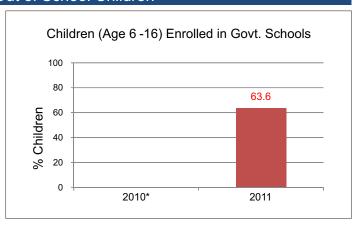
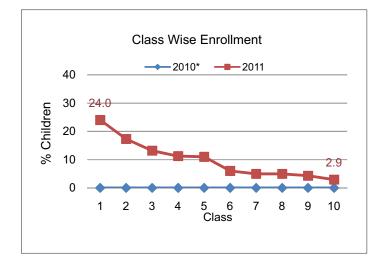
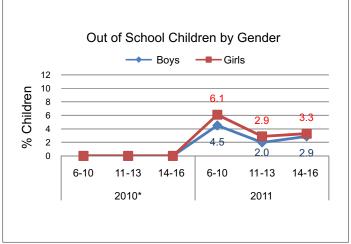


# School Enrollment and Out of School Children

% Children in Different Types of Schools						% Out of School		Total	
Age Group	Govt.	Р	٧t.	Ma	adrasah	Other	Never Enrolled	Drop- out	
6-10	54.0	2	7.1		1.8	0.6	14.1	2.4	100
11-13	47.7	2	8.1		0.0	0.4	12.5	11.4	100
14-16	36.0	2	3.4		1.4	0.0	17.8	21.5	100
6-16	49.9	2	6.8		1.4	0.4	14.3	7.2	100
Total		78.5					21	.5	100
By Type	63.6	63.6 34.		1	1.8	0.6			

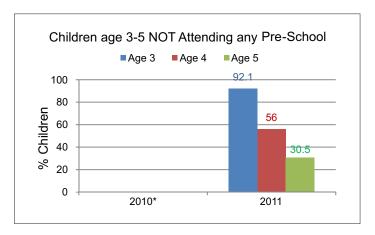






# Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools									
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total			
3	4.3	3.6	0.0	0.0	92.1	100			
4	26.0	18.0	0.0	0.0	56.0	100			
5	42.7	24.9	1.4	0.5	30.5	100			
3-5	27.2	16.8	0.7	0.2	55.2	100			
Total	44.9				55.2	100			
Ву									
Type	60.6	37.4	1.5	0.5		100			



266 ASER 2011

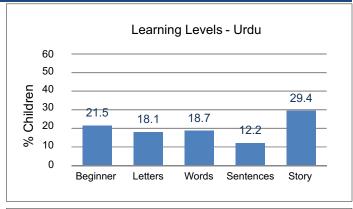
<sup>\*</sup> District Muzaffargargh was not surveyed in 2010

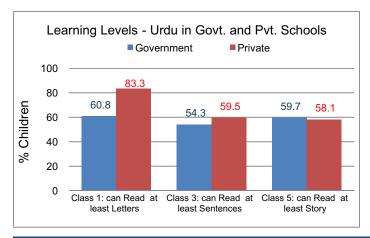


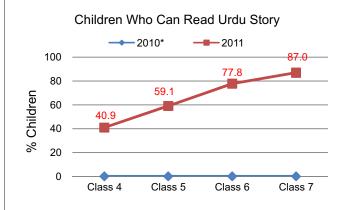
# Learning Levels - Urdu

Class Wise % Children Who Can Read									
Class	Nothing	Letters	Words	Sentences	Story	Total			
1	32.0	37.4	26.5	2.7	1.4	100			
2	11.5	24.2	39.6	17.6	7.1	100			
3	6.4	12.8	25.5	32.6	22.7	100			
4	6.1	10.4	20.9	21.7	40.9	100			
5	1.8	6.4	17.3	15.5	59.1	100			
6	1.6	4.8	1.6	14.3	77.8	100			
7	0.0	0.0	2.2	10.9	87.0	100			
8	0.0	2.1	8.3	16.7	72.9	100			
9	0.0	2.4	0.0	4.8	92.9	100			
10	0.0	0.0	0.0	3.3	96.7	100			

How to read: 4.1% (2.7+1.4) children of class 1 can read sentences





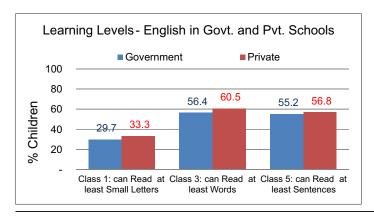


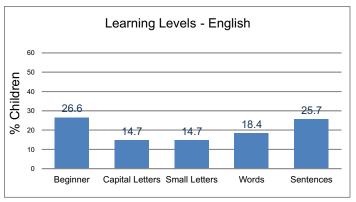
# Learning Levels - English

Class Wise % Children Who Can Read English									
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total			
1	39.7	30.1	21.9	8.2	0.0	100			
2	13.8	23.2	27.1	31.5	4.4	100			
3	7.7	12.7	23.2	40.1	16.2	100			
4	6.0	11.2	15.5	31.9	35.3	100			
5	4.5	8.1	10.8	20.7	55.9	100			
6	3.1	0.0	6.3	21.9	68.8	100			
7	2.2	0.0	4.4	15.6	77.8	100			
8	2.0	2.0	2.0	16.3	77.6	100			
9	2.4	2.4	4.8	4.8	85.7	100			
10	0.0	0.0	0.0	0.0	100.0	100			

How to read: 8.2% (8.2+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings     Of those sentences, % who can read sentences, % who can tell meanings       38.9     0.0       59.6     50.0       57.9     65.2       70.3     70.7       69.6     83.9       50.0     90.9       42.9     82.9       25.0     76.3       0.0     77.8       0.0     82.8		
meanings     meanings       38.9     0.0       59.6     50.0       57.9     65.2       70.3     70.7       69.6     83.9       50.0     90.9       42.9     82.9       25.0     76.3       0.0     77.8	Of those who can read	Of those who can read
38.9 0.0   59.6 50.0   57.9 65.2   70.3 70.7   69.6 83.9   50.0 90.9   42.9 82.9   25.0 76.3   0.0 77.8	words, % who can tell	sentences, % who can tell
59.6 50.0   57.9 65.2   70.3 70.7   69.6 83.9   50.0 90.9   42.9 82.9   25.0 76.3   0.0 77.8	meanings	meanings
57.9 65.2   70.3 70.7   69.6 83.9   50.0 90.9   42.9 82.9   25.0 76.3   0.0 77.8	38.9	0.0
70.3   70.7     69.6   83.9     50.0   90.9     42.9   82.9     25.0   76.3     0.0   77.8	59.6	50.0
69.6 83.9 50.0 90.9 42.9 82.9 25.0 76.3 0.0 77.8	57.9	65.2
50.0 90.9 42.9 82.9 25.0 76.3 0.0 77.8	70.3	70.7
42.9 82.9 25.0 76.3 0.0 77.8	69.6	83.9
25.0 76.3 0.0 77.8	50.0	90.9
0.0 77.8	42.9	82.9
	25.0	76.3
0.0 82.8	0.0	77.8
	0.0	82.8

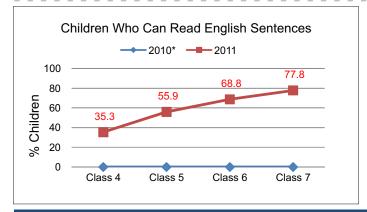


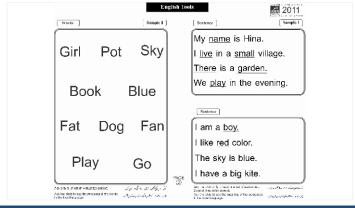


ASER 2011 267

# MuzaffarGarh



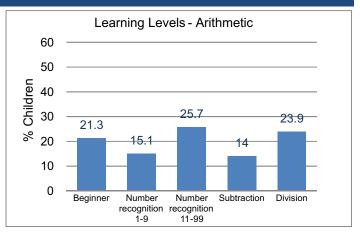


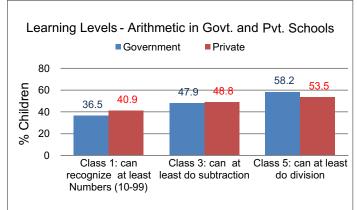


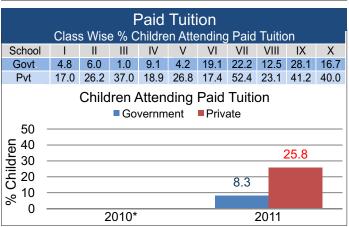
#### Learning Levels - Arithmetic

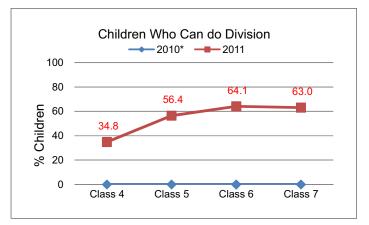
Class Wise % Children Who Can Do									
		Nun	nber	Subtraction	Division				
Class	Class Nothing		nition	(2 Digits with	(3 Digits	Total			
			10-99	carry)	by 1)				
1	32.0	30.1	34.2	3.2	0.5	100			
2	14.4	17.1	51.4	16.0	1.1	100			
3	5.6	12.0	35.2	33.1	14.1	100			
4	6.1	10.4	20.0	28.7	34.8	100			
5	2.7	4.5	17.3	19.1	56.4	100			
6	1.6	0.0	15.6	18.8	64.1	100			
7	2.2	0.0	10.9	23.9	63.0	100			
8	2.0	4.1	10.2	18.4	65.3	100			
9	0.0	2.3	4.7	4.7	88.4	100			
10	0.0	0.0	0.0	6.9	93.1	100			

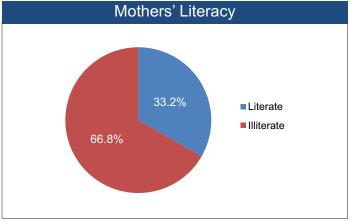
How to read: 3.7% (3.2+0.5) children of class 1 can do subtraction











268 ASER 2011