280	640
20	Sukkur	11	33	44	220	660	880
21	Swat	21	28	49	420	560	980
	Total	420	530	950	8400	10600	19000

**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:

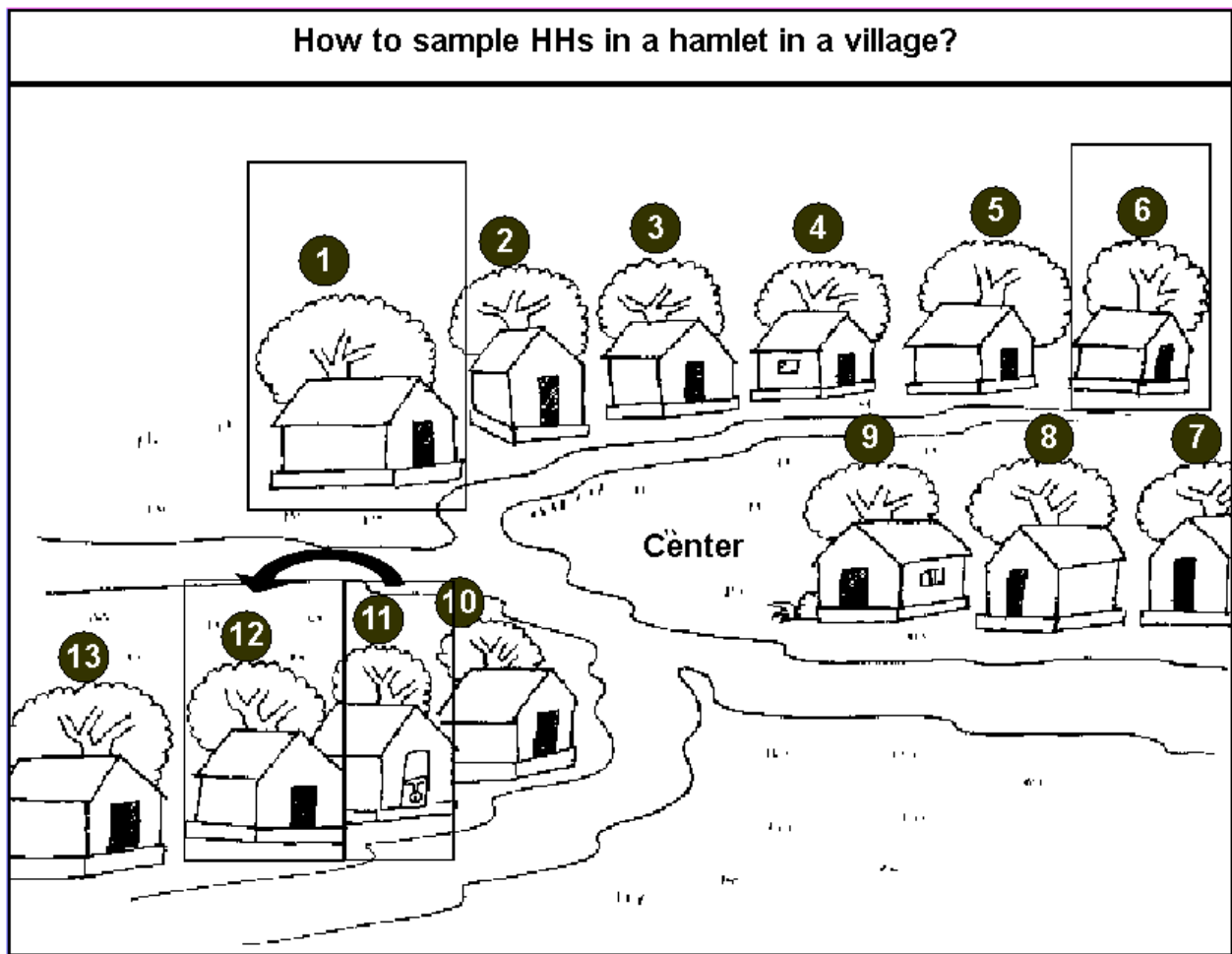
- Talk to people: How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about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

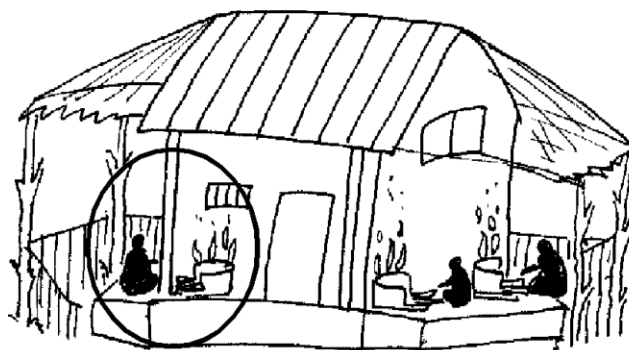
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st 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.



### 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".



In the 5th HH ask how many 'chulhas/kitchens' are there? If there are more than 1, then randomly select any one of the 'chulhas/kitchens'. After completing survey in this house proceed to the next 5th HH.

## 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:

- Kutchi 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.

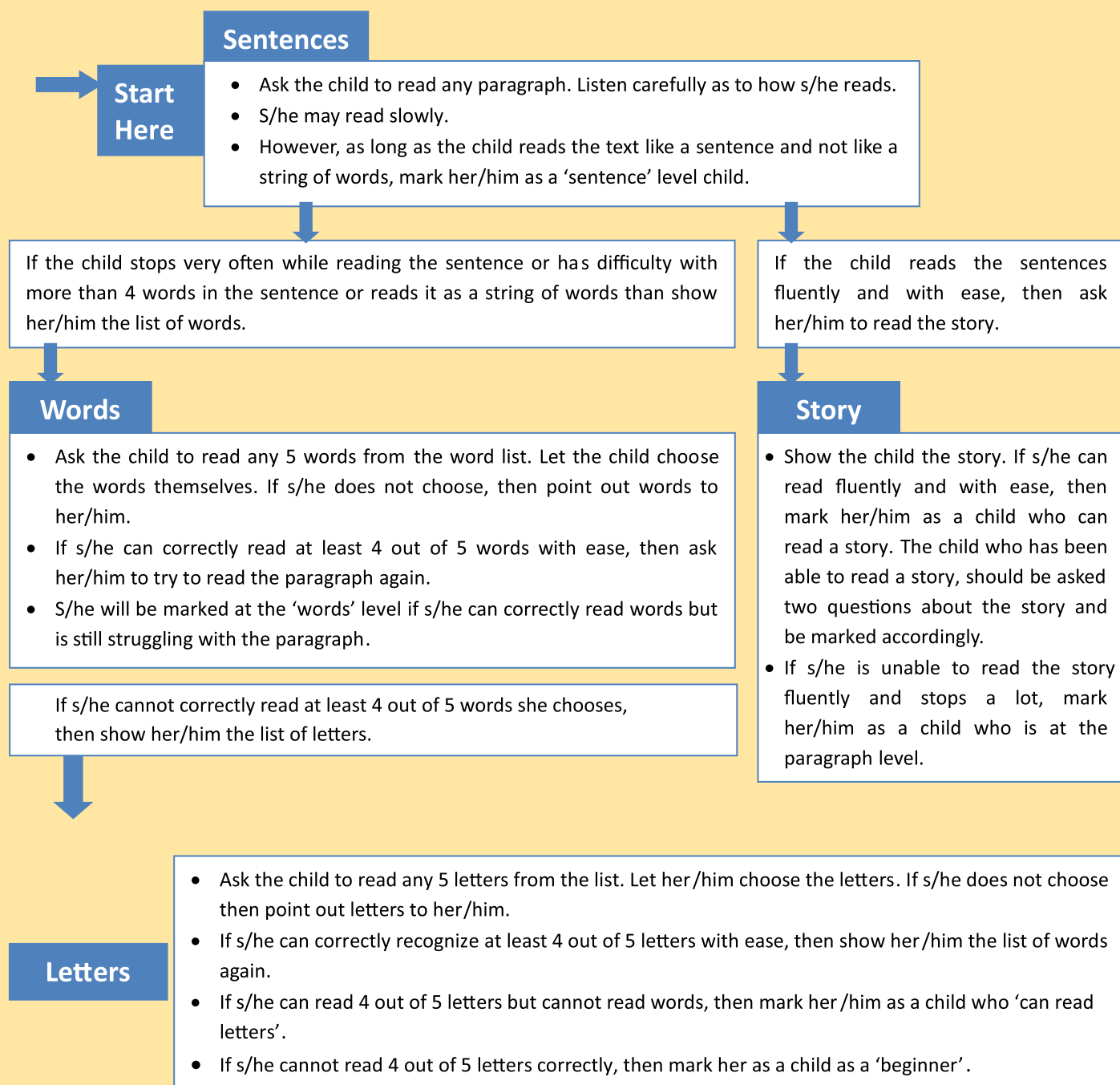
Mobile in the household (Do not include smart phone): Mark yes if any of the household has a mobile phone. We are only collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.

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

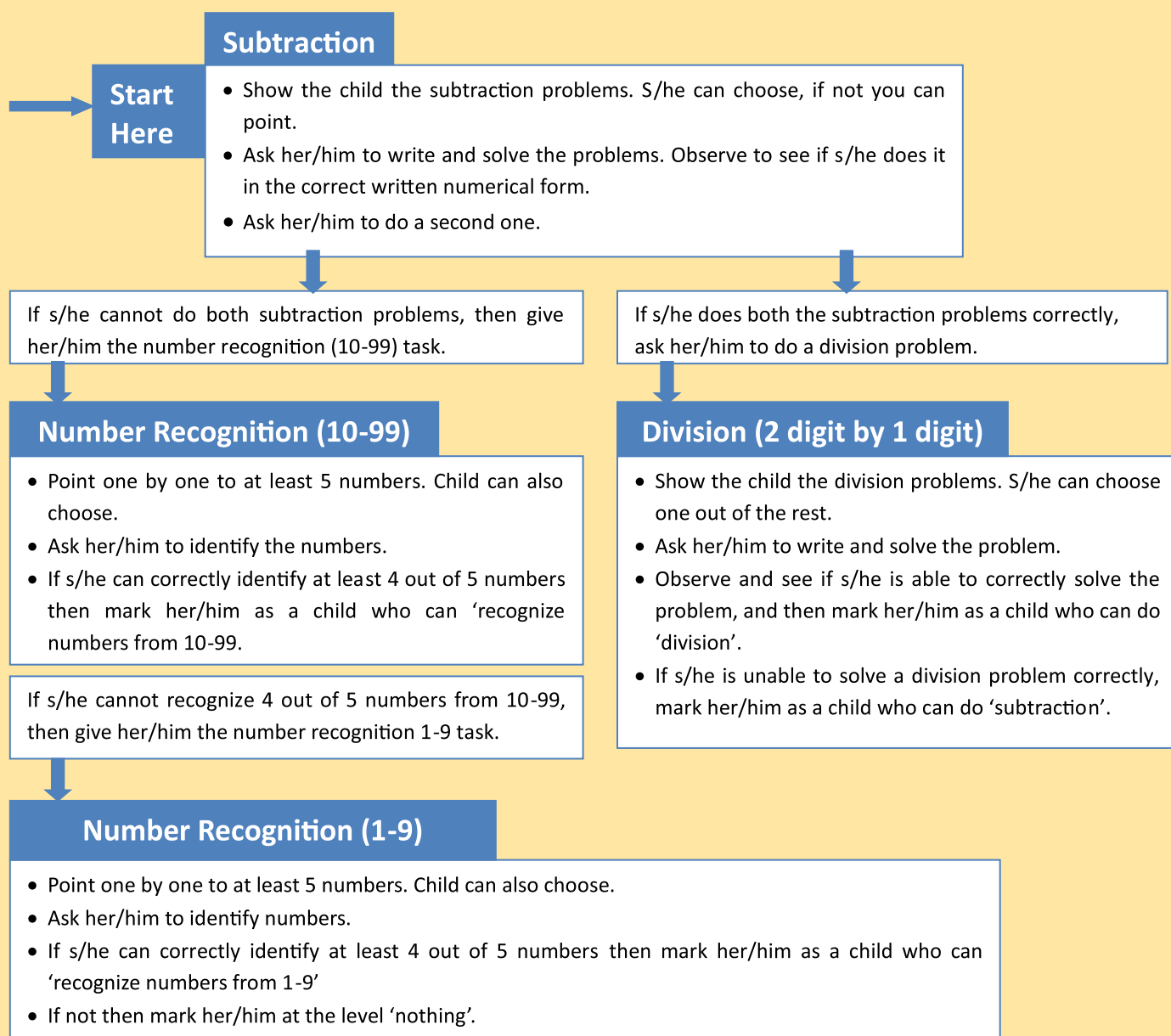
Vehicle owned by the households (Mention in numbers): Mention the number under the label "car" and "motorbike" if it is owned by the household.

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.

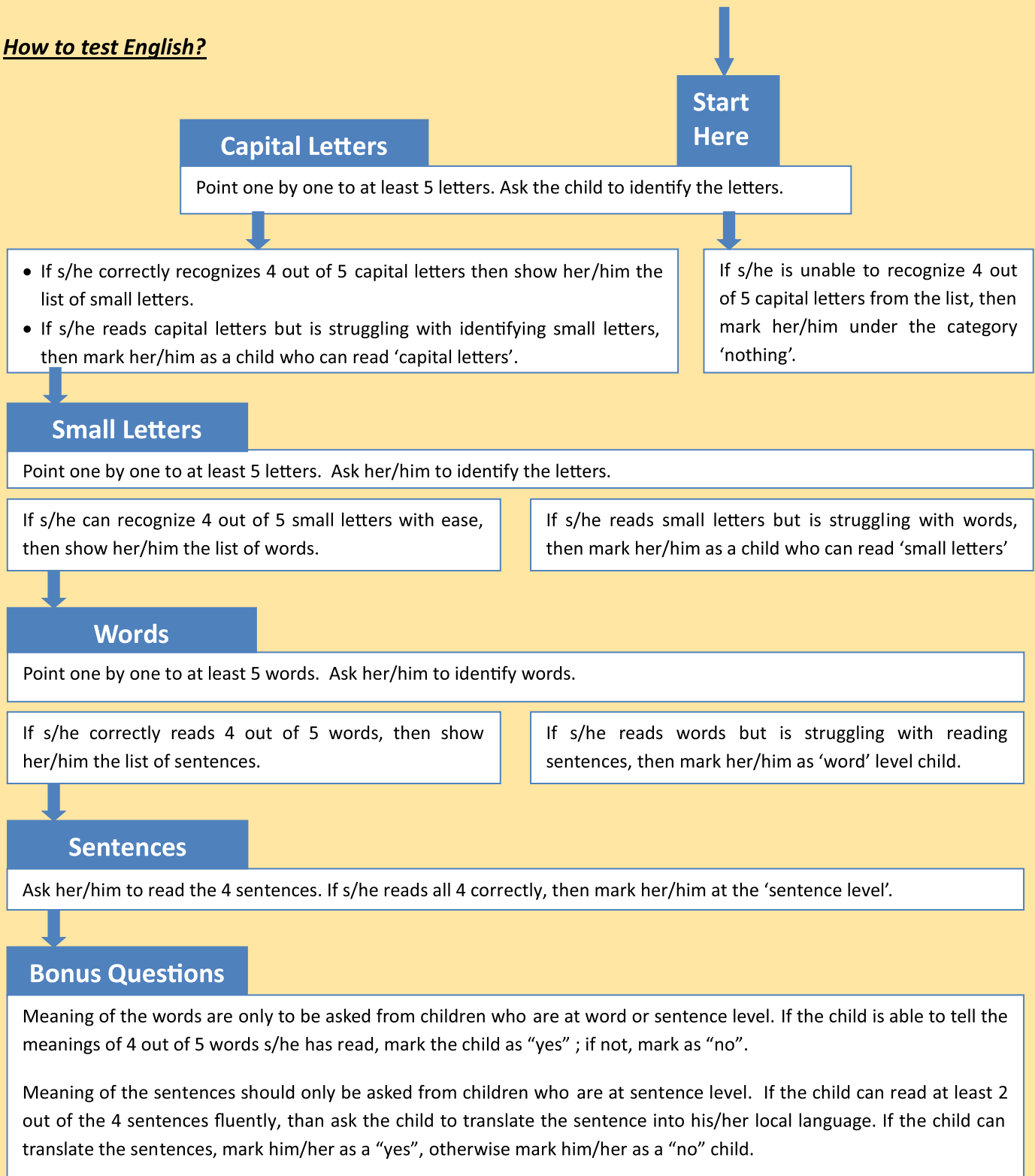
## HOW TO TEST READING (Urdu/Sindhi/Pashto) ?



## How to test Arithmetic?



## How to test English?



## 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”.

## 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

Annual Status of Education Report <b>ASER</b> FACILITATED BY SAFED	Household ID <b>10</b>	Name of Family Head <b>Sachidino</b>	Date of Survey <b>20-09-15</b>	Start Time <b>11:50 am</b>	Province <b>Sindh</b>	Union Council <b>Kahri</b>
	Total HH members with SAME KIDREN <b>05</b>	Male <b>05</b>	Day of Survey <b>Sunday</b>	End Time <b>12:05 pm</b>	District/Agency <b>Tharparkar</b>	Village/Block <b>Kahri</b>
		Female <b>02</b>	Name of Surveyor (1) <b>Kishore</b>	Name of Surveyor (2) <b>Mukesh-K</b>	Tehsil/Taluka <b>Islamkot</b>	

Serial No	I) Child Information		Educational Status (3-16 Years)		Current Schooling Status (Age 3-16)				Basic Learning Levels (for 5-16 age group)				Arithmetic Levels (for 5-16 age group)				English (5-16 age group)				General Knowledge Questions				
	Mother's Name	Name of Child (Children of 3-16 age group regularly living in the household)	Age (3-16 years)	Gender (M=Male F=Female)	Never enrolled	Dropped out	Currently enrolled	Tick (✓) what is applicable	Drop out, if applicable	Drop out reason	Class/Current (EGE/Kachi/PG/KG/Free Nursery, 1, 2, 3, etc)	Institute Type (what is applicable)	Does the child go to the employed school	TUTION (Is the child currently taking any PAID TUTION)	Urdu/Sindhi/ Pashto (✓) the highest level ONLY	Urdu/Sindhi/ Pashto (✓) the highest level ONLY	Math (✓) the highest level ONLY	Math (✓) the highest level ONLY	Arithmetic Levels (for 5-16 age group)	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	English (5-16 age group)	General Knowledge Questions	General Knowledge Questions	
1	Amena	G. Mustafa	16 M			✓		8 N			Government	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
2	"	G. Nabi	14 M			✓		2 O			Private	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
3	"	Shanaz	12 F							5	Private	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
4	"	Noor. M	4 M			✓				Kachi	Government	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
5	"	G. Hadi	6 M			✓					Private	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
6																									
7																									
8																									
9																									
10																									
TOTAL		5			1	2	2				2	2	2	2	2	1	1	1	1	1	1	1	1	1	1

\* L= Low and Order, P= Poverty, F=Flood, S= School building shifted by govt, N= No school, O= Others  
 \*\* U= Urdu, S= Sindhi, P= Pashto

Serial No.	II) Child's Mother Information				III) Child's Father Information				IV) Household Indicators						
	Name	Age	Total No. of Children	HIGHEST class/Grade (COMPLETED)	Age	Gone to School	HIGHEST class/Grade (COMPLETED)	Gone to School	House Owned	Electricity Connection	TV in the Household	Mobile in the Household	Smart Phone in the Household	Vehicle owned by Household	How many children are studying in Madrasah for Quran
1	Amena	45	05	0	✓	48	✓	05	Yes	No	Yes	No	Yes	No	0
2									Yes	No	Yes	No	Yes	No	0
3									Yes	No	Yes	No	Yes	No	0
4									Yes	No	Yes	No	Yes	No	0

# Household Survey Sheet (Health and Functioning)

## HOUSEHOLD SURVEY SHEET

Child Serial No	Name of child Children of 3-16 age group regularly living in the household)	IV) Health and Functioning																																
		1) Does your child have difficulty seeing, even if wearing glasses?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	2) Does your child have difficulty hearing, even if wearing hearing aids?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	3) Does your child have difficulty walking, compared with children of the same age?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	4) Does your child have difficulty with self care such as feeding or dressing him/herself, compared with children of the same age?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	5) Does your child have difficulty in being understood by others using customary/usual language, compared with children of the same age?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	9) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?	No difficulty	Yes - some difficulty	Yes - a lot of difficulty	Cannot do at all	7) Does your child use any additional aids and appliances such as	Glasses	Hearing aids

**GOVERNMENT SCHOOL OBSERVATION SHEET**

Annual Status of Education Report  
**ASER 2015**  
 Pakistan  
 Published by SAIED

Instructions: Visit any government school first, preference to High School then Middle and then Primary. If there is no government school in the village, then visit nearest Government School. Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/Attendance register.

Target Village: Lakho Pakhal

Name of School: G.R.P School Village/Block: Lakho Pakhal Tehsil/Taluka: Multan District/Agency: Multan Province: Punjab

From which Class to which Class. (Tick any one)  
 Class 1 to 5  Class 1 to 8  Class 1 to 10  Others

Medium of School (Tick any one)  
 Urdu Medium  English Medium  Pashto Medium  Sindhi Medium  Other

EMIS/BEMIS/SEMIS Code: 36150502  
 School Established Year: 1975

Date of visit: 20-11-2015 Arrival Time: 11:30am Departure Time: 12:30pm Surveyor (1): Sahar Surveyor (2): Nasir

Does the school have special children enrolled? Yes  No  If yes, are there any special facilities for those children? \_\_\_\_\_

(I) Children's Enrollment & Attendance	ECE/Class (Kachi) (When Relevant)	Class Paki (When Relevant)	Class										Total				
			1	2	3	4	5	6	7	8	9	10	Boys	Girls			
Children's enrollment (Take from register yourself)	20		21	25	19	27	25									136	
Children's attendance Today (Head Count)	15		20	20	17	25	23									120	
School Fee (Per Month)			20	20	20	20	20										

\*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.

(II) Class Room Observations  
(Observe & tick only if the class has many students, absent anyone)

Observe and tick the relevant box.	Class 2		Class 3	
	Yes	No	Yes	No
Are the children of this class sitting with children from any other class?		<input checked="" type="checkbox"/>		
If yes, then with which class? (write)				
Is there a useable blackboard/white board for this class?	<input checked="" type="checkbox"/>			
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)	<input checked="" type="checkbox"/>			
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?	<input checked="" type="checkbox"/>			
Where were they seated (tick one)	Classroom	<input checked="" type="checkbox"/>		
	Verandah			
	Outdoor			

(III) Comments

(IV) Teachers

Head Teacher	Regular Govt. Teachers (Doesn't include Head Teacher)	Para/Contract teachers (appointed by Parichayal or VEC/PD/SMC/SC)	No. of Sanctioned posts	No. of Appointed Teachers	No. of Teachers Present Today (On the day of survey/Physically)	No. of Teachers Present: residents of THIS Villages
			2	1	1	
			6	6	6	3

(V) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSC	BA/BSc	MA/MSc	M.Phil	Other
Professional	1	2	3	1			
	None	PTC	CT	B.Ed	M.Ed		Other
	6	1					

(VI) No. of Teachers who got training with in last year (July 2014 - June 2015)

None	Less than 15 days	15-30 days	More than 30 days
6	1		

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself): \_\_\_\_\_

Total number of Class rooms in the school being currently used by the children (count yourself): \_\_\_\_\_

Tick where relevant

Is there a useable drinking water facility for the children in the school?  Yes  No

Is there complete boundary wall/fence?  Yes  No

Is there a useable toilet / latrine for the children?  Yes  No

Does the school have any library books?  Yes  No

Could you see the library books?  Yes  No

Is there a playground in the school?  Yes  No

Does the school have an electricity connection?  Yes  No

Is there a science laboratory?  Yes  No

Is there a computer lab?  Yes  No

Does the school have internet?  Yes  No

For more comments use the back side of this page.

Page 2

**GOVERNMENT SCHOOL OBSERVATION SHEET**

Annual Status of Education Report  
**ASER**  
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**2015**

Name of School: Govt. Higher B.P.S. Lohakhand Tehsil/Taluka: Mulhan District/Agency: Mulhan Province: Punjab

Head Teacher/Principal Name: Cathias J.D. Din Phone No.: 0 Mobile No.:

Got the Fund/Grant information from: Head Teacher  Regular Teacher  Para Teacher  Other

(VIII) SMC/SC/PTA/PTC/PTSMC Information

Is SMC/SC/PTA/PTC/PTSMC Active? Yes  No  Total Members: 13 Active Members: 11 Amount in Bank:  Last Meeting Date: 25-11-2015

(IX) FY July 2014 to June 2015

Sr #	Type of Funds	Did you receive the Money?		What was the amount of Fund/Grant (Rs.)?	If Yes, then		Did you spend the FULL amount?	
		Yes	No		Which Month/Year was the Fund/Grant received (MM/YY)?	Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40000	August 14	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Farogh-e-Taleem Fund 12 Months <input type="checkbox"/> 1 Month <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2700		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6								
7								
8								
9								
10								

(X) FY July 2015 to Date of Survey

Sr #	Type of Funds	Did you receive the Money?		What was the amount of Fund/Grant (Rs.)?	If Yes, then		Did you spend the FULL amount?	
		Yes	No		Which Month/Year was the Fund/Grant received (MM/YY)?	Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40000	Oct 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Farogh-e-Taleem Fund 3/4 Months <input type="checkbox"/> 1 Month <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2700		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6								
7								
8								
9								
10								

(XI) The Fund Spent on (tick ALL that Apply)

<input type="checkbox"/>	New Class Room	<input type="checkbox"/>	Repair of Class Room
<input checked="" type="checkbox"/>	New verandah	<input type="checkbox"/>	Repair of Building
<input type="checkbox"/>	New Toilets	<input type="checkbox"/>	Repair of Toilets
<input type="checkbox"/>	New Main Gate	<input type="checkbox"/>	Repair of Furniture
<input type="checkbox"/>	Boundary Wall	<input type="checkbox"/>	Repair of Water facility
<input type="checkbox"/>	Purchase of New Furniture	<input type="checkbox"/>	Repair of Computer
<input type="checkbox"/>	Purchase of New Learning Material	<input type="checkbox"/>	Repair of Fans
<input type="checkbox"/>	Purchase of Stationery	<input type="checkbox"/>	Para teacher salary
<input type="checkbox"/>	Purchase of Library books	<input type="checkbox"/>	Uniform
<input type="checkbox"/>	White Wash/Paint	<input type="checkbox"/>	

### PRIVATE SCHOOL OBSERVATION SHEET

**Annual Status of Education Report**  
**ASER 2015**  
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**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>Khyber Model High School</u>		Village/Block: <u>Pat Baba</u>		Tehsil/Taluka <u>Tarad Bn</u>		District/Agency <u>Mardan</u>		Province <u>PK</u>	
From which Class to which Class. (Tick any one)		Type of School (Tick any one)		School Established Year <u>1996</u>		Date of visit <u>7/11/2015</u>		Arrival Time <u>11:10 Am</u>	
Class 1 to 5 <input type="checkbox"/>		Boys & Girls School <input checked="" type="checkbox"/>		<input type="checkbox"/>		Day of visit <u>Saturday</u>		Departure Time <u>1:10 Pm</u>	
Medium of School		Pashto Medium <input type="checkbox"/>		Sindh Medium <input type="checkbox"/>		Name of Surveyors (1) <u>Zahid</u>			
Urdu Medium <input type="checkbox"/>		Hafiz Quran+ General schooling <input type="checkbox"/>		Other <input type="checkbox"/>		Name of Surveyors (2) <u>Talika</u>			
English Medium <input checked="" type="checkbox"/>		Urdu Medium <input type="checkbox"/>				Since (Year)			

**Any NGO/Foundation affiliated with School?** Yes  No  **If "Yes" mention name:** \_\_\_\_\_

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

(I) Children's Enrollment & Attendance	Nursery/ LKG	Prep/ UKG	Class										Total	
			1	2	3	4	5	6	7	8	9	10		Boys
Children's enrollment (Take from register yourself)	35	40	35	30	25	40	30	28	20	15	15	20	263	70
Children's attendance Today (Head Count)	33	38	32	30	25	39	30	28	20	15	15	19	256	68
School Fee (Per Month)	400	500	500	500	500	600	700	800	900	1000	1300	1500		

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

Observe and tick the relevant box.	Class 2		Class 8	
	Yes	No	Yes	No
Are the children of this class sitting with children from any other class?				
If yes, then with which class? (write)				
Is there a useable blackboard/white board for this class?				
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)				
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?				
Where were they seated (tick one)	Classroom <input checked="" type="checkbox"/>		Verandah <input type="checkbox"/>	
	Outdoor <input type="checkbox"/>			

**(III) Teachers**

Number Appointed	Number Present Today (On the day of survey)	Number of teachers residents of THIS Village
Head Teacher: 01	01	01
Regular Teachers (Doesn't include Head Teacher): 13	13	13
Community/ Part Time Teachers: 0	0	0

**(IV) Comments**  
School Environment is good but the classroom is less and students are more.

For more comments use the back side of the page.

**(V) School FUND Information** (Ask Headmaster this section. If absent, indicate who answered the section)

Who answered this section? (Tick relevant)	Jul 2014-Jun 2015		Jul 2015 - till date	
	Yes	No	Yes	No
Head Master <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Other <input type="checkbox"/>				
Did you get any FUNDS from Government/Private individuals/NGO?				
If Yes, what was the amount of this FUND (Annual)?				
In which month was this FUND received?				
Name of Department/Organization				

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

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
Professional	11						
			02	08	4		

**(VII) Facilities in the School** (From Observation)

Facility	Yes	No
Total number of rooms in the school (count yourself)		
Total number of Class rooms in the school being currently used by the children (count yourself)		
Tick where relevant		
Is there a useable drinking water facility for the children in the school?		
Is there complete boundary wall/fence?		
Is there a useable 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?		
Does the school have an electricity connection?		
Is there a science laboratory?		
Is there a computer lab?		
Does the school have internet?		

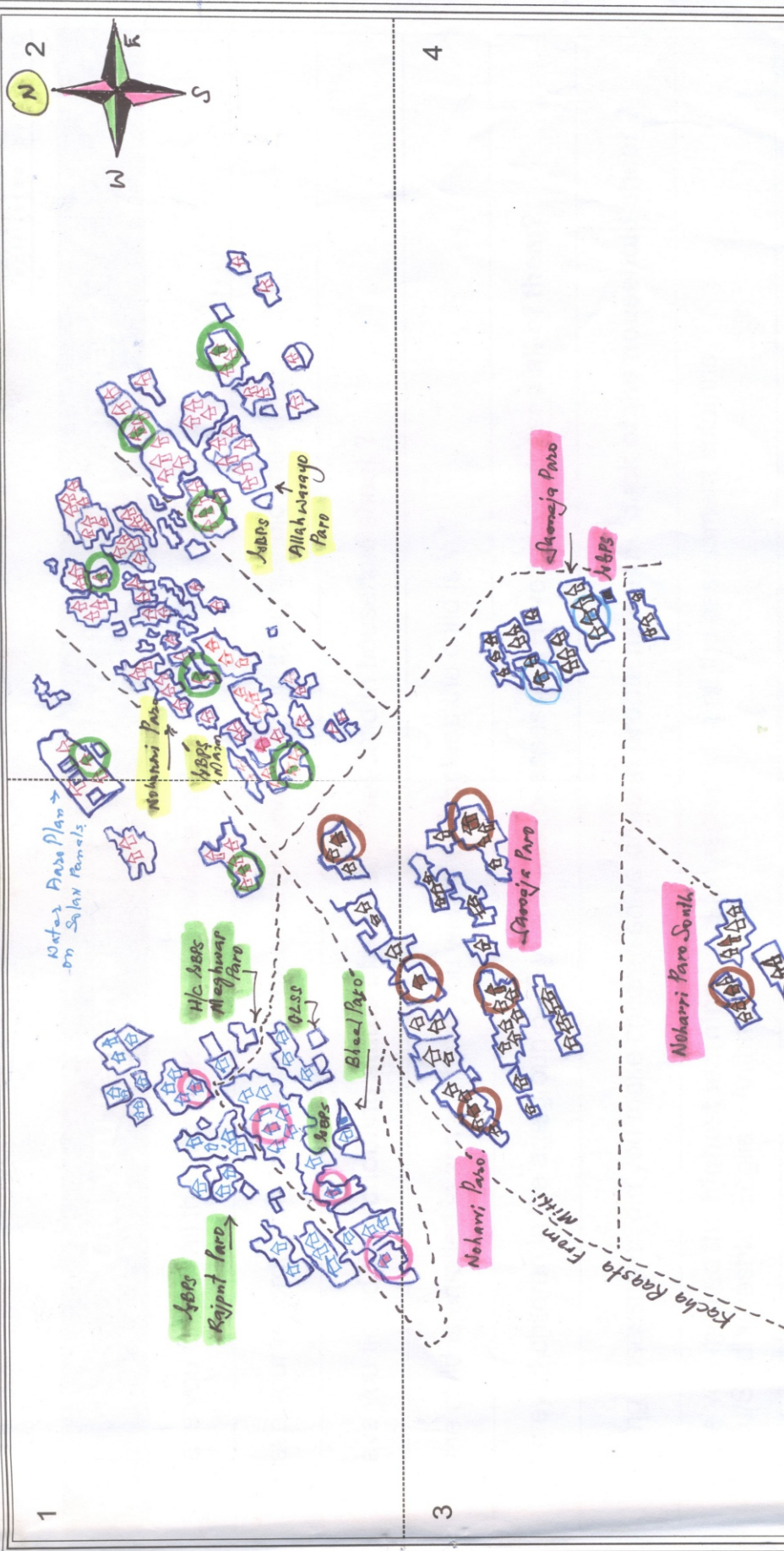


# Surveyed Household Identification in Village for Monitoring

District/Agency: **TARR PAR KAR**

Tehsil/Taluka: **Mithi**

Village/Block: **JORRU**



TOTAL HOUSEHOLDS	Total Number of School		PCO	Health Facilities	Paccl Road	Internet Cafe/ Computer Center
	Government	Private				
448	09	00	0	0	✓	✓
Approx. POPULATION	3498					
Local Languages	Sindhi / Dhakki					

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**ASER** 2015  
 PAKISTAN Facilitated by SAFED

**English Tools**

**Capital Letters**

**Start from Here**

Sample-1

C M S

X K

G P L

Z H

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct۔ بچے سے کوئی سے پانچ حروف پائے کریں۔ 4 میں سے 4 صحیح ہونے چاہئے۔

**Small Letters**

Sample-1

b n t

w i

f o j

r d

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct۔ بچے سے کوئی سے پانچ حروف پائے کریں۔ 4 میں سے 4 صحیح ہونے چاہئے۔

Kindly fold the paper.

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**ASER** 2015  
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**English Tools**

**Words**

Sample-1

Duck Cap

Sun Green Lock

Flag Moon Happy

Read Ant

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct۔ بچے سے کوئی سے پانچ الفاظ پائے کریں۔ 4 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to say the meaning of the identified words in local language۔ بچوں سے ان کی ہر کسی کو زبان میں پائے گئے الفاظ کا مطلب پوچھیں۔

**Sentence**

Sample-1

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

Sentence

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

PAGE ②

Ask the child to read one set of sentences only. 2 sentences out of 4 must be correct۔ بچے سے کوئی ایک جملہ ہی پڑھنا کہیں۔ 4 جملوں میں سے 2 صحیح ہونے چاہئیں۔

Ask the child to say the meaning of the sentences in local language۔ بچے سے ان کی ہر جملہ کی زبان میں معنی پوچھیں۔

Kindly fold the paper.

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ASER 2015  
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**Urdu Tools**

Sample-1

Words الفاظ

دل حال  
قلم امرود کمرہ  
گاجر جنگل  
پالنا فرض خوشبو

Sample-1

Letters حروف

ت س  
ق ط خ  
ے م  
ب ع ض

PAGE 1

Ask the child to read any 5 words, out of which 4 must be correct. بچے سے کوئی سے پانچ الفاظ پڑھانے کی کوشش کریں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to read any 5 letters, out of which 4 must be correct. بچے سے کوئی سے پانچ حروف پڑھانے کی کوشش کریں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Kindly fold the paper.

Annual Status of Education Report  
ASER 2015  
PAKISTAN  
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**Urdu Tools**

Sample-1

Story کہانی

حننا اور احمد اپنے امی ابو کے ساتھ ٹرین میں سفر کے لیے جا رہے تھے۔ سفر شروع ہونے سے پہلے ایک بچہ اور بچی بھی اپنے ماں باپ کے ساتھ ٹرین میں سفر کرنے کے لئے آئے۔ لیکن ان کے بیٹھنے کے لیے جگہ نہیں تھی۔ حننا اور احمد نے ان سے کہا کہ آپ لوگ ہمارے ساتھ بیٹھ جائیے۔ انھوں نے کہا آپ لوگوں کا شکریہ، ہماری وجہ سے آپ کو تکلیف ہوگی۔ حننا نے کہا دوسروں کی مدد کرنا تو اچھی بات ہوتی ہے۔

**BONUS QUESTIONS سوالات**

Q1 حننا اور احمد کس چیز میں سفر کر رہے تھے؟

Q2 دوسروں کی مدد کرنا کیسی بات ہوتی ہے؟

Start from Here

Sample-1

Sentences جملے

ہمارا وطن پاکستان ہے۔  
اس کا جھنڈا سفید اور ہرا ہے۔  
اردو ہماری قومی زبان ہے۔  
ہم اپنے وطن سے بہت پیار کرتے ہیں۔

Sentences جملے

سارہ اچھی طالبہ ہے۔  
وہ دوئم جماعت میں پڑھتی ہے۔  
وہ ہر سال اول آتی ہے۔  
اسے سب استاد پسند کرتے ہیں۔

PAGE 2

Ask the child to read story fluently. بچے سے کہانی پڑھانی سے پڑھنے کی کوشش کریں۔

Ask questions, if the child reads story and mark accordingly. اگر بچہ کہانی پڑھ لے گا تو اس سے سوالات پوچھیں۔

Ask the child to read any one Para. Child must read the sentences fluently. بچے سے کوئی ایک پارا پڑھانے کی کوشش کریں۔ وہی سے جملے پڑھنے کی کوشش کریں۔

Kindly fold the paper.

Math Tools

Sample-1

Number Recognition 1-9	Number Recognition 10-99
8    3	17    74
4    7	38    59
2    6	27    83
5    9	46    65
	72    91

Ask any 5 from the child, out of which 4 must be correct.  
پچھنے سے کوئی 5 پوچھنا ہونگے، ان میں سے 4 صحیح ہونے چاہئے۔

Ask any 5 from the child, out of which 4 must be correct.  
پچھنے سے کوئی 5 پوچھنا ہونگے، ان میں سے 4 صحیح ہونے چاہئے۔

Start from Here

Sample-1

Subtraction	Division
$\begin{array}{r} 52 \\ -33 \\ \hline \end{array}$	$78 \div 3$
$\begin{array}{r} 68 \\ -29 \\ \hline \end{array}$	$65 \div 5$
$\begin{array}{r} 86 \\ -57 \\ \hline \end{array}$	$84 \div 7$
$\begin{array}{r} 94 \\ -65 \\ \hline \end{array}$	$56 \div 2$

Ask child to solve any two sums. Both must be correct.  
پچھنے سے کوئی 2 مسائل پوچھنا ہونگے، دونوں صحیح ہونے چاہئے۔

Ask child to solve any one sum. It must be correct.  
پچھنے سے کوئی 1 سوال پوچھنا ہونگے، صحیح ہونے چاہئے۔

Kindly fold the paper.

General Knowledge Tool

General Knowledge

Sample 1

English

Sample 1

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

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

Q2: Complete the sentence replacing pictures with words

I see a \_\_\_\_\_



I see a \_\_\_\_\_



I see a \_\_\_\_\_



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".

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".

Sindhi Tools

Sample-1

لفظ Words

دل حال

قلم فرض كمر

جگر جهنگ

پالڻ زيتون خوشبو

Sample-1

اڪر Letters

ت س

ق ط خ

ي م

ب غ ض

PAGE 1

پار کي ڪي به 5 لفظ پڙهڻ لاءِ چئو 5 مان 4 صحيح هجڻ گهرجن. Ask the child to read any 5 words, out of which 4 must be correct.

پار کي ڪي به 5 اکر پڙهڻ لاءِ چئو 5 مان 4 صحيح هجڻ گهرجن. Ask the child to read any 5 letters, out of which 4 must be correct.

Kindly fold the paper.

Pashto Tool

Pashto Tools

Sample -1

لفظ Words

حال زړه

قلم فرض کوټه

ځنگل ښاخړه

پال امرود خوشبو

Sample -1

حروف Letters

ت س

ق ط ح

م ځ

ب غ ض

ماشوم باندې دي په لفظونه اوونيلې شي، پينځو کښې څلور صحيح پکار دي. Ask the child to read any 5 letters, out of which 4 must be correct.

ماشوم باندې دي په توري اوونيلې شي، پينځو کښې څلور صحيح پکار دي. Ask the child to read any 5 letters, out of which 4 must be correct.

