

TECHNICAL NOTE



Sample Design for ASER Pakistan 2025

The Annual Status of Education Report (ASER) Pakistan is a nationally representative, citizen-led household survey that assesses children's schooling status and foundational learning outcomes. The survey collects information on all children aged 3-6 in sampled households, while basic reading and arithmetic assessments are administered to children aged 5-16.

For ASER Pakistan 2025, the sampling design has been developed with the technical support of the Pakistan Bureau of Statistics (PBS). The methodology draws upon the most recent population frame from the 2023 Population and Housing Census and follows a stratified, two-stage sampling design. In the first stage, Enumeration Blocks (EBs) are selected as Primary Sampling Units (PSUs), and in the second stage, households are selected within each PSU.

This represents an important methodological shift from previous rounds of ASER. In earlier surveys, including ASER 2023, the rural and urban components were designed and implemented separately. The rural survey used villages as Primary Sampling Units, with households selected within each village using a two-stage sampling approach, while urban areas were covered through a separate sampling frame consisting of Enumeration Blocks provided by PBS.

In contrast, the ASER 2025 sample design integrates both rural and urban areas within a unified sampling framework. Enumeration Blocks derived from the latest census frame serve as the Primary Sampling Units across the entire sample, allowing rural and urban populations to be represented within the same design. This integrated approach aligns the survey more closely with nationally recognized statistical sampling standards.

Due to the shift in sampling methodology, results from ASER 2025 should not be directly compared with those from previous rounds such as ASER 2023. Earlier surveys used separate rural and urban sampling approaches, while ASER 2025 employs an integrated census-based sampling framework drawing on Enumeration Blocks from the 2023 Population and Housing Census. Any differences across years should therefore be interpreted in light of these methodological changes.

The detailed sampling methodology prepared by PBS, including stratification procedures, PSU selection, household selection, and the calculation of sampling probabilities and weights, is presented in the following note.





Government of Pakistan
Ministry of Planning, Development & Special Initiatives
Pakistan Bureau of Statistics
Sample Design Section Islamabad



**Subject: WRITE UP OF SAMPLE DESIGN OF NATIONAL - ANNUAL STATUS OF EDUCATION
REPORT (ASER) 2025**

1. INTRODUCTION

Idara-e-Taleem-o-Aaghai (ITA) is a civil society organization that works to improve the learning of children and propagating the Right to Education act (article 25-A) in Pakistan. For sample designing of the survey, ITA requested PBS for technical support. Pakistan Bureau of Statistics (PBS) being National Statistical Office (NSO) and custodian of sampling frame provided sample design, copies of maps & description and technical note of the survey.

2. OBJECTIVES OF THE SURVEY

The objectives¹ of the survey are as under

- i. To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level
- ii. To measure the change in these basic learning and school statistics from last year
- iii. To interpret these results and use them to affect policy decisions at various levels

3. SAMPLE DESIGN

A two-stage, stratified random sampling design used for the selection of the survey sample. Sample design covers the sampling frame, sample size, sample allocation, listing in sample PSUs, domain of estimation, sampling stages, stratification, and the calculation of sample weights. Updated sampling frame of 2023-Population & Housing Census used in the design. At the first stage of the survey, Enumeration Blocks (EBs) selected as Primary Sampling Units (PSUs). At the second stage, complete household listing in each selected EBs carried out and sample household selected as Secondary Sampling Units (SSUs).

¹ http://aserpakistan.org/who_we_are



4. UNIVERSE

The universe of the survey consists of all urban and rural areas of four provinces of Pakistan and Islamabad.

5. SAMPLING FRAME

Pakistan Bureau of Statistics (PBS) has developed its own sampling frame for urban and rural domains. Each city/town is divided into Enumeration Blocks (EB) comprising of 200 to 250 households on the average with well-defined boundaries and maps. Updated sampling frame of Population and Housing Census 2023 used for the survey. Province with region wise summary shown below:

Table 1: Province and Region wise summary of 2023-Population & Housing Census Frame			
Province	Rural Blocks	Urban Blocks	Total
Khyber Pakhtunkhwa	24,988	3885	28,873
Punjab	59,284	34,462	93,746
Sindh	19,561	24,252	43,813
Balochistan	9261	2596	11,857
Islamabad	904	833	1737
Grand Total	113,998	66,028	180,026

6. STRATIFICATION PLAN

Each administrative district is stratum while, rural and Urban part of each district has been treated as independent and separate sub-stratum.

7. SAMPLE SIZE ESTIMATION

Keeping in view the variability of the key variables, population distribution and field resources a total sample of **117,580 households and 5879 PSUs** have been considered sufficient to produce reliable estimates with 5% relative margin of errors at 95% level of confidence level, with Design Effect (Deff) as 2 and Response Rate (RR) as 95%.

8. DOMAIN OF ESTIMATION

The sample size is representative at overall Districts level while Provincial and National level with rural and urban break down.

9. SAMPLE SIZE SUMMARY

The sample size is estimated at each district level and further it has been



proportionally allocated to rural and urban part. The province wise summary of sample size shown below:-

Table 2: Province and Region wise summary of Sample Size						
	Sample Blocks			Sample Households (20 household per block)		
Province	Rural	Urban	Total	Rural	Urban	Total
Khyber Pakhtunkhwa	1,234	219	1,453	24,680	4,380	29,060
Punjab	963	689	1,652	19,260	13,780	33,040
Sindh	532	759	1,291	10,640	15,180	25,820
Balochistan	1054	389	1,443	21,080	7,780	28,860
Islamabad	21	19	40	420	380	800
Grand Total	3,804	2,075	5,879	76,080	41,500	117,580

(6 block of Khyber District of KP province has been dropped from the scope of the survey due to security reasons.)

10. SAMPLE DESIGN

Two stage stratified sampling scheme is adopted for the survey. Enumeration Blocks (EBs) in urban areas are selected at the first stage of sampling while households within the sample Enumeration Blocks (EBs) are selected at the second stage of sampling.

10.1 SELECTION OF PRIMARY SAMPLING UNITS

Enumeration blocks in the urban domain has been taken as primary sampling unit (PSUs). Sample PSUs from each stratum have been selected with probability proportionate to size method (PPS) where total numbers of households within a PSU have been considered as measure of size (MOS) for the selection.

10.2 SELECTION OF SECONDARY SAMPLING UNIT

Complete household listing undertaken in each sampled PSU by the Field Staff of ITA and twenty (20) households have been selected inside sample PSUs adopting Systematic Random Sampling (SYS) technique with a random start.

11. SAMPLING WEIGHTS

Two stage sampling weights has been prepared for the survey. The sampling weights will be applied to survey data to generate survey estimate as per the implemented sample design of the survey. The procedure for the calculation of two stage sampling weights is as follows:



TWO STAGE SAMPLING PROBABILITIES

Two stage sampling weights have computed for the survey based on selection probabilities, separately for each sampling stage and for each EB, briefly explained below;

P_{1hi} : first stage sampling probability of the i^{th} EB in h^{th} stratum

P_{2hi} : second stage sampling probability within i^{th} EB (household selection) Overall probability of selection of a household in i^{th} EB of h^{th} stratum is

$$P_{hi} = P_{1hi} * P_{2hi}$$

FIRST STAGE WEIGHTS

First stage selection probability computed using sampling frame information as explained below;

n_h : Number of EBs selected in h^{th} stratum,

N_h : Total number of households in a EB as per sampling frame

N_h^* : Total number of households in h^{th} stratum as per sampling frame The probability of selection of i^{th} EB in the survey is calculated as

$$P_{1hi} = n_h * N_{hi} / N_h^*$$

SECOND STAGE WEIGHTS

P_{2hi} : Second stage selection probability computed using field coverage information provided by ITA, as explained below:

m_{hi} : The number of listed households during field listing operation in i^{th} EB and h^{th} stratum

M_{hi} : Total number of households selected within the EB (here 20 households)

$$P_{2hi} = m_{hi} / M_{hi}$$

TWO STAGE WEIGHTS

Two stage sampling weight (w_t) is the reciprocal of the overall selection probability by which a household is selected in the sample,

$$w_t = 1/P_{hi}$$

$$w_t = \frac{1}{P_{1hi} * P_{2hi}}$$



What To Do in the Village or in an Urban Block

Village Listing and Preparation

Each district team will receive a **list of villages/blocks** designated for the survey. It is crucial that the district team **visits all enumeration areas** on this list and surveys **20 households** in each selected area, as well as **one government school** and **one private school** (if applicable). Preference is given to a high school and if there is no high school in the enumeration area (an enumeration area is basically a village or a block that is sampled for the survey and the volunteer is assigned to conduct the survey in) then the volunteer can conduct the school survey in an elementary/middle school and if there is no middle school then they can select a primary school. Volunteers are emphasized to go to a girls' school and if there is no girls' school in the area, then boys school can be selected. Co-ed will be preferred over a single gendered school. This sampling will help ensure a representative assessment of educational standards across all the enumeration areas of Pakistan. Depending on the size of the district, the number of enumeration areas varies. The total number of households to be surveyed will be equally divided among the volunteers on a **day-wise basis** to facilitate effective and organized data collection. Volunteers will be provided with a household listing sheet, and they will list all the houses in the enumeration area to sample 20 households using a formula that will be discussed in this manual. This ensures that we are selecting the households randomly rather than on our own whim.

School and Household Data Collection via ASER survey App

For surveys conducted using the ASER app, Mater trainers will organize a dedicated demonstration session during the training to guide volunteers on the proper use of the application. This session will cover step-by-step instructions for data entry and submission procedures. The hands-on demonstration will help ensure that volunteers are well-prepared to use the app effectively, enhancing the efficiency of data collection and ensuring that all information is accurately captured.

Google Play Store:

https://play.google.com/store/apps/details?id=com.app.aser&pcampaignid=web_share

TASK 1: IN THE VILLAGE/BLOCK

Engaging with Community Leaders

The first step upon arriving in the village/block is to **contact an elder** or other senior community leaders, such as councilors or members of the local Panchayat. Introduce yourself and your team to these leaders, as they play a critical role in facilitating access to the community. While walking to meet an elder, engage with various community members to gather preliminary insights about the village. This interaction will help establish rapport and provide context for the survey. Most of the information on the village/block facilities can be observed by looking around and interacting with the community members.

Introducing ASER

When introducing the ASER survey to the community, clearly explain its purpose. Use the following script to guide your conversation:

"Our team is conducting a survey on the quality of education in Pakistan called the **Annual Status of Education Report (ASER)**. **ASER** is a comprehensive citizen-led household-based survey which is



conducted all across Pakistan every alternate year in collaboration with government education departments and other local partners who are working for the betterment of education. Our goal is to track the learning outcomes, changes in the learning outcomes, school facilities, teachers' and students' attendance and other educational challenges among children aged **3-16 years** in your village/locality for a study on accountability and action to inform policy and make the public aware about whether their children are learning anything in the schools. We aim to assess whether children are learning effectively in school or at home irrespective of the schooling status of a child. Your village/area has been selected for this initiative, and we will survey **20 households** in your village/area, as well as **one government school** and **one private school** to evaluate educational standards".

Village Facilities

Observe the facilities in the village yourself and where needed you can ask the village elders or community members for any additional information that you might miss. For example, you can confirm from multiple sources about what is the approximate population of the area, local languages, number of schools and their type etc.

Identifying Households

After introducing the ASER survey, the next step is to identify households for participation in the survey. Engage with community members to collect essential information about the village structure, such as:

- The number of different **hamlets/sections** in the area.
- The locations of these areas.
- The social composition of households in each hamlet/section.
- The estimated number of households within each hamlet/section.
- The number of **government and private schools** present in the village.

This information will be vital in planning your sampling strategy and ensuring comprehensive coverage of the community for the village/block listing.

Household Listing

To aid in household selection, it can be beneficial to create a visual map of the area. Start the household listing process a day before the actual survey so that you have a fresh knowledge of the households to be visited again for the day two. Ideally there are no more than 250-300 households in a single enumeration area, be that a village or an urban block. List all the households whether they are locked, non-responsive or open. The serial number is only given to the open households so that we could get 20 households for the actual survey effectively without getting confused. Start from one end of the area and you will remember most of the households on the day of household survey. Keep in mind some of the landmarks like schools, mosques, markets etc. so that it is useful when you revisit the area.

For selecting 20 households randomly from the household listing sheet, first divide the total number of open households that are hosting 3-16 year olds with 20, which is our sample size. This will give you the sampling interval (SI). The sampling interval should always be a whole number, so the volunteers need to round off the SI to a nearest whole number. Once you have the sampling interval, choose a random starting point from 1 to SI. This could be done in many ways. Volunteers can draw chits (pieces of paper





with numbers from 1 to SI) or can download a random number generating application for the IOS store or Play Store. For example, if I have listed 150 open households that have children between 3 to 16 years, then I will divide this number with 20, which will give me 7.5. I will round this off to the nearest whole number, which in this case will be 7. 7 is my sampling interval. Using a random number generator, 5 comes out to be my random start (RS), so my first sampled household will be 5. My second household will be $5+SI$, and my third household will be $5+2(SI)$, etc all the way up to my 20th household which will be $5+19(SI)$. Keep in mind that once you are at the 20th household, you may need to restart at the beginning of the household listing to list your last or in some cases second last household.

By doing this, you will visualize the survey process and identify key areas for targeted surveying. Collaborate with community members to pinpoint the **key points** of different vicinities, which will serve as starting locations for your household selection.

TASK 2: HOW TO SELECT HOUSEHOLDS

Household Selection Process

In each enumeration area, the goal is to collect information from **20 households**. If an area, usually a village, has less than 20 households, volunteers will be required to survey every household in that village. Volunteers should refer to the **sample list** provided by the program team to collect the survey in.

To ensure a fair sampling process, list all the households in the area and divide the total households by the required numbers of households to be surveyed, which is 20 households, in the EA. This will give us a sampling Interval (SI). Once we get the sampling interval, we will randomly select a number between 1 to SI. This will be our first household for the survey. Add the SI to every previous household and you will get your next household. For example, an enumerator is visiting an area and lists 300 households which are open. Now s/he will divide 300 by 20 because we need 20 households. We will get 15 as our sampling interval (SI). Now s/he will select a number between 1 to 15 randomly. If s/he picks 7 as a random number, 7 will be our first household. Now for the subsequent households, which is 20, we will add $7+SI$, $7+SI+SI$ or $7+2SI$, and our final household will be $7+19SI$. This way we can get our 20 households. Highlight or tick in front of the household number you get from this process onto the final column of the household listing sheet and you will go to that specific household on day 2. If unfortunately the household that you marked is closed/locked/no-responsive on day 2, you will go to the household which is immediately next to that household. If this household again is locked/closed/non-responsive you will visit the house next to this. You will continue this process until you get your open household which has at least one 3 to 16 year old child. Survey all the 20 households and get the data for every 3-16 year olds.

For selection of 20 random households by picking a number between 1 to SI, volunteers can write numbers on a piece of paper (chits) and select any one without looking at it. This blind pick ensures randomness and we get our first households. There are a lot of random numbers generation applications available on playstore and volunteers can download them. You may need to provide a lower and upper limit for that. You will provide 1 as the lower limit and SI (whatever that comes out to be) as the upper limit.

- **Handling Special Cases:**
 - **House Closed:** If a selected house is closed or no one is home, note this on your household listing sheet under the **“Closed Household”** column. You will not be required to provide any serial numbers to the closed households.



- o **No Response:** If a household refuses to participate, mark it as **“No Response”**. This household also does not count as surveyed, and you should continue until you meet the required number of households with inhabitants willing to participate.

- o **No Children:** If there are no children aged **3–16 years** in a household but there are adults present, you should still include that household as an open household. Gather relevant information for the household sheet and all the assessments will be skipped.

Completion of Sampling

Stop once you have reached the required number of surveyed households in each enumeration area. Collect all the data on the ASER mobile application that is available on the playstore. Once you have successfully surveyed the required number of households you may need to revisit at least 5 of the households in the application while editing to ensure that you have added all the relevant information correctly.

Timing Considerations: Conduct surveys at times when children are likely to be at home, preferably on **Sundays or holidays**, to ensure the availability of participants.

Note: If you find that most houses are turning out to be **“No Response”**, consider revising your approach. For example, if two male volunteers are visiting households, this could potentially lead to refusals from families. It may be beneficial to adjust your team composition by including female volunteers to improve engagement and increase participation rates.

TASK 3: WHAT TO DO IN EACH HOUSEHOLD

General Information for Volunteers

Multiple Kitchens:

- o When entering a household, ask how many kitchens or **‘chulhas’** are present. If the household has more than one kitchen, randomly select one kitchen to conduct the survey.

Step-by-Step Example of Random Selection:

1. **Identify how many kitchens/chulhas** are in the household.
(e.g., 3 kitchens)
 2. **Take small pieces of paper (chits)** and number them according to the total number of kitchens.
 - o For 3 kitchens: write **1, 2, and 3** on three separate chits.
 3. **Fold the chits** so the numbers are hidden and indistinguishable.
 4. **Ask a household member (preferably a child or elder) to pick one chit randomly.**
 5. **Select the kitchen** corresponding to the number on the chit.
 - o If chit “2” is picked, you’ll survey **Kitchen #2**.
- o In the selected household, inquire about all children aged **3-16 years** who eat from that kitchen. This helps ensure that the data collected is representative of all children within the household.





Information Collection:

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)
- **Gender of the respondent:** Select gender of the respondent. (Male, Female, Other)
- **Respondent head of the family:** Ask if the respondent if s/he is head of family and select option (yes/no) accordingly.
- **Name of Family:** write down the name of **family head**.
- **Mother language:** Write down the mother language of the family.
- **Religion:** Write down the religion of the household members.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **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.
- **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. whether they receive scholarship from government
- **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, and if they receive any government scholarship?

- **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.

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

- Ask the child if s/he has dropped out and the last class that has passed. Also ask for the reason of dropping out or never being enrolled (such as law and order, poverty, flood, school building shifted by government or others). Reasons for dropping out or never being enrolled are mentioned at the bottom of the page with asterisk.
- Even the dropped out and never enrolled children of ages 5 to 16 years 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 of 11 to 16 years) 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. There might be children of the household who study in other cities, do not include such children.
- **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.*

- **Parents’ Information:** Following information regarding parent’s information will also be recorded:
 - Name and Age
 - Total number of Children (0-16)
 - Whether mother and/or father have gone to school
 - Mother and/or father’s education (Highest class completed)
 - Whether the mother and father have a CNIC?
 - The employment status of the mother

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 the educational status of the child with household economic conditions.

- 1) House Ownership: Mark yes or no regarding the ownership of the house.
- 2) 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 (Galvanized Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.
- 3) **HH Members with the Same Kitchen:** Write down the **number of male, female and other identifying members** eating from the same kitchen. This includes children. Write the total number under each category and also mention total earning members of that particular household. Also mention total earning members under the age of 18.
- 4) **Functional toilet:** Mark yes or no
- 5) **Electricity Connection:** Mark yes or no by observing if the household has wires/electric meters and fittings or not.
- 6) **Solar Panel:** Mark yes if the household has a solar panel otherwise mark no.
- 7) **Television – TV in the household:** Mark yes if the household has a TV set otherwise mark No.
- 8) **Radio:** Ask the respondent if they have a radio and mark yes or no accordingly.
- 9) **Computer/Tablet/Laptop:** Mark yes if the household has a Computer/Tablet/Laptop otherwise mark No.
- 10) **Internet Connection:** Mark yes or no by observing if the household has an internet connection.
- 11) **Means of communication:** Ask the respondent if they use mobile phone, smart phone, SMS, and WhatsApp for communication. And mark yes or no accordingly.
- 12) **Vehicle owned by the households (mention in numbers):** Mention the number under the label “car” and “motorbike” if it is owned by the household.
- 13) **Recipient of cash transfer or Safety-Nets:** Mark yes or no if respondent is a recipient of BISP, Bait-ul-maal, Punjab Social Protection Authority, and Akhuwat.
- 14) **Knowledge of computer and smartphone usage:** Write the number of household members who can use a computer and use a smart phone.
- 15) **Use of digital learning platform:** Take support from digital learning platform (Youtube, TV etc): mark yes or no.
- 16) **Awareness regarding climate change:** Ask how well they are informed about climate change.
- 17) **Effect of natural disasters on the household:** Ask the respondent if their HH was affected by natural disasters and mark yes/no accordingly. Ask the scale of the impact and mark “significantly”, “moderately” or “not affected”.
- 18) **Extent of impact of natural disaster/flooding on household members:** Has your family been impacted by natural disaster/flooding within the last year? Choose from “Yes, significantly”, “Yes, moderately”, or “No, not affected”.
- 19) **Disruption to children’s schooling due to natural disasters within the last year:** Ask respondent if the children’s schooling was affected (in the form of school closures, school absences or teacher absences etc) and mark “extremely affected”, “moderately affected”, “somewhat affected” or “not at all” accordingly.
- 20) **If household members have been affected by displacement:** If the HH is migrant/refugee/IDP then mark “yes” otherwise mark “no”.
- 21) **Mode of travel:** Select all that apply (by foot, bicycle, school transport, motor bike, car, other).
- 22) **Time travel:** mark the approximate time required to travel to school from “Less than 0.5 hr”, “0.5 to 1 hr”, or “More than 1 hr”.
- 23) **Registered under NADRA:** Write the number of children who have been registered under NADRA (have B-form).
- 24) **Birth certificate:** Write the number of children for whom birth certificate has been issued.

Information on child’s health:

- 1) Copy name from the assessment sheet for each child in the child health section.
- 2) **Child’s Overall Health:** Ask the respondent, how would they describe their child’s health on a scale from Excellent to Poor (“Excellent”, “Very Good”, “Good”, “Fair”, and “Poor”).
- 3) **Diseases:** has a doctor or health care provider ever told you that the child has any of the following health problems?
 - a. Allergies
 - b. Asthma (also known as “dama”)

- c. Type 2 diabetes (known as “ziabetes”)
- d. Epilepsy (known as “mirgi”)
- e. Heart condition
- f. Blood disorder.

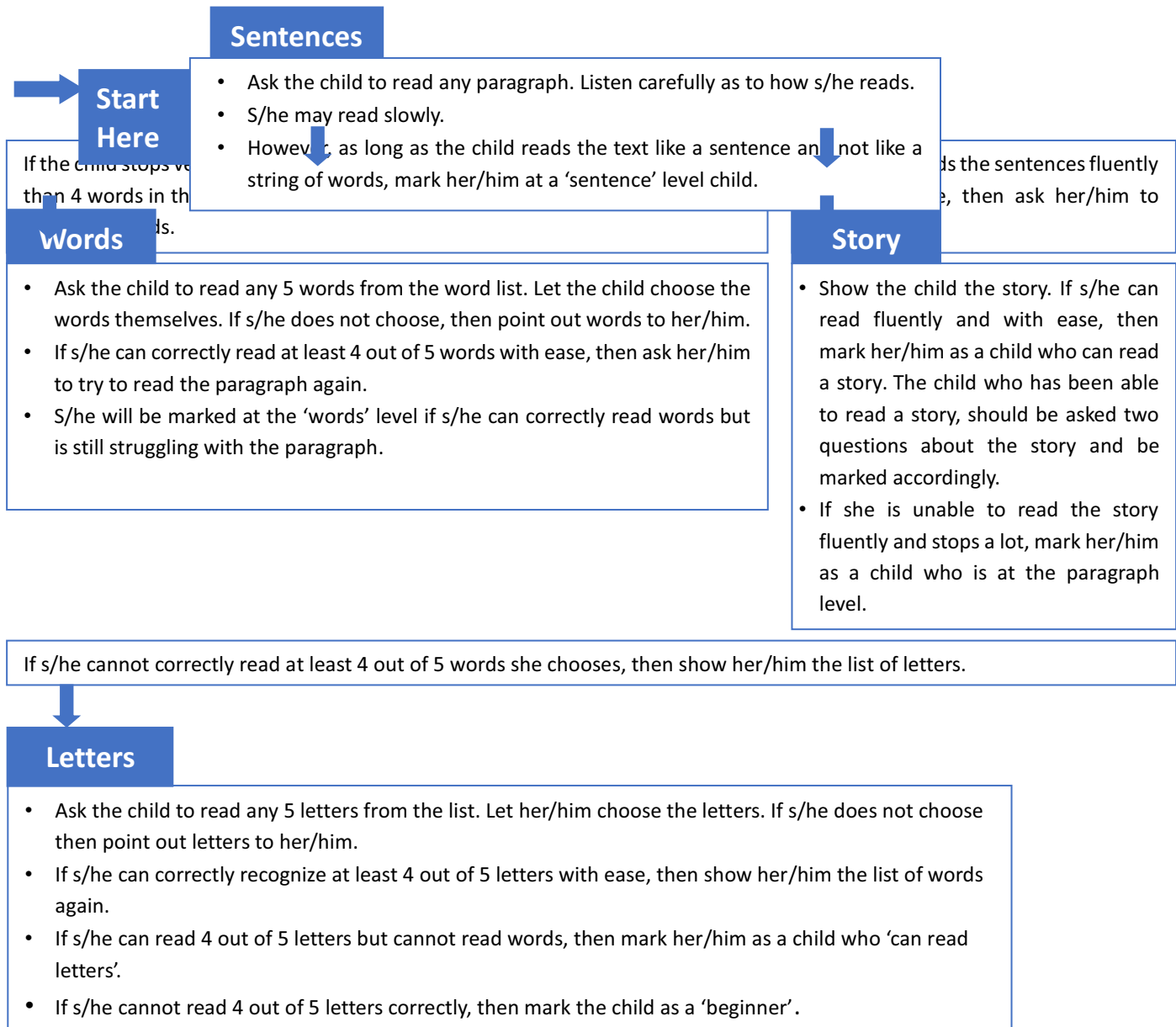
- 4) **Vaccines:** has the child received any of the following basic vaccines?
- a. BCG (also known as TB)
 - b. Polio
 - c. DPT-HepB-Hib (also known as hepatitis)
 - d. Pneumococcal
 - e. Measles (Khasra)
 - f. If all of the vaccines are received, then choose “All of the above” and if none of the vaccines are received then choose “None”.
- 5) **Vaccination Documentation:** Ask the respondent if they have an immunization card or any other documentation from a public health provider indicating child’s vaccination. Mark the response option accordingly.

Information on child’s disability:

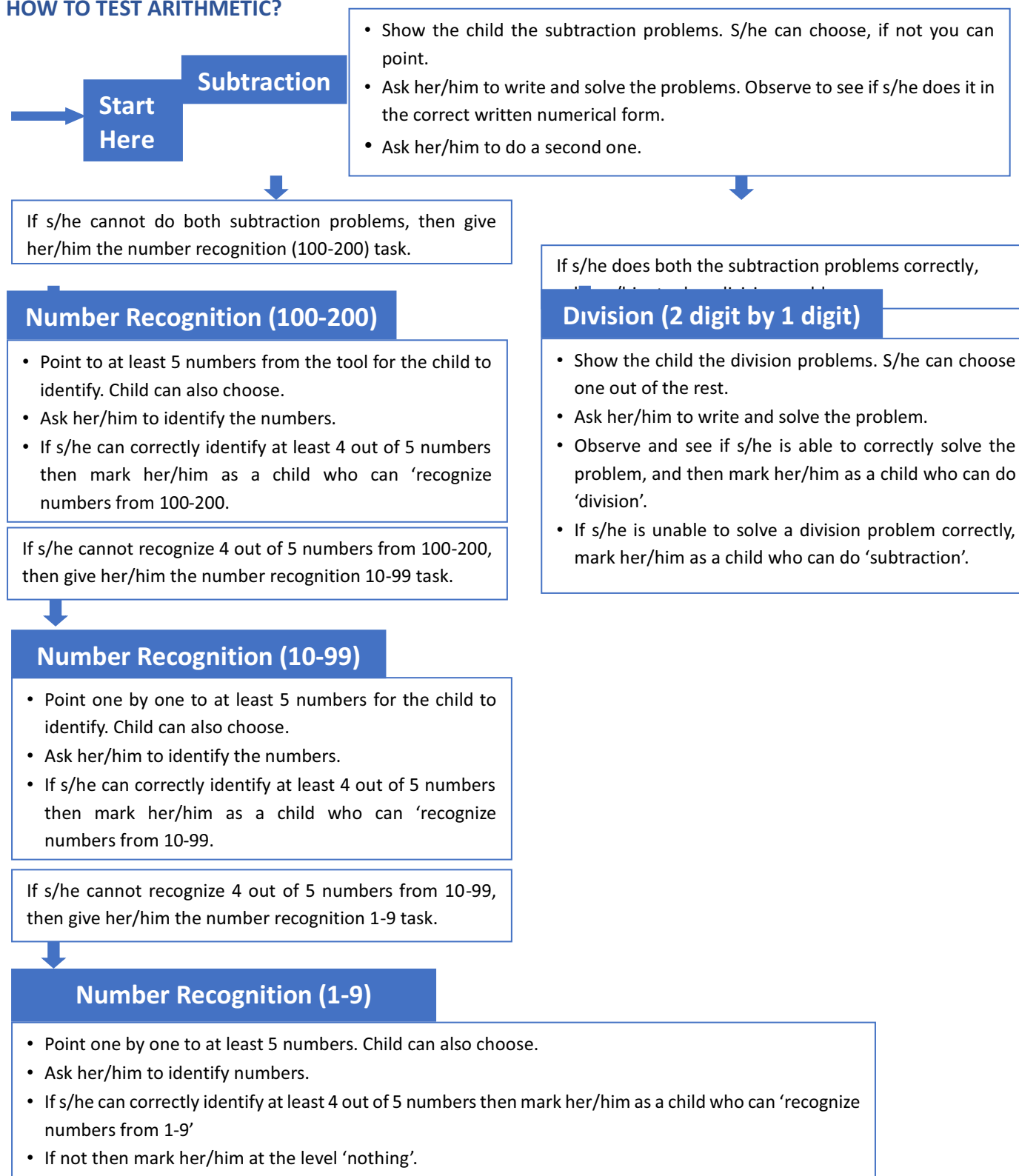
For each child in the household, mark the degree of impairment (“no disability at all”, “some disability”, “lot of disability”, “cannot do at all”) for the following indicators:

- 1) **Visual:** Does the child have disability in seeing even with glasses?
- 2) **Hearing:** Does the child have disability hearing even if wearing hearing aids?
- 3) **Physical:** Does the child have disability walking or has any physical disability?
- 4) **Self-care:** Does the child have disability with self-care, such as feeding or dressing himself/herself?
- 5) **Communication:** Does the child have disability being understood by others or customary/visual language when communicating?
- 6) **Concentration:** Does the child have disability in concentrating or remembering things that s/he has learned?

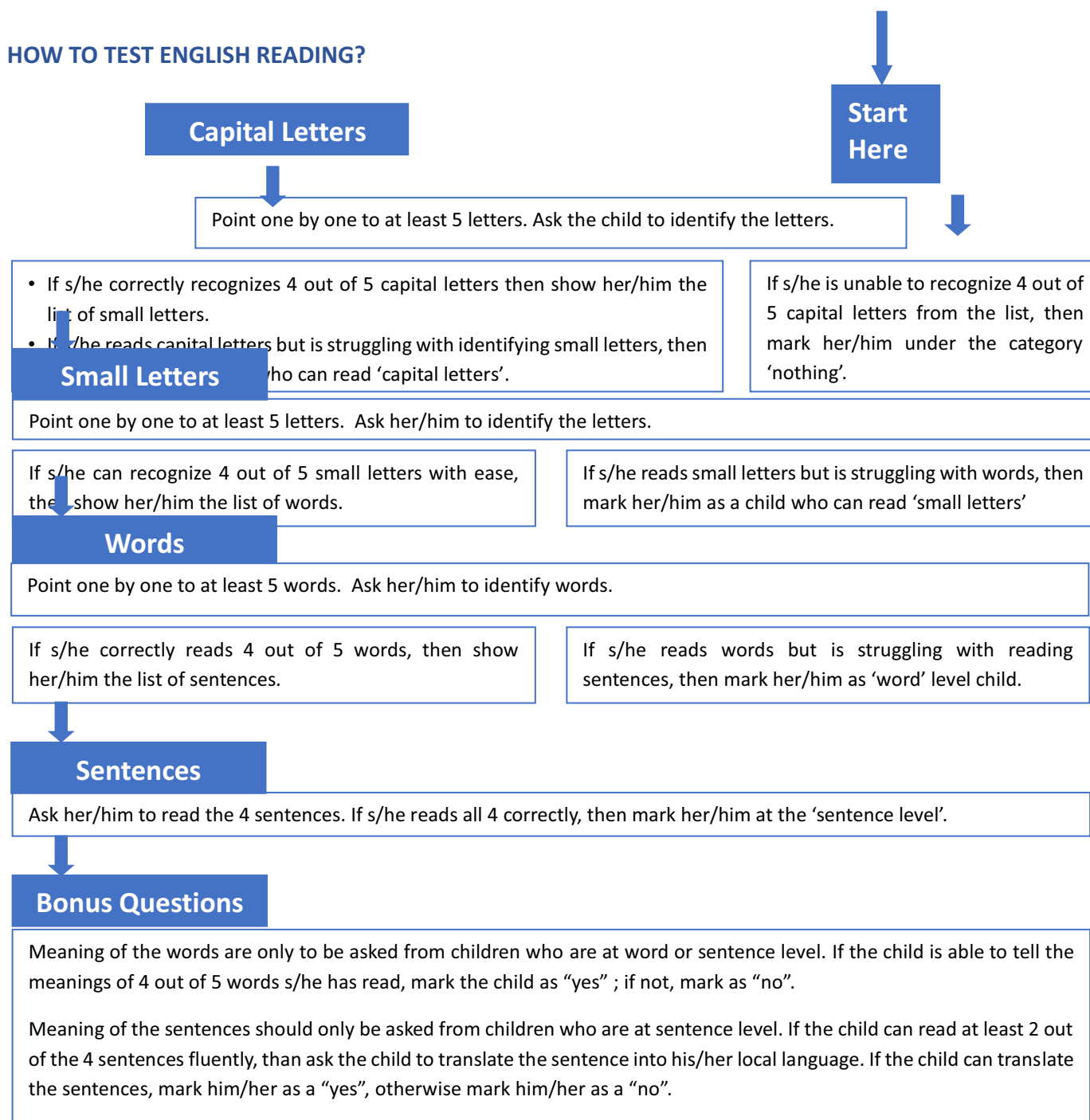
HOW TO TEST URDU READING?



HOW TO TEST ARITHMETIC?



HOW TO TEST ENGLISH READING?



HOW TO TEST GENERAL KNOWLEDGE?



This section should only be asked from children who are at “Word” level on English Tool.

- 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”.

Word Problems

/ identifying the picture of the items drawn on the
, mark him/her “yes”, otherwise “no”.

Show word problems to all children (5-16 years). S/he has to answer all three questions.

- Ask her/him to tell the time in the clock, if S/he answers correctly then mark as “can tell” otherwise mark as “cannot tell”.
- Ask her/him to solve the problem # 2 and #3 on a piece of paper.
- Watch what s/he does.
- If s/he is able to follow the right method and solve with the right answer, then mark her/him as a “can do” for each word problem otherwise mark her/him as “cannot do”.
- Ask at least one child from each household to do at least one word-problem at the back of the household sheet.

School Survey

In conjunction with household surveys, the selected partner will conduct a total of **02 School Surveys** in each village. The distribution of these schools will be as follows:

- **01 Government School**
- **01 Private = 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 then go to a primary school. In the top box of the Observation Sheet, mark 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 the 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 note down the following information:
 - Record the name of the school, name of the village, and name of Tehsil/Taluka, District/Agency and the Province.
 - Tick the school level i.e. Kachi/ECE to 5, Class 1 to 5, Class 1 to 8, and Class 1 to 10.
 - 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 the Medium of Instruction
 - English
 - Urdu
 - Sindhi
 - Other
- EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school.
- Write down school's establishment year.

When at the school, ask the Head Master for the **enrollment register** or any official record of the school's enrolment.

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 the ASER survey. 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.

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

This section is to be filled for Class 2 and Class 8 only (in case of a primary school, do class 2 only).

1. Are the children of this class sitting with children from other classes? If yes, which classes?
2. Is there a usable black/white board in the class? Yes/No – write on the black/white board yourself to find out.
3. OBSERVE if most children (75%) have textbooks for 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.

Health and Disability: Facilities Available (Observe and Ask if required): (Section III)

Observe or ask Head Teacher if the school has the following disability related facilities tick the relevant response options: ramps, accessible toilets, health and nutritional officer, trained support staff, assistive devices for hearing impaired children and transport facilities.

Teachers: (Section IV – Govt. School Sheet & 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 (male and female both).
 - c. Regular/Government teachers (male and female both) do not include the Head Master.
 - d. ECE teacher/ECE assistant: If the school has ECE teacher or assistant.
 - e. Contract/Para-teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), local government, or community. Mark that separately.
 - f. Administrative staff
 - g. Support staff
 - h. Number of teachers/staff present on the day of the survey.

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, PhD 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/MA.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.

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

Write out the responses to the following questions:

- 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.
- How many parents attended the meeting?
- When was the school council established?
- How many times in the academic year does the school organize parent-teacher meetings? (monthly, quarterly, semi-annually, annually or none)

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

Observe, count and write down:

- Total numbers of rooms in the school (observe and count)
- Number of rooms used by students (observe and count)
- Average size of the classroom (in square feet)

Register observations to the following by ticking the relevant answer (yes or no):

- Is there a complete school boundary wall/fence?
- Is there a playground?
- Does the school have an electricity connection?
- Does the school have solar panels?
- Does the school have a working library?
- Did you observe any ECE materials (toys, activity materials etc.)?
- How many electronic tables does the school have or have been assigned? (Give number)

- Does the school have any smart board available?
- Is there useable furniture available in this school?
- Was the school damaged by natural disasters in the last year?
 - If yes, then what was the extent of the damage? (“partially damaged”, “fully damaged”)
 - If yes, did you receive any assistance from the government or any donor body?
- Are functional toilets/latrines available for students?
- Are there separate toilets for girls and boys?
- Is running water available in toilets?
- Is clean drinking water available for students?
- Is sick room available?
- Is first aid equipment available?
- Day care facility available for teachers?
- Is there a computer lab?
- Is there a science lab?
- Does the school have internet connection?
 - If yes, where is the internet available: a. computer labs b. offices c. classrooms?

No. of teachers who got training(s) recently: (Section VIII – Govt. School Sheet & Section VII – Pvt. School Sheet)

This requires you to note down the number of teachers who received (teacher) training in the previous year. Mark how long ago the training was received i.e., “in the last 1 month”, “in the last 3 months”, “in the last 6 months” or “none”.

Ask the head teacher regarding the topics of these trainings. Mark the relevant response options from among those listed: “Pedagogy”, “School Leadership”, “Subject Specific Knowledge”, “Curriculum”, “Assessment”, “Community Engagement”, “Classroom Management”, “Education and Technology” and “Others”. More than one response option can be selected.

Then, ask the head teacher regarding the training needs for teachers in the school. Then mark the relevant options from among those listed: “Pedagogy”, “School Leadership”, “Subject Specific Knowledge”, “Curriculum”, “Assessment”, “Community Engagement”, “Classroom Management”, “Education and Technology”, “Data Literacy”, “Teacher Leadership”, “Change Management”, and “Others”. More than one response option can be selected.

Parent-teacher meeting: (Section IX - Govt. School Sheet & Pvt. School Sheet)

- Does the teacher follow up with the parent in case of student absence?
- How many marked absences are allowed in a month? Choose from 1, 2, 3, 4, and 5.
- Did the school remain closed due to any natural disaster within the last year?
 - If yes, then for how many days?

(Only for Government School Sheet)

- Record Name of Head Teacher/Principal, school phone number and Head Teacher’s/Principal’s 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.

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

1. For this section, note down information for July 2024 to June 2025, and July 2025 to date.

- 
2. Mark if the respondent was a. head teacher b. regular teacher c. administrative or finance officer/head clerk/other.
 3. Mark if the school received the following type funds from July 2025 till date by ticking “yes”, “no” or “don’t know”:
 - a. SMC/SC/PTA/PTSMC/PTC funds
 - b. Farogh-e-Taleem Fund
 - c. Tuck Shop Fund
 - d. Rent for cycle stand Fund
 - e. School Construction Fund
 - f. Non-salary Budget
 - g. School Specific Budget
 - h. School Consolidation Budget
 - i. Other (write down type of funds)

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

Below the fund section, mark the relevant fields that inquire where the funds were spent, for both the previous year and the current year:

- a. New classrooms
- b. New verandah
- c. New Toilets
- d. New Main Gate
- e. Boundary wall
- f. Purchase of new furniture
- g. Purchase of new learning materials
- h. Purchase of stationery
- i. Purchase of library books
- j. Paint
- k. Soap/Handwash
- l. Co-curricular activities
- m. Repair of classrooms
- n. Repair of buildings
- o. Repair of toilets
- p. Repair of toilets
- q. Repair of furniture
- r. Repair of water facilities
- s. Internet bill
- t. Repair of computers
- u. Teacher training
- v. Teacher salaries
- w. Uniforms
- x. Plantation
- y. Academic activities



Important Note on Gender-Disaggregated Schools:

If there are separate schools for boys and girls, and the volunteer must choose between them, the volunteer must prioritize and select the **girls' school** for the survey.

This ensures that the voices, needs, and conditions of girls' education are adequately captured and reflected in the data.

Facilities in school can be observed by the volunteers themselves but they can also be confirmed by engaging with the teachers. Information on SMC/PTSMC/PTA should be asked from head teachers and if head teachers are not available, it can be asked from any teacher who is willing to respond.

Volunteers need to keep in mind that for the Teaching and Non-Teaching Staff, "Sanctioned Post" means the number of posts that the school has been officially approved for that school, this is only for government schools and "Appointed Posts" means that teachers/any other staff has been posted against this post.

The number of teachers who have received any training for the last 1, 3 or 6 months need to be provided in numbers. This should be interpreted as the number of teachers who have received any training in the last month etc. There might be a case where some teachers have received the training recently are also those teachers who had received training in the last month, they should be included in both the options.

HOUSEHOLD SURVEY - SHEET 1

H01: Household Code	Tick only what is applicable	H05: Mother Language	Date: _____	Start Time: _____
H02: Gender of the respondent	Male ☐ Female ☐ Other ☐	H06: Religion	Day: _____	End Time: _____
H03: Is respondent the head of the household?	Yes ☐ No ☐			
H04: Name of family head				

(I) Child Information

General Information		Education Status (3 to 16 years)		Current Schooling Status (Age 3-16 years)		Basic Reading Learning Levels (for 5-16 age group)		Numeracy Learning Levels (for 5-16 age group)		English Reading Learning Levels (for 5-16 age group)		General Knowledge (for 5-16 age group)																
C01: Serial No./Child's Code	C02: Name of the Child (Children of 3-16 age group regularly living in the household)	C03: Age (3-16 years)	C04: Gender (Male, Female, Transgender)	C05: Does the child have a valid National Identity Card?	C06: Tick what is applicable	C07: If Drop out studied up to which class (completed)	C08: "Drop out" reason	C09: "Never enrolled" reason	C10: Class/Grade/Current (Example: EC/Prep/Class 1/2/3/4/5/6/7/8/9/10/11/12/Sec)	C11: Institute Type (Tick what is applicable)	C12: Does the child go to the surveyed school?	C13: Govt. Scholarship/Spend	C14: Tuition (Is the child currently taking any P.M.T. tuition)	C15: Reading-Urdu/Sindhi	C16: Q.1	C17: Q.2	C18: "Language in which the child was tested"	C19: Arithmetic (Number recognition & operations)	C20: English Reading (Tick the highest level ONLY)	C21: Word Meanings	C22: Sentence Meanings	C23: Time telling	C24: Word problems	C25: Q.1 (I)	C26: Q.1 (II)	C27: Q.2	C28: Can Name	
																												Beginner/Nothing
1																												
2																												
3																												
4																												
5																												
6																												
7																												
8																												

(II) Child's Mother Information

CM101: Mother's Code	CM102: Mother's Name	CM103: Age	CM104: Total No. of Children	CM105: ***Married	CM106: Ever Attended	CM107: Highest Class/Grade	CM108: Does the mother	CM109: Employed
				Yes ☐ No ☐	Yes ☐ No ☐	(COMPLETED)	Yes ☐ No ☐	Yes ☐ No ☐
1								
2								
3								
4								

(III) Child's Father Information

CF101: Age	CF102: Ever Attended	CF103: Highest Class/Grade	CF104: Does the father	CF105: ***Alive/
	Yes ☐ No ☐	(COMPLETED)	Yes ☐ No ☐	***Alive/Deceased

Note: Write first Child's Mother Information and then go ahead for "(I) Child Information" after copying the mother's code from this table against their Child's Names
 *UnUrdu, S=Sindhi
 **Married=M, Widowed/Divorced=W, Alive=A, Deceased=D
 *L=Law and order, *W=Labour Work, *N=Too much distance from school, EM=Early Marriage/pregnancy, B= Negative behavior towards child in school, D=Disability of the child, S=Lack of school facilities, E=Too many school expenses
 P=Poverty, F=Flood, S=School building shifted, N=No school/M=Migration, C= Covid-19, A=Academic failure, T=Academic difficulty, H=Poor health, R=Low return to education, MH=Poor Mental health, O=Other
 CM108 & CF103: 1) Below Primary, 2) Primary, 3) Below Matric, 4) Matric, 5) Intermediate, 6) BA/BSc (14 Years), 7) BSc/BA/MSc/MA (16 Years), 8) MS/MSc/MPhil, 9) PhD, 10) Others

HOUSEHOLD SURVEY - SHEET 2

(IV) Household Indicators

H7: House Owned	H8: Type of House		Availability in the household								Means of communication				H20: Vehicle owned by household (Mention in numbers)		
	Kutcha	Semi Pucca	H9: Functional toilet	H10: Electricity connection (look for wires/fittings)	H11: Solar Panel	H12: TV	H13: Radio	H14: Computer /Tablet/ Laptop	H15: Internet Access	H16: Mobile	H17: Smart Phone	H18: SMS	H19: Whatsapp	a. Motor Bike	b. Car	c. Other	
Yes ☐ No ☐	☐	☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Child's father ☐ Child's mother ☐ Child's sister ☐ Child's brother ☐ Child ☐ Others ☐	Yes ☐ No ☐	Yes ☐ No ☐				
H21: Are you a recipient of cash transfer or Safety-Nets/Interest free loan? a. BISP Yes ☐ No ☐ b. Bait-ul-Maal Yes ☐ No ☐ c. Punjab Social Protection Authority Yes ☐ No ☐ d. Akhuwat Yes ☐ No ☐ e. Other Yes ☐ No ☐																	
H22: Total number of household members who can use a computer? H24: Do your children take support from any digital platform (Youtube, TV etc.)? Yes ☐ No ☐																	
H23: Total number of household members who can use a smart phone?																	
H25: How well informed do you feel you are about climate change?		H26: Was your HH affected by any natural disaster/flood?		H27: How/Has your family been impacted by a natural disaster/flood within the last year?		H28: Was any of your children's schooling affected due to a natural disaster within the last year (eg. due to school closure, school absence, teachers absence etc.)		H29: Are you a migrant/refugee/IDP?		H30: Mode of travel to school		H31: Time Required to travel to school (one way):		H32: Out of all children how many children have been registered under NADRA?		H33: How many of them have been issued birth certificates?	
Informed ☐	Don't know ☐	Uninformed ☐	Yes ☐ No ☐	Significantly ☐	Moderately ☐	Not affected ☐	Extremely affected ☐	Moderately affected ☐	Somewhat affected ☐	Not at all ☐	Yes ☐ No ☐	By foot ☐ Motor bike ☐	Bicycle ☐ Car ☐	School transport ☐ Other ☐	Less than 0.5 hr ☐	0.5 to 1 hr ☐	More than 1 hr ☐

Information on Child's Health

Household Code		Note: Ensure that Household Code, Child Code and Name of Child is exactly same as written on Household Survey Sheet Page 1																				
General Information: (Note: copy from the children information sheet and write the child's name in their corresponding code)		ICH01: In general, how would you describe the child's health?					ICH02: Has a doctor or healthcare provider ever told you that the child has any of the following health problems?					ICH03: Has the child received any of the following basic vaccines?					ICH04: Does the child have a vaccination card from a public health provider, immunization record from a private health provider OR any other document indicating child's vaccinations?					
C1: Serial no./Child's Code	C2: Name of the child (Choose only 3-16 years age children)	Excellent (Tick only one)	V. Good	Good	Fair	Poor	Allergies	Asthma	Type 2 diabetes	Epilepsy	Heart condition	Blood disorders	Others	BCG	Polio	DP-HepB	Pneumococcal	Measles	All of the above	None	Yes	No
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						

GOVERNMENT SCHOOL OBSERVATION - SHEET 1

Instructions: Visit any government school. First preference to be given to High School then Middle and then Primary. If there is no government school in the village, then visit the nearest government school.

Meet the Head Teacher (in the absence of the HT, meet the senior-most teacher of the school). Documents required: Enrollment / attendance register.

Name of School:		Village/Block:		Tehsil/Taluka:	
District/Agency:		Province/Territory:		Target Village:	

From which class to which (Tick only one)					Co-Ed or single gender school (Tick only one)			Medium of Instruction (Tick only one)		
Kachi/ ECE to 5	Class 1 to 5	Class 1 to 8	Class 6 to 10	Class 1 to 10	Boys & Girls School	Boys Only School	Girls Only School	English Medium	Urdu Medium	Sindhi Medium
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

EMIS/BEMIS/SEMIS Code:		(I) Children's Enrollment & Attendance		Class/Grade											Total			
School Established Year:		Children's Enrollment (Take from register yourself)		ECE/ Katchi	Pakki	1	2	3	4	5	6	7	8	9	10	Boys	Girls	
Date of Survey:		Children's attendance today* (Head Count)																
Start Time:		Number of children enrolled (aged 4 and below)																
End Time:		*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) Classroom Observations					(III) Health and Disability							
Observe and tick the relevant box.		Class 2		Class 8		Facilities Available						
		Yes	No	Yes	No							
Are the children of this class sitting with children from any other class?		☐	☐	☐	☐	Tick which is applicable					Yes	No
If yes, then with which class? (Write class name)						Ramps					☐	☐
Is there a useable blackboard/white board for this class?		☐	☐	☐	☐	Accessible Toilets					☐	☐
Did most of the children (75%) have reading textbooks? (ask children to show you their language textbooks and assess accordingly)		☐	☐	☐	☐	Health and Nutrition Officer					☐	☐
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?		☐	☐	☐	☐	Trained Support Staff					☐	☐
Where were they seated (tick only one)	Classroom	☐		☐		Assistive Devices for hearing impaired					☐	☐
	Verandah	☐		☐		Transport facility					☐	☐
	Outdoor	☐		☐								

GOVERNMENT SCHOOL OBSERVATION - SHEET 2

(IV) Teaching and Non-Teaching Staff					(V) No. of Qualified Teaching Staff										(VI) SMC/SC/PTA/PTC/PTSMC Information			
					Highest level of education	Below Matric	Matric	FA/FSC	BA/BSc (14 Years)	BSc/BS/MS (16 Years)	MSc/MS/MPhil	PhD	Other	Yes			No	
Head Teacher (Give number)														Is SMC/SC/PTA/PTC/PTSMC Active?			☐	☐
Regular Teachers (Give number)														Total members				
ECE Teacher/ECE Assistant (Give number)														Active Members				
Contract Teachers (appointed by local govt./community/SMC)														Amount in Bank			PKR:	
Administrative staff (Give number)														Last meeting			Date:	
Support staff (Give number)														How many parents attended the last meeting?				

(VII) Facilities in the school					(VIII) Number of teachers who got training(s) recently.							
Observation (Tick the relevant option)		Yes	No	Observation	Write the answer	None				In the last 1 month	In the last 3 months	In the last 6 months
Is there a complete boundary wall / fence ?		☐	☐	Total number of rooms in the school (count yourself)								
Is there a playground in the school ?		☐	☐	Total number of classrooms being used by students (count yourself)								
Does the school have an electricity connection ?		☐	☐	Average size of the classroom (in square feet)								
Does the school have solar panels?		☐	☐	Observation (Tick the relevant option)								
Does the school have a working library ?		☐	☐	Is there a computer lab?								
Did you observe any ECE material? (toys, activity material etc.)		☐	☐	Is there a science lab?								
How many electronic tablets does the school have or have been assigned? (Give Number)				Is internet available in the school?								
Does the school have any smart board available?		☐	☐	If yes, internet available in: (Tick the relevant option)								
Is there useable furniture available in this school ?		☐	☐	a. computer labs?								
Was your school damaged by any natural disasters?		☐	☐	b. offices?								
If yes, What was the extent of the damage?				c. classrooms?								
Partially damaged ☐ Fully damaged ☐												
If yes, Did you receive assistance from the government or any donor body?		☐	☐									
Observation (Tick the relevant option)		Yes	No									
Are there functional toilets / latrines for students ?		☐	☐									
Are there separate toilets for girls and boys ?		☐	☐									
Running water available in toilets?		☐	☐									
Clean Drinking water available for students?		☐	☐									
Sick room Available?		☐	☐									
First Aid Equipment Available		☐	☐									
Day care facility available for teachers.		☐	☐									

(IX) Parent - Teacher meeting				
Does the teacher follow up the parents incase of student absence?				
Yes ☐ No ☐				
How many marked absences are allowed? (In one month)				
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐				
Did the school remain closed due to any natural disaster within the last year?				
Yes ☐ No ☐				
If yes then for how many days? _____				

GOVERNMENT SCHOOL OBSERVATION - SHEET 3

Head Teacher/Principal Name		Contact Number	
Funds information respondent	Head Teacher ☐	Regular Teacher ☐	Para Teacher ☐ Admin or Finance officer/Head clerk/other ☐

FY: July (Current Year) to Till Date					Funds spent during July (previous year) to June (current Year): (Tick all that apply)			
Sr#	Type of Funds	Did you receive the fund? (Tick only one)						
		Yes	No	Don't Know				
1	SMC/SC/PTA/PTSMC/PTC Funds (Annual)	☐	☐	☐				
2	Farogh-e-Taleem Fund (Annual)	☐	☐	☐				
3	Tuck shop Fund	☐	☐	☐				
4	Rent for cycle stand Fund	☐	☐	☐				
5	School Construction Fund	☐	☐	☐				
6	Non Salary Budget (NSB)	☐	☐	☐				
7	School Specific Budget	☐	☐	☐				
8	School Consolidation Budget	☐	☐	☐				
*		☐	☐	☐				

Funds spent on July (current Year to till date): (Tick all that apply)			
New Classroom/s	☐	Repair of Classroom/s	☐
New Verandah	☐	Repair of building	☐
New Toilet/s	☐	Repair of Toilet/s	☐
New Main Gate	☐	Repair of furniture	☐
Boundary wall	☐	Repair of Water Facility	☐
Purchase of New furniture	☐	Internet connection bill	☐
Purchase of New Learning Material	☐	Repair of Computer/s	☐
Purchase of stationery	☐	Teachers' Training	☐
Purchase of Library Books	☐	Para Teacher/s Salary	☐
White Wash/Paint	☐	Uniform	☐
Soap/Hand wash	☐	Plantation	☐
Co-curricular activities	☐	Academic activities	☐

*Are there any other funding initiatives in your knowledge, introduced by the government to improve enrolment and retention within your school? Page No 05

PRIVATE SCHOOL OBSERVATION - SHEET 1

Instructions: Visit any private school. First preference to be given to a High School then Middle and then Primary. Meet Head master (in the absence of the HM, meet the senior most teacher of the school). Documents, required enrollment / attendance register.

Name of School:		Village/Block:		Tehsil/Taluka:	
District/Agency:		Province/Territory:			
Ownership Status (Tick only one)		a. Purely Private ☐ b. Foundation Assisted Private School (PEF/SEF etc) ☐ c. Trust/NGO/Community funded Private School ☐ d. Public Private Partnership Govt.School ☐			

From which class to which (Tick only one)					Type of School (Tick only one)			Medium of Instruction (Tick only one)		
Kachi/ ECE to 5	Class 1 to 5	Class 1 to 8	Class 6 to 10	Class 1 to 10	Boys & Girls School	Boys Only School	Girls Only School	English Medium	Urdu Medium	Sindhi Medium
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

School Established Year:		(I) Children's Enrollment & Attendance		Class/Grade												Total				
Date of Survey:		Children's Enrollment (Take from register yourself)		ECE/Class Katchi	Class Pakki	1	2	3	4	5	6	7	8	9	10	Boys	Girls	Other		
Start Time:	End Time:	Children's attendance today* (Head Count)																		
		Number of children enrolled (aged 4 and below)																		

*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) Classroom Observations					(III) Health and Disability					
Observe and tick the relevant box.		Class 2		Class 8		Facilities Available				
		Yes	No	Yes	No					
Are the children of this class sitting with children from any other class?		☐	☐	☐	☐	Tick which is applicable			Yes	No
If yes, then with which class? (Write class name)						Ramps			☐	☐
Is there a useable blackboard/white board for this class?		☐	☐	☐	☐	Accessible Toilets			☐	☐
Did most of the children (75%) have reading textbooks? (ask children to show you their language textbooks and assess accordingly)		☐	☐	☐	☐	Health and Nutrition Officer			☐	☐
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?		☐	☐	☐	☐	Trained Support Staff			☐	☐
Where were they seated (tick only one)	Classroom	☐	☐	☐	☐	Assistive Devices for hearing impaired			☐	☐
	Verandah	☐	☐	☐	☐	Transport facility			☐	☐
	Outdoor	☐	☐	☐	☐					

2025 PRIVATE SCHOOL OBSERVATION - SHEET 2

(IV) Teaching and Non-Teaching Staff										(V) School FUND (Ask Head Teacher this section. If absent, indicate who answered the section)			
		No. of Appointed posts		No. of Teachers Present today									
		M	F	(If not, give date of absence)									
Head Teacher (give number)										Who answered this section? (Tick the relevant option) Head Teacher ☐ Teacher ☐ Other ☐			
Full Time Teachers										FY: July (2025) - Till date			
(Including ECE) (give number)													
ECE Teachers (give number)													
Part time Teachers (give number)													
Administrative staff (give number)													
Support staff (Sweepers, guard etc.) (give number)													
(VI) No. of Qualified Teaching Staff													
Highest level of education	Below Matric	Matric	FA/FSc	BA/BSc/ (14 Years)	BSc/BS/MS/ (16 Years)	MSc/MS/ (14 Yrs)	PhD	Other					
Professional qualification	None	PTC	CT	B.Ed	M.Ed/MA/Ed	Other							
										If yes, what was the amount of this FUND? (Annual)			
										In which month was this FUND received?			
										Name of Department/Organization			
										How did you spend the funds you received during July (Last year) to June (Current Year)?			
										Infrastructure ☐ IT Equip./Sc. lab/Lib. ☐ Teaching learning material ☐ Salaries ☐ Teacher training ☐ Other ☐			
										PKR: _____			
										Month: _____			
										Infrastructure ☐ IT Equip./Sc. lab/Lib. ☐ Teaching learning material ☐ Salaries ☐ Teacher training ☐ Other ☐			
(VIII) Facilities in the school													
Observation (Tick the relevant option)		Yes	No	Observation		Write the answer							
Is there a complete boundary wall / fence ?		☐	☐	Total number of rooms in the school (count yourself)									
Is there a playground in the school?		☐	☐	Total number of classrooms being used by students (count yourself)									
Does the school have an electricity connection ?		☐	☐	Average size of the classroom (in square feet)									
Does the school have solar panels?		☐	☐										
Does the school have a working library ?		☐	☐										
Did you observe any ECE material? (toys, activity material etc.)		☐	☐										
How many electronic tablets does the school have or have been assigned? (Give Number)													
Does the school have any smart board available?		☐	☐	Observation (Tick the relevant option)		Yes	No						
Is there useable furniture available in this school ?		☐	☐	Is there a computer lab?		☐	☐						
Was your school damaged by any natural disasters?		☐	☐	Is there a science lab?		☐	☐						
If yes, What was the extent of the damage? Partially damaged ☐ Fully damaged ☐				Is internet available in the school?		☐	☐						
If yes, Did you receive assistance from the government or any donor body?		☐	☐	If yes, internet available in: (Tick the relevant option)									
Observation (Tick the relevant option)		Yes	No	a. computer labs?		☐	☐						
Are there functional toilets / latrines for students ?		☐	☐	b. offices?		☐	☐						
Are there separate toilets for girls and boys ?		☐	☐	c. classrooms?		☐	☐						
Running water available in toilets?		☐	☐										
Clean Drinking water available for students?		☐	☐	(IX) Parent - Teacher meeting									
Sick room Available?		☐	☐	Do you have a PTA/SMC in your school? Yes ☐ No ☐									
First Aid Equipment Available		☐	☐	How many times in an academic year does the school organize parent-teacher meetings?									
Day care facility available for teachers.		☐	☐	Monthly ☐ Quarterly ☐ Semi-Annually ☐ Annually ☐ None ☐									
				Does the teacher follow up the parents in case of student absence? Yes ☐ No ☐									
				How many marked absences are allowed? (in one month) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐									
										(VII) Number of teachers who got training(s) recently.			
										None In the last 1 month In the last 3 months In the last 6 months			
										What were the teacher training sessions based on?			
										Pedagogy ☐ School Leadership ☐ Subject Specific Knowledge ☐ Curriculum ☐ Assessment ☐ Community Engagement ☐ Classroom Management ☐ Education and Technology ☐ Others _____			
										What are the training needs of the teaching staff?			
										Pedagogy ☐ School Leadership ☐ Subject Specific Knowledge ☐ Curriculum ☐ Assessment ☐ Community Engagement ☐ Classroom Management ☐ Education and Technology ☐ Data literacy ☐ Teacher leadership ☐ Change management ☐ Others _____			
										Did the school remain closed due to any natural disaster within the last year?			
										Yes ☐ No ☐			
										If yes then for how many days? _____			

Page No 07

Information on Child's Disability

	Child's Name (From Above)	No Difficulty	Some Difficulty	A lot of Difficulty	Cannot do at all
ICD01 Does the child have difficulty in seeing even if wearing glasses?					
ICD02 Does the child have difficulty in hearing even if wearing hearing aids?					
ICD03 Does the child have difficulty walking or has any physical disability?					
ICD04 Does the child have difficulty with self-care such as feeding or dressing up?					
ICD05 Does the child have difficulty in being understood by others or use customary/visual language when communicating?					
ICD06 Does the child have any difficulty in concentrating or remembering things that s/he has learned?					



Annual Status of Education Report
ASER 2025
Facilitated by Hara-e-Taleem-o-Aagahi

English Tools

Capital Letters **Start from Here** **Sample-1**

G D M

Q B

S Z X

V T

Small Letters **Sample-1**

y f s

w r

h e g

o u

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct. بچے سے کوئی بھی پانچ حروف پڑھنے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask the child to read any 5 letters, out of which 4 must be correct. بچے سے کوئی بھی پانچ حروف پڑھنے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Kindly fold the paper.

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ASER 2025
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English Tools

Words **Sample-1**

Garden Finish Happy

Elbow Dish

Chair Road Bright

Apple Green

Sentences **Sample-1**

I like trees.

They give us shade.

They also give us fresh air.

We need to have more trees.

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct. بچے سے کوئی سے پانچ الفاظ پڑھنے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask the child to read 1 set of sentences only. 2 sentences out of 4 must be correct. بچے سے کوئی 1 جملوں کا سیٹ پڑھنے کو کہیں۔ 4 جملوں میں سے 2 صحیح ہونے چاہئیں۔

Ask the child to tell the meaning of the identified words in their mother language. بچے سے ان الفاظ کا مطلب ان کی مادری زبان میں پوچھیں۔

Ask the child to tell the meaning of the identified sentences in their mother language. بچے سے ان جملوں کا مطلب ان کی مادری زبان میں پوچھیں۔

Kindly fold the paper.



Urdu Tools

Sample-1

Words الفاظ

کتاب اندازہ
ناک فرمائش رحم
مویٹی قریب
شکل آم اُجالا

Ask the child to read any 5 words, out of which 4 must be correct

بچے سے کوئی بھی پانچ الفاظ پڑھنے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

PAGE 1

Kindly fold the paper.

Sample-1

Letters حروف

پ چ
غ ٹ ض
ن ذ
ے گ آ

Ask the child to read any 5 letters, out of which 4 must be correct

بچے سے کوئی بھی پانچ حروف پڑھنے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Urdu Tools

Start from Here

Sample-1

Story کہانی

ایک گاؤں کے پاس نہر تھی۔ اس نہر پر ایک پل تھا۔ جس کی چوڑائی کم تھی۔ اس پر ایک وقت میں ایک ہی انسان یا جانور گزر سکتا تھا۔ ایک دن دو بکریاں اس پل پر آگئیں۔ ایک نے کہا پہلے میں جاؤں گی اور دوسری نے کہا کہ پہلے وہ جائے گی۔ وہ جھگڑا کرنے لگے اور لڑتے لڑتے نہر میں گر گئے۔ ایک رحم دل کسان نے ان کی جان بچالی۔ جب دونوں کو ہوش آیا تو وہ شرمندہ تھیں۔

QUESTIONS سوالات

سوال 1 کسان نے بکریوں کے لیے کیا کیا؟
سوال 2 دونوں بکریاں کیوں شرمندہ تھیں؟

Ask the child to read story fluently, Ask questions, to ensure child understands the story, and mark accordingly. Please refer to the instruction manual for this section.

بچے سے کہانی روانی سے پڑھنے کو کہیں۔
اگرچہ کہانی پڑھنے کے بعد اس سے سوالات پوچھیں۔

PAGE 2

Kindly fold the paper.

Sample-1

Sentences جملے

موسم تیزی سے بدل رہا ہے۔
آج بہت گرمی ہے۔
سال میں چار موسم ہوتے ہیں۔
موسم بہار میں پھول کھلتے ہیں۔

Sentences جملے

سارہ اور شاہد کو ایک کھلونا بہت پسند ہے۔
وہ دونوں گھنٹوں اس کے ساتھ کھیل سکتے ہیں۔
اس کا نام موبائل ہے۔
امی ان دونوں کو اس کے ساتھ زیادہ کھیلنے سے روکتی ہیں۔
کیا ان کو امی کی بات مان لینی چاہیے؟

Ask the child to read any 1 set of sentences. Child must read the sentences fluently.

بچے سے کوئی ایک جملہ پڑھنے کو کہیں۔ بچہ یہ جملہ روانی سے پڑھے۔



Arithmetic Tools

Sample-1

Single Digit Number Recognition	Two Digit Number Recognition	Three Digit Number Recognition
9 3	49 26	788 779
6 4	13 31	211 102
3 8	64 57	966 399
1 5	59 96	845 455
	78 89	550 981

From each section ask any 5 numbers from the child, out of which 4 numbers must be correct.
ہر ایک سیکشن میں سے بچے کو 5 اعداد پڑھنے کو کہیں، 5 اعداد میں سے 4 اعداد صحیح ہونے چاہئیں۔

PAGE ①

Start from Here

↓

2-digit Subtraction	3-digit Subtraction	Division
$\begin{array}{r} 79 \\ -35 \\ \hline \end{array}$	$\begin{array}{r} 349 \\ -147 \\ \hline \end{array}$	$3 \overline{)18}$
$\begin{array}{r} 50 \\ -40 \\ \hline \end{array}$	$\begin{array}{r} 782 \\ -301 \\ \hline \end{array}$	$6 \overline{)24}$
$\begin{array}{r} 69 \\ -45 \\ \hline \end{array}$	$\begin{array}{r} 816 \\ -468 \\ \hline \end{array}$	$5 \overline{)50}$
$\begin{array}{r} 81 \\ -59 \\ \hline \end{array}$	$\begin{array}{r} 639 \\ -547 \\ \hline \end{array}$	$8 \overline{)64}$

Ask the child to solve one 2 digit subtraction and one 3 digit subtraction question. Both must be correct.
بچے سے تین سو سے 2 اعداد اور 3 اعداد والے سوالات میں سے کوئی ایک ایک سوال پوچھیں اور صحیح ہونے چاہئے۔

Ask the child to solve any 1 division question. That must be correct.
بچے سے کوئی 1 سوال حل کرنے کو کہیں جو صحیح ہونا چاہئے۔

Kindly fold the paper.

Arithmetic Tools

Sample-2

Single Digit Number Recognition	Two Digit Number Recognition	Three Digit Number Recognition
9 7	10 90	637 260
2 1	81 75	331 437
5 3	35 47	462 579
4 6	69 24	795 999
	53 39	146 988

From each section ask the child to read only 5 numbers out of which 4 must be correct.
ہر ایک سیکشن میں سے بچے کو 5 اعداد پڑھنے کو کہیں، 5 اعداد میں سے 4 اعداد صحیح ہونے چاہئیں۔

PAGE ①

Start from Here

↓

2-digit Subtraction	3-digit Subtraction	Division
$\begin{array}{r} 47 \\ -23 \\ \hline \end{array}$	$\begin{array}{r} 333 \\ -102 \\ \hline \end{array}$	$4 \overline{)36}$
$\begin{array}{r} 44 \\ -33 \\ \hline \end{array}$	$\begin{array}{r} 789 \\ -100 \\ \hline \end{array}$	$6 \overline{)54}$
$\begin{array}{r} 82 \\ -73 \\ \hline \end{array}$	$\begin{array}{r} 991 \\ -199 \\ \hline \end{array}$	$6 \overline{)42}$
$\begin{array}{r} 37 \\ -18 \\ \hline \end{array}$	$\begin{array}{r} 856 \\ -247 \\ \hline \end{array}$	$8 \overline{)56}$

Ask the child to solve one 2 digit subtraction and one 3 digit subtraction question. Both must be correct.
بچے سے تین سو سے 2 اعداد اور 3 اعداد والے سوالات میں سے کوئی ایک ایک سوال پوچھیں اور صحیح ہونے چاہئے۔

Ask the child to solve any 1 division question. That must be correct.
بچے سے کوئی 1 سوال حل کرنے کو کہیں جو صحیح ہونا چاہئے۔

Kindly fold the paper.

General Knowledge

Annual Status of Education Report
ASER 2025
PAKISTAN
Facilitated by Idara-e-Taleem-o-Aagahi

Sample-1

English

Sample-1

This test is for children who are at word level in English

Q1: Look at the pictures and answer accordingly.

(I) What are students doing in the picture?

- (a) Playing
- (b) Studying
- (c) Eating
- (d) Jumping



(II) What is this woman doing?

- (a) Running
- (b) Standing
- (c) Riding
- (d) Pushing



Ask the child to look at the pictures and then answer the given questions.

دینے کے سوالات کے جواب دیں۔

Q2: Look at the pictures and complete the sentences.

These are _____



This is a _____



This is a _____



Ask the child to complete the sentences by identifying the pictures of the items drawn on the sample (in English). If a child answers any 2 correctly, mark her/him "Yes", otherwise "No".

بچے کو اپنی اپنی تصاویر کی نشان دہی کرنے کو کہیں۔ اگر بچے کوئی سے 2 کا صحیح جواب (انگریزی میں) دے تو Yes درنہ No پر نشان لگائیں۔

PAGE ①

General Knowledge

Annual Status of Education Report
ASER 2025
PAKISTAN
Facilitated by Idara-e-Taleem-o-Aagahi

Sample-1

Sample-1

Q 1: What is the time on this clock?

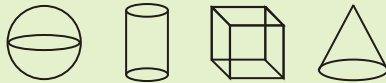


- a) 12:00
- b) 1:45
- c) 9:00
- d) 12:45

Q 2: Hannia buys a geometry box for rupees 280 and a color box for rupees 680. What amount does Hannia spend altogether?

- a) 960
- b) 880
- c) 800
- d) 400

Q 3: From the given shapes, which one is a cylinder?



Ask all the children (5-16 years). If a child answers the questions correctly, mark her/him as a "can do" otherwise mark as "cannot do"

5-16 سال کے تمام بچوں سے صحیح جواب دیں۔ اگر بچے سوالات کے جوابات صحیح دیتے تو Can do پر نشان لگائیں درنہ Cannot do پر نشان لگائیں۔

PAGE ②

س 1: اس گھڑی پر کیا وقت ہو رہا ہے؟

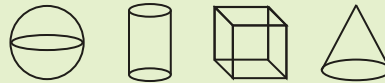


- a) 12:00
- b) 1:45
- c) 9:00
- d) 12:45

س 2: ہانیہ نے ایک جیومیٹری باکس 280 روپے اور کلر باکس 680 روپے میں خریدا۔ ہانیہ نے کل کتنی رقم خرچ کی؟

- a) 960
- b) 880
- c) 800
- d) 400

س 3: دی گئی اشکال میں سے کون سی شکل سائڈر ہے؟



Sindhi Tools

Sample-1

Words الفاظ

ڪتاب اندازو

نڪ درخواست ڪرم

يور ڍڳا ويجهو

شڪل انب اُجالو

Ask the child to read any 5 words, out of which 4 must be correct

پار ڪان سڀنيهن به 5 لفظ پڙهايو، جن مان 4 صحيح هجن گهرجن.

PAGE ①

Kindly fold the paper.

Sample-1

Letters حرف

پ چ

غ ژ ض

ن ذ

ي گ آ

Ask the child to read any 5 letters, out of which 4 must be correct

پار ڪان سڀنيهن به 5 لفظ پڙهايو، جن مان 4 صحيح هجن گهرجن.

Sindhi Tools

Sample-1

Story ڪهاڻي

هڪ ڳوٺ جي ويجهو هڪ درياھ هو. درياھ تي هڪ پل هئي، جنهن جي چوڙائي گهٽ هئي. انهي پل تي هڪ وقت ۾ رڳو هڪ ئي انسان يا جانور گذري سگهندو هو.

هڪ ڏينهن ٻه ٻڪريون انهي پل تي اچي ويون. هڪ ٻڪري چيو ته مان پهرين وينديس ۽ ٻيءَ چيو ته مان پهرين وينديس. اهي جهڳڙو ڪرڻ لڳيون ۽ وڙهندي وڙهندي درياھ ۾ ڪري ويون.

هڪ رحم دل هارين انهن جي جان بچائي. جڏهن ٻنهي کي هوش آيو ته اهي شرمندا ٿيون.

سوالات QUESTIONS

سوال 1: هارين ٻڪرين لاءِ ڇا ڪيو؟

سوال 2: ٻئي ٻڪريون ڇو شرمندا ٿيون؟

Ask the child to read story fluently.

Ask questions, to ensure child understands the story, and mark accordingly

Please refer to the instruction manual for this section.

پار ڪي چيو ته هو سڀنيهن لفظن سان پڙهي. سوال پڙهو ته ٻڪري ٻنهي کي چيو ته مان پهرين وينديس ۽ ٻيءَ چيو ته مان پهرين وينديس. اهي جهڳڙو ڪرڻ لڳيون ۽ وڙهندي وڙهندي درياھ ۾ ڪري ويون.

PAGE ②

Kindly fold the paper.

Sample-1

Sentences جملے

موسم تيزيءَ سان بدلجي رهيو آهي.

اڄ تمام گهڻي گرمي آهي.

سال ۾ چار موسمون ٿين ٿيون.

موسم بهار ۾ گل ڪلندا آهن.

Sentences جملے

سارا ۽ شاهده کي هڪ رانديڪو گهڻو پسند آهي.

بني ان سان ڪلاڪن تائين ڪيڏي سگهن ٿا.

ان جو نالو موبائل آهي.

اماں انهن ٻنهي کي ان سان گهڻو ڪيڏن کان روڪيندي آهي.

جا انهن کي، اماں جي، ڳالهه مڃڻ گهرجي؟

Ask the child to read any 1 set of sentences. Child must read the sentences fluently.

پار ڪي چيو ته هو سڀنيهن به 1 جملن جو سوٺ پڙهي.

Child must read the sentences fluently.

← TEST 4

Survey Categories

Map of Village Survey

Get Started!

1 Out of 1
Government School Survey

Get Started!

1 Out of 1
Private School Survey

Get Started!

3 Out of 20
Household Survey

Get Started!

← Govt School Survey

Class	Enrollment	Attendance	Below Age 4
1			
2			
3			
4			

Class

1

Enrollment

Enter your Enrollment

Attendance

Enter your Attendance

Below Age 4

Enter your Below Age 4

Total Boys

Enter your Total Boys

Total Girls

Enter your Total Girls

Total Boys Present

Enter your Total Boys Present

Total Girls Present

Enter your Total Girls Present

Cancel

Save

← Household Survey

Child's Parent Information

Record 1

Mother Name majida

Mother Age 33

Total Number of Child 5

Add New Information

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Child's Parent Information

Add New Information

Previous Save Next

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Class 2 Observation

☒ Are the children of this class sitting with children from another class?

If yes, which class*

Class 1

☒ Is there a useable black/white board for this class?

☐ Did most of the children(15%) Have reading textbooks? (As children to show you their language textbooks and assess accordingly)

☐ Apart from textbooks, did you see any other supplementary material(e.g books, Charts on the wall, Boardgames, etc.) available in the room.

where were they seated*

☒ Class Room

☐ Verandah

☐ Outdoor

Class 8 Observation

Previous Save Next

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Child's Information

Record 1

Mother Name majida

Child Name ahmed

Child Educational Status 3

Child Age 5

Add New Information

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Is House Owned? ☐

Type of House

☐ Kutcha

☐ Semi-Pucca

☐ Pucca

Total number of Males

Total Number of Males

Total number of Females

Total Number of Females

Total number of Earning Members

Total Number of Earning Members

Total number of Earning Members(under 18)

Total Number of Earning Members

Source of Clean Drinking Water?

☐ Tap Water

☐ Bore

☐ Filtration Plant

☐ Tube

☐ Stream/ Chasimah

☐ Other

Functional Toilet ☐

Electricity Connection ☐

Solar Panel ☐

Television ☐

Radio ☐

Computer/ Tablet/ Laptop ☐

Internet Access ☐

Mobile ☐

Smart Phone ☐

SMS ☐

WhatsApp ☐

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School Construction Fund ☐

Non Salary Budget (NSB) ☐

School Specific Budget ☐

School Consolidation Budget ☐

Other Fund Received ☐

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