ABOUT THE SURVEY
SAMPLING METHODOLOGY: RURAL DISTRICTS

This year, the villages have been selected using the provisional village directory of the 2017 census. This has led to addition of some new districts (Balochistan and Gilgit-Baltistan) as well as villages. Earlier the villages were selected from village directory of 1998 census. This might explain the variation in the results for this year when compared to the results of previous years. The below sampling is only for 154 rural districts and does not contain information on urban. This year information has been collected on 21 urban districts and Pakistan Bureau of Statistics has provided technical assistance on urban sampling. The sampling note on urban and its results can be found in a separate report which is only for Urban districts. ASER 2018 has also collected information on disability prevalence with the help of a separate questionnaire designed by Real Centre, Cambridge University. The information on disability has only been gathered from Punjab, Islamabad-ICT, Khyber Pakhtunkhwa and KP-Newly Merged Districts. Results of that can be found in a separate note included in the beginning of the report.

**Total Population:** The total population of this survey consists of 154 rural districts of Pakistan.

**Sampling Frame:** Each district is provided with

- A village list.
- Data from the Population Census 2017 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>154</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 provisional village directory of the 2017 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 starting from the central location, every 5th household on the left hand-side is selected 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)
SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

Contact Village Elder: Introduce yourself to the village elder, councilor and/or 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. at home. We are conducting this research in more than 4,500 villages and in 154 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 assess 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, 6th house, 11th 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 a 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 (as per local customs).
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

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.
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 also include children.

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.
o Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

o Also ask the enrolled children if they go to the specific school which you have/will be surveying.

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

o 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 deceased.

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

o 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).

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

OTHER THINGS TO REMEMBER:

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

o Older children: Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like “children”.

o Children out of the village: If there are children in the family but who are not present in the village during the survey, do not take their details.

o Mothers under or 16 years 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 of 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:

- **Kutcha 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.

Computer/Tablet/Laptop: Mark yes if the household has Computer/Tablet/Laptop otherwise mark No.

Mobile/Smart Phone in the household: Mark yes if the household has a mobile/smart phone. We are only collecting information on functional mobile/smart phones and not looking at PTCL telephone, landline or V-phones.

Do you use: Mark yes if the household is using SMS or WhatsApp services and no if otherwise.

Solar Panel: Mark yes if the household has a solar panel otherwise mark no.

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

Perception to be potential hindrances to achieve educational goals: Mark any three options opted by the children aged 6-16 years.
**HOW TO TEST READING?**

**Start Here**

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.

**Sentences**

If the child reads the sentences fluently and with ease, then ask her/him to read the story.

**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.

**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’.

**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 she is unable to read the story fluently and stops a lot, mark her/him as a child who is at the sentence level.
How to test Arithmetic?

**Subtraction**

Start Here

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 (100-200) task.

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

**Number Recognition (100-200)**

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 100-200.

If s/he cannot recognize 4 out of 5 numbers from 100-200, then give her/him the number recognition 10-99 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’.

**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.

**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’.

If s/he is unable to recognize 4 out of 5 capital letters from the list, then mark her/him under the category ‘nothing’.

**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 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 see the picture and then ask two questions from the child. Mark “yes” if the child answer correctly, 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 2018
WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

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 then 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, then go to the nearest Government School located in a nearby village.

If 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 have special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hearing, walking, speaking etc. Tick 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/Mistress for the enrollment register or any official document on 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 with information on teachers in the school. Collect and note down 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/Mistress).
   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 neighboring 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 2017 – To Date):** (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 using the 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?
- Can you see the library books?
- Is there any playground?
- Does the school have an electricity connection?
- Is there a science Laboratory available in the school?
- Is there a computer lab for students?
- Does the school have internet?
- Does the school have smart boards?
- Does the school have solar panels?
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 from July 2017 to June 2018.
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 2018 to date of survey.
**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 V – Pvt. School Sheet)

1. For this section, note down information for July 2017 to June 2018 and July 2018 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

#### Educational Status (3-16 Years)
- **Name of Child**
- **Age (5-16 years)**
- **Gender**: Male/ Female
- **Drop Out Reason**
- **Class/ Grade (current level)**
- **ENGLISH**
- **Arithmetic Levels**
- **MATH**
- **Core Knowledge Questions**

#### Children's Information

<table>
<thead>
<tr>
<th>Child No.</th>
<th>Name of Child</th>
<th>Age (5-16 years)</th>
<th>Educational Status (3-16 years)</th>
<th>Drop Out Reason</th>
<th>Class/ Grade (current level)</th>
<th>Does Child go to the same school?</th>
<th>TUITION (if the child currently receiving any)</th>
<th>English Reading (the highest level O'Malley)</th>
<th>Arithmetic (the highest level O'Malley)</th>
<th>Core Knowledge Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Children's Mother Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Age (5-16 years)</th>
<th>Ever Attended School</th>
<th>Highest Grade (Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>5th</td>
</tr>
</tbody>
</table>

#### Children's Father Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Age (5-16 years)</th>
<th>Ever Attended School</th>
<th>Highest Grade (Completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>5th</td>
</tr>
</tbody>
</table>

#### Household Indicators

<table>
<thead>
<tr>
<th>Name</th>
<th>House Owned</th>
<th>Electricity Connection (Look for wires fittings)</th>
<th>Computer/ Tablet/ Laptop</th>
<th>Mobile/ Cellular Phone</th>
<th>TV</th>
<th>Vehicle owned by household (mention in numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

* L=Law and Order, P=Povverty, F=Flood, S=School building shifted by govt, N=No school, O=Others

© ASER Pakistan 2018
**GOVERNMENT SCHOOL OBSERVATION SHEET**

**ASER Pakistan 2018**

**Target Village:** [Name of Village]

**Name of School:** [Name of School]

**Village/Block:** [Village/Block]

**District/Agency:** [District/Agency]

**Province:** [Province]

**Date of visit:** 17/11/2018

**Day of visit:** [Day of Visit]

**Type of School (Tick any one):**
- Boys & Girls School
- Boys Only School
- Girls Only School

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

**School Established Year:** [Year]

**EMIS/SEMS/SEMS Code:** [Code]

**Surveyor (1):** [Surveyor 1]

**Surveyor (2):** [Surveyor 2]

---

### (II) Children’s Enrollment & Attendance

<table>
<thead>
<tr>
<th>Class</th>
<th>1 to 6</th>
<th>7 to 10</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC/Class 1</td>
<td>41</td>
<td>10</td>
<td>215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>30</td>
<td>10</td>
<td>190</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>29</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>28</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>27</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>26</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>25</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>24</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 9</td>
<td>23</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>22</td>
<td>10</td>
<td>185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Take a head count 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

<table>
<thead>
<tr>
<th>Observe and tick the relevant boxes.</th>
<th>Class 2</th>
<th>Class 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the children of this class sitting with children from any other class?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, then with which class?</td>
<td>(Write)</td>
<td></td>
</tr>
<tr>
<td>Is there a usable blackboard/whiteboard for this class?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Did most of the children (75%) have reading textbooks?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Are there any other supplementary materials (e.g., Books, Charts on the wall, Board Games etc.) available in the room?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Where were they seated (tick one):</td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verandah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outdoor</td>
<td></td>
</tr>
</tbody>
</table>

### (III) Comments

The school condition is very best. Totally, rooms are and all facilities available in school. The teachers were not well trained.

### (IV) Teachers

<table>
<thead>
<tr>
<th>No. of Sanctioned posts</th>
<th>No. of Accredited Teachers</th>
<th>No. of Teachers Present today (in the list of survey)</th>
<th>No. of Teachers resident of this village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Regular Govt. Teachers</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

### (V) No. of Qualified Teaching Staff

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Metric</th>
<th>FA/FSc</th>
<th>BA/BSc</th>
<th>MA/MSc</th>
<th>M.Phil</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Matric</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>None</td>
<td>PTC</td>
<td>CT</td>
<td>B.Ed</td>
<td>M.Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### (V) No. of Teachers who got training in last year (July 2018 - Till date)

<table>
<thead>
<tr>
<th>None</th>
<th>Less than 15 days</th>
<th>15-30 days</th>
<th>More than 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of rooms in the school (count yourself)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total number of Class rooms in the school being currently used by the children (count yourself)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Tick where relevant</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a usable drinking water facility for the children in the school?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there complete boundary walls/ence?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a usable toilet / latrine for the children?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Does the school have any library books?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a playground in the school?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Does the school has an electricity connection?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a computer lab?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Does the school have internet connection?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Does the school has smart boards?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Does the school have solar panels?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sr #</td>
<td>Type of Funds</td>
<td>Did you receive the Money?</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>SMC/PTA/PTSMC PTC/Funds (Annual)</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Farogh-e-Taleem Fund 12 Months</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Tuck shop Fund</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Rent for cycle stand</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>School Construction</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Classroom</td>
<td>Repair of Class Room</td>
</tr>
<tr>
<td>New verandah</td>
<td>Repair of Building</td>
</tr>
<tr>
<td>New Toilets</td>
<td>Repair of Toilets</td>
</tr>
<tr>
<td>New Main Gate</td>
<td>Repair of Furniture</td>
</tr>
<tr>
<td>Boundary Wall</td>
<td>Repair of Water facility</td>
</tr>
<tr>
<td>Purchase of New Furniture</td>
<td>Repair of Computer</td>
</tr>
<tr>
<td>Purchase of Stationary</td>
<td>Repair of Fans</td>
</tr>
<tr>
<td>Purchase of Library materials</td>
<td>Repair of Library materials</td>
</tr>
<tr>
<td>Purchase of Stationary</td>
<td>Repair of Stationary</td>
</tr>
<tr>
<td>Purchase of Library books</td>
<td>Uniform</td>
</tr>
<tr>
<td>White Wash/PAINT</td>
<td>Repair of White Wash/PAINT</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Classroom</td>
<td>Repair of Class Room</td>
</tr>
<tr>
<td>New verandah</td>
<td>Repair of Building</td>
</tr>
<tr>
<td>New Toilets</td>
<td>Repair of Toilets</td>
</tr>
<tr>
<td>New Main Gate</td>
<td>Repair of Furniture</td>
</tr>
<tr>
<td>Boundary Wall</td>
<td>Repair of Water facility</td>
</tr>
<tr>
<td>Purchase of New Furniture</td>
<td>Repair of Computer</td>
</tr>
<tr>
<td>Purchase of Stationary</td>
<td>Repair of Fans</td>
</tr>
<tr>
<td>Purchase of Stationary</td>
<td>Repair of Stationary</td>
</tr>
<tr>
<td>Purchase of Library materials</td>
<td>Repair of Library materials</td>
</tr>
<tr>
<td>Purchase of Stationary</td>
<td>Repair of Stationary</td>
</tr>
<tr>
<td>Purchase of Library books</td>
<td>Uniform</td>
</tr>
<tr>
<td>White Wash/PAINT</td>
<td>Repair of White Wash/PAINT</td>
</tr>
</tbody>
</table>
# Private School Observation Sheet

**Name of School:**

**Village/Block:**

**Tehsil/Taluka:**

**District/Agency:**

**Province:**

### From which Class to which Class? (Tick any one)

<table>
<thead>
<tr>
<th>Class 1 to 5</th>
<th>Class 1 to 8</th>
<th>Class 1 to 10</th>
<th>Others</th>
</tr>
</thead>
</table>

### Type of School (Tick any one)

<table>
<thead>
<tr>
<th>Boys Only School</th>
<th>Boys &amp; Girls</th>
<th>Girls Only School</th>
<th>Mixed Medium</th>
</tr>
</thead>
</table>

**School Established Year:**

**Date of Visit:**

**Arrival Time:** 2:00

**Day of Visit:**

**Departure Time:** 2:30

### Medium of School

<table>
<thead>
<tr>
<th>English Medium</th>
<th>Urdu Medium</th>
<th>Pashto Medium</th>
<th>Sindhi Medium</th>
<th>HIndi Medium</th>
</tr>
</thead>
</table>

### 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

<table>
<thead>
<tr>
<th>Nursery/ LKG</th>
<th>Prep/ LKG</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>66</td>
<td>87</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>96</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Children’s attendance Today** (Head Count):

<table>
<thead>
<tr>
<th>Nursery/ LKG</th>
<th>Prep/ LKG</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>84</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td>73</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Fee (Per Months):**

<table>
<thead>
<tr>
<th>Nursery/ LKG</th>
<th>Prep/ LKG</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>350</td>
<td>400</td>
<td>450</td>
<td>500</td>
<td>550</td>
<td>600</td>
<td>650</td>
</tr>
</tbody>
</table>

---

### (II) Class Room Observations

**Observe and tick the relevant box:**

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Class 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- Are the children of this class sitting with children from any other class?

- If yes, 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 (eg. Books, Charts on the wall, Board Games etc.) available in the room?

- Where were they seated (tick one):
  - Classroom
  - Verandah
  - Outdoor

---

### (III) Teachers

#### Number Appointed

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>Regular Teachers</th>
<th>Community/ Part Time Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Number Present Today (On the day of survey)

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>Regular Teachers</th>
<th>Community/ Part Time Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Number of teachers residing of this village

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>Regular Teachers</th>
<th>Community/ Part Time Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

---

### (IV) Comments

The condition of school is good.

---

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

**Education**

<table>
<thead>
<tr>
<th>Below Matric</th>
<th>Matric</th>
<th>FA/FSc</th>
<th>BA/BeSc</th>
<th>MA/MeSc</th>
<th>M.Phi</th>
<th>M.Ed</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional**

<table>
<thead>
<tr>
<th>None</th>
<th>F/C</th>
<th>CT</th>
<th>B.Ec</th>
<th>M.Ed</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 usable toilet / latrine for the children?

- Does the school have any library books?

- Does the school have playground?

- Does the school have an electricity connection?

- Does the school have a science laboratory?

- Is there a computer lab?

- Does the school have internet connection?

- Does the school have smart boards?

- Does the school have solar panels?
English Tools

**Capital Letters**

```
R B J  
E N   
Z U A  
Q M   
```

**Sample-1**

Ask the child to read any 5 letters, out of which 1 must be correct.

**Small Letters**

```
b i s  
p t   
ch m   
o y  
```

**Sample-1**

Ask the child to read any 5 letters, out of which 1 must be correct.

Kindly fold the paper.

---

**Words**

```
Cup   Goat   Bus 
Fast   Cold  
Pen    Life   Easy 
Sleep  Blue  
```

**Sample-1**

Asif gets up early.
He likes to go to school.
He is in class two.
He is a good student.

**Sentence**

```
Sidra has a cat.
The cat is white.
It has green eyes.
It runs very fast.  
```

**Sample-1**

Kindly fold the paper.
Urdu Tools
Math Tool

Arithmetic Tools

<table>
<thead>
<tr>
<th>Number Recognition</th>
<th>Number Recognition</th>
<th>Number Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>10-99</td>
<td>100-200</td>
</tr>
<tr>
<td>2 9</td>
<td>24 18</td>
<td>149 113</td>
</tr>
<tr>
<td></td>
<td>33 47</td>
<td>106 150</td>
</tr>
<tr>
<td>3 8</td>
<td>63 38</td>
<td>132 121</td>
</tr>
<tr>
<td>4 7</td>
<td>73 67</td>
<td>195 144</td>
</tr>
<tr>
<td>5 6</td>
<td>88 98</td>
<td>167 178</td>
</tr>
</tbody>
</table>

Subtraction

- 38 - 18 = 322 - 313
- 587 - 328 = 74 - 54
- 54 - 48 = 40 - 29
- 66 - 17 = 25 - 15

Division

540
872
456
384

Ask child to solve any two sums. Both 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

Q1: Look at the picture and answer accordingly.

(I) What is the boy doing in the picture?

(a) Bathing
(b) Washing hands
(c) Brushing teeth

(II) What are the children doing in the picture?

(a) Playing
(b) Reading books
(c) Drawing pictures

Ask the child to see the picture and then ask two questions from the child. Mark “yes” if the child answers correctly, otherwise mark as “no”.

Q2: Complete the sentence by replacing pictures with words.

This is a ________
This is a ________
This is a ________

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
Sindhi Tool

Sample-1

Words

آئاز

جگہ سردنی

ہیں خوش ہیں

پہلا روشن

رستو صح

Sample-1

Letters

ب ح

ر ف ل

ت ع

ک و ج

Questions

1.可根据故事中的信息回答这些问题是吗？

2.如果必须，可以使用故事中的信息回答问题。

Start from here

Story

هی: مئندھی سندی جو کشتار آہی

اہ مونکی ذاوز ونو آہی

إن یو مختلف قسم جور یکلئن ئ نظر آهن

مان یکی کی رووان پوہدی آہیان

Sentences

اج مئندھی سالگرہ آگی

مان ذاوزی خوش آہیان

منئندھی سن سہلیون آہیان

منئندھی پاگا مئندھی ئ ناندی چا ری آگی آہی

PAGE

Ask the child to read the story slowly.

Ask questions. If the child reads story and marks accordingly.

PAGE

Ask the child to read any part. Child must read the sentences slowly.

Kindly fold the paper.