A COMPARATIVE EVALUATION OF PUNJAB AND SINDH EDUCATION FOUNDATIONS: CASE STUDY OF DISTRICT RAJANPUR AND KASHMOR

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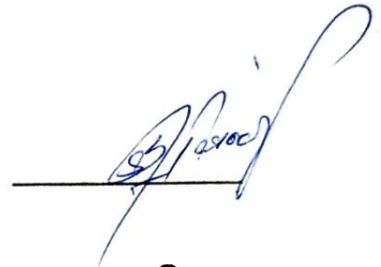
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CERTIFICATE

This is to certify that this thesis entitled: "A Comparative evaluation of Punjab and Sindh Education Foundations: Case Study of District Rajanpur and Kashmor." submitted by **Muhammad Tariq** is accepted in its present form by the PIDE School of Social Sciences, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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Formal Declaration

I <u>Muhammad Tariq</u> hereby state that my MPhil thesis titled, A comparative Evaluation of Punjab and Sindh Education Foundation: Case study of district Rajanpur and Kashmor is my own work and has not been submitted previously by me for taking degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

Date: 24/10/2023

Signature of Student

Muhammad Tariq

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Abstract

The research study aims to assess the quality of education in Punjab Education Foundation and Sindh Education Foundation assisted schools and addresses various research questions and objectives. The study explores different aspects related to the quality of education, including effective teaching methods, measurement of student learning outcomes, and the role of school resources, functional facilities and administration in improving academic performance. The objectives involve evaluating teacher performance, measuring student learning outcomes, and assessing school resources, functional facilities and administration. The research methodology employs mixed-method approach, utilizing close-ended questionnaires for teacher and administration staff and assessment tool for students for data collection and content analysis for the policy documents. The study gathers primary data from teachers, students, and administrative staff through convenient and systematic random sampling techniques. Descriptive and content analysis was employed to analysis the data. The findings indicate that Punjab Education Foundation assisted schools demonstrate higher teacher performance, better student learning outcomes, and superior infrastructure and resources compared to Sindh Education Foundation assisted schools and Sindh Education Foundation has better policies and financial support. However, improvements are needed in teacher's performance especially in teaching methodology, infrastructure and functional facilities of Sindh Education Foundation assisted schools to enhance their overall performance. This finding could strengthen knowledge of education quality through innovative teaching methods, professional development initiatives and sustainable functional facilities in assisted schools.

Keywords: Quality of education, teaching method, students learning outcomes, school resource, functional facilities, academic performance, evaluating, assessment tool, comparative analysis, Punjab Education Foundation, Sindh Education Foundation

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Chapter 1

Introduction

1.1   Background

Education, deriving from Latin words such as —educere, educo, educatum, holds the power to nurture and uplift individuals. Its fundamental purpose is to impart knowledge and guidance, with the aim of revealing and fostering the innate potential within each learner. The responsibility lies with teachers and educators to employ effective methods in order to cultivate these abilities. Education encompasses the holistic development of students, encompassing their emotional, physical, mental, moral, social, and spiritual well-being, fostering growth that spans a lifetime. Within the educational journey, teachers play multifaceted roles, acting as friends, philosophers, and guides, inspiring and supporting their students along the way (Moore, 2010).

Education is not only about individual development but also a socially significant process. It is a carefully designed and structured system aimed at transferring valuable experiences from one generation to the next. To effectively acquire an education, the ideal approach is to enroll in a formal educational institution and undergo a systematic course of training. By immersing oneself in this environment, individuals can access a comprehensive and well-organized curriculum that maximizes their learning potential. This connection emphasizes the importance of formal education and highlights the role of educational institutions in facilitating knowledge acquisition and personal growth (Naziev, 2017).

Further, education takes on a significant role in the advancement and advancement of societies. By fostering intellectual growth and fostering greater skills and abilities, education serves as a catalyst for progress. It plays a crucial role in elevating living

standards and enhancing the overall quality of life, offering invaluable benefits to individuals and communities alike. Recognizing the importance of the education sector, governments must employ various mechanisms to evaluate and enhance capacity-building initiatives. By strategically implementing these measures, countries can effectively contribute to the education sector and achieve their objectives, further driving societal development. This connection underscores the broader impact of education on society and highlights the need for concerted efforts to prioritize educational growth and improvement (MENBS, 2016).

The assessment of education quality presents a challenging task. Within academic literature, the evaluation often relies on four key indicators. The first indicator pertains to the structural elements of an educational program, such as the duration of the school day or the qualifications of educators. The second indicator encompasses the overall characteristics of the classroom environment, including resources like playground equipment and activities involving children, staff, and parents. The third indicator focuses on the interactions between tutors and students, directly shaping the experiences of children. Lastly, the fourth indicator involves comprehensive guides, such as quality rating and improvement systems, which integrate measurements across various program components. These indicators collectively contribute to assessing the quality of early education. By emphasizing the complexity and multidimensionality of measuring educational quality, this paragraph reinforces the importance of comprehensive evaluations and encourages continuous improvement efforts (Pianta et al., 2016).

In today's rapidly evolving world, characterized by technological advancements and intense global competition, countries are vying for development and survival.

Developed nations are increasingly offering citizenship opportunities to skilled individuals from developing countries, recognizing the potential economic benefits they bring. To navigate these circumstances effectively, it becomes crucial for developing countries to prioritize education as a central focus. By doing so, they can cultivate a skilled and qualified workforce capable of driving progress and economic growth within their own borders. By investing in education, developing nations can equip their citizens with the necessary knowledge and skills to thrive in the modern world and seize opportunities for advancement. This formulation emphasizes the direct link between education and economic development while highlighting the imperative for developing countries to prioritize education as a means of securing their future prosperity (Afridi, 2007).

As a researcher opinion derive from the previous studies the discussion on education quality indicators, a crucial component of delivering quality education lies in the design and implementation of a well-rounded curriculum. This curriculum should be complemented by a highly qualified faculty, ensuring that students receive the guidance and expertise necessary for their educational journey. Adequate facilities further contribute to a conducive learning environment, enabling students to engage actively in their studies. Regular assessment allows educators to gauge students' progress and tailor their teaching methods accordingly. When these essential factors are addressed, educational institutions can create an environment that fosters intellectual growth and equips students with the knowledge and skills needed for future success. The significance of a comprehensive educational framework that combines curriculum design, qualified faculty, supportive facilities, student engagement, and regular assessment to deliver a high-quality education experience.

In previous years, there has been a magnificent insight on quality education in schools globally later the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2004 proposed that better education in institutions were usually diminishing in several states. Providing good education is considered as an important problem after the 2015 agenda of educational institutions globally. Concerning providing good education in learning centers has placed on several cooperation amongst the inputs, process, and outputs, identifying that learner ought to get quality education. This program has a model of "contributing peace and security building through giving progress to international association by educational, scientific, and cultural reforms to enhance global respect for justice the rule of law, and human rights" (Akareem and Hossain, 2012).

Moreover, the World Education Foundation (WEF) focuses on the gap between expert knowledge and academic, its implication in masses throughout globe. The WEF aims to establish study rooms, learners, and livelihoods of future for helping their societies with their renewed ideas for solving out masses' problems. The WEF often conducts research works for better finding social problems and then designs their policies. It operates and helps across all types of borderlands and boundaries promoting peace through education. This foundation chants a slogan of "development of any kind is ultimately tied to education", that prioritizes changing conditions of lives. The WEF encompasses through whole aspect of education that permits individuals and groups for contributing to societies. With this model, the WEF has two major considerations that focus on impact and growth of the program. The program has four development pillars such as human and environment health, education, infrastructure development, and sports (WEF, 2022).

Moreover, the Asia Education Foundation is formulated to help education in schools, commonwealth, state and territory, and non-government education agencies. It also works with teacher education institutions, and professional associations to get its objective of giving the Asian world a significant education and skills to confront the world contemporary demands. The Asia Education Foundation (AEF) is cooperative foundation with Asia-link to develop Asian literacy with collaboration of Australian schools. It gives training to students and teachers about Asian languages, geography, history, literature, mathematics, science, and culture. Working with Asian-link AEF gives multiple programs for principles and educators for traveling to Asia for increasing their education in the area (McGregor, 2013).

1.2   Assessing Educational Program Effectiveness

In the realm of educational assessment, the concept of comparative evaluation holds great importance. It involves the evaluation and comparison of multiple programs, serving as a valuable tool in various fields of educational measurement. Comparative evaluation allows for the assessment of abstract entities such as programs, curricula, organizations, institutions, and individuals. Through this process, valuable insights and judgments can be made to inform decision-making and improve educational practices. By conducting comparative evaluations, educators and policymakers can gain a clearer understanding of the strengths, weaknesses, and overall effectiveness of different educational entities. This motivation-driven rephrasing aims to highlight the significance of comparative evaluation as a means to enhance educational processes and drive continuous improvement in the field (Ghaicha, 2016).

In the dominion of evaluation, the inclusion of value judgments adds a critical dimension to the assessment process. Evaluation is rooted in the interpretation of data

and involves assessing the efficiency, social relevance, and suitability of a product, process, or development based on clearly defined objectives or aims. Comparative evaluation often goes beyond simple analysis and offers practical recommendations for constructive action between programs. It serves as a qualitative and quantitative assessment of the current state of affairs, enabling meaningful decisions to be made regarding the evaluated entities. Through evaluation, we gain insights into the costs associated with things, programs, and processes, empowering us to make informed and impactful decisions. By emphasizing the significance of evaluation as a means of assessing and improving educational programs, thereby reinforcing the importance of comprehensive evaluations in education. Comparative evaluations of educational programs hold huge significance in driving educational advancement. By assessing different approaches employed to achieve educational goals, these evaluations provide valuable insights to educators and policymakers. Through a comprehensive examination of curriculum design, teaching methodologies, faculty qualifications, student outcomes, and resource allocation, a deeper understanding of the strengths and weaknesses of each program emerges. This knowledge empowers decision-makers to make informed choices, identify areas for improvement, and foster collaboration between programs. Comparative evaluations promote evidence-based decision-making, encourage innovation, and ultimately elevate the overall quality of educational programs. With a focus on continuous improvement, these evaluations motivate educators and policymakers to strive for excellence, ensuring that education remains dynamic and impactful in meeting the evolving needs of learners and society. The importance of comparative evaluations as a catalyst for positive change in education (Ajayi, 2009).

In researchers' opinion the education foundations and models hold tremendous potential to shape the future of society. They have the capacity to not only provide learning opportunities but also to create an inclusive environment where education is accessible to all. By embracing and supporting these foundations and models, we can pave the way for a more equitable educational system, where every student has equal access to resources and opportunities. When we invest in education foundations and models, we are investing in the future of our children and the well-being of our society as a whole. By continuously refining and developing new models, we can ensure that every student receives a high-quality education, setting them up for success and enabling them to contribute meaningfully to the world. The importance of education foundations and models in creating a better future for individuals and society at large, while also highlighting their connection to shaping a more inclusive and equitable education system.

1.3   Education System in Pakistan

The Education Policy 2009 aimed to address various challenges in the education system and provide a framework for improving access, quality, and equity in education across Pakistan. The policy emphasized the importance of free and compulsory education for all children between the ages of 5 and 16, with a particular focus on enrolling out-of-school children and reducing gender disparities. The policy also highlighted the need to enhance teacher training and professional development programs to improve teaching quality. It stressed the importance of inclusive education, special education, and efforts to reach marginalized communities. The policy recognized the significance of early childhood education and vocational and technical education to equip students with practical skills for employment. Regarding the education model in Pakistan, the

country follows a federal structure, where education falls under the concurrent legislative list, meaning that both the federal and provincial governments have responsibilities in this area. The provinces in Pakistan have the authority to develop and implement their education policies and models based on the national guidelines set by the federal government (Andrabi et al., 2010).

In order to fulfill the requirements of Article 25-A, governing bodies need to allocate their education budgets efficiently and effectively manage the resources provided by the National Investment Authority. Research consistently highlights that simply increasing financial resources for education and infrastructure development does not guarantee improved learning outcomes and workforce productivity. It is essential to prioritize strategic investments that focus on evidence-based interventions, such as teacher training, curriculum development, and innovative teaching methods. Additionally, policies and practices should be implemented to ensure accountability, equitable access to quality education, and the effective utilization of resources. By adopting a targeted and holistic approach to education funding and reforms, we can enhance the overall quality of education and positively impact student learning outcomes and future employability (Pritchett, 2001).

A notable aspect of Pakistan's education policy is the rise of low-cost private schooling, particularly in Punjab, where it constitutes a significant portion of total enrollments, reflecting a substantial demand for quality education. Parents often opt for private schools for various reasons: they may be located closer to home, which is especially important for girls at the primary level; teachers tend to have higher attendance rates; and the quality of teaching, particularly in the middle and secondary levels when exam preparation becomes crucial, is likely to be better. This preference for private schools

highlights the motivation of parents to secure a quality education for their children, seeking an environment that fosters effective learning and academic preparation. It also underscores the need for the education system, including public schools, to address the factors that contribute to the appeal of private institutions, such as teacher presence, proximity, and teaching quality, to ensure equitable access to high-quality education for all students (Ahmed et al., 2013).

The inclusion of Article 25-A in the 18th Amendment emphasizes the State's responsibility to provide free and compulsory education to all children aged five to sixteen, as determined by law. To fulfill this commitment, the Punjab education department has taken proactive steps by drafting a "Right to Education" bill in 2013. This bill aims to ensure that every child has equal access to quality education, aligning with the principles set forth in Article 25-A. However, the comprehensive implementation of this legislation is still pending, calling for swift action to translate the right to education into a tangible reality for all children across the nation. By highlighting the legal and legislative efforts, this serves as a reminder of the importance of prioritizing education and working towards its full realization to empower every child in Pakistan with the right to education (Barrera-Osorio and Raju, 2010).

Moreover, private schools often provide a higher caliber of education and operate with greater efficiency, attributed to the performance-based salary structure for teachers. In contrast, public schools generally charge considerably lower tuition fees. This distinction in quality and cost underscores the importance of addressing the factors that contribute to the effectiveness and affordability of private schools. By examining the practices and strategies employed by private schools, policymakers and educators can identify valuable insights to enhance the overall quality and efficiency of public

schools. Additionally, efforts should be made to bridge the gap in educational quality and ensure that every student, regardless of their financial background, has access to a high-quality education. This connection builds upon the previous discussion on private schooling preferences and underscores the need for improvements in the public education sector to provide equitable educational opportunities for all students (Andrabi et al., 2010).

Moreover, Baluchistan Education Foundation (BEF) 2013-18 focuses on institutionalizing youth literacy and non-formal fundamental education for promoting literacy rate and decreasing the ratio of out of school children by formulating policy framework for non-formal education, implementing institutional arrangements, and enhancing awareness between the stakeholders and communities about non-formal education. The model of BEF emphasizes to review and develop teaching and learning materials which based on curriculum and solve several learning demands of youth and children (BEF, 2016).

Similarly, the Khyber Pakhtunkhwa Education Foundation (KPEF) works with the collaboration of Government of Khyber Pakhtunkhwa to make available the equitable reach for better and quality education around the whole province. By sector budget support and technical help KPEF means to help children staying in school for longer time to learn more. This educational program has a model of collaborating with provincial government for an equitable access to quality education for bringing more children in schools for better literacy rate (KPEF, 2022).

The Sindh Education Foundation (SEF) has developed an impactful education model that seeks to address the educational challenges faced in the Sindh province of Pakistan. The SEF education model is driven by a strong motivation to improve access and

quality of education for underserved communities. With a vision of promoting inclusive and equitable education, the SEF model focuses on establishing and supporting schools in areas with limited educational opportunities. This comprehensive model incorporates various elements to ensure the provision of quality education. SEF-supported schools are established through partnerships with non-governmental organizations (NGOs), community-based organizations, and the private sector. These collaborative efforts enable the foundation to leverage local expertise and resources, resulting in the creation of sustainable educational institutions (SEF, 1992)

Further, Punjab Education Foundation (PEF) is a highly effective and motivating system designed to revolutionize education in Punjab, Pakistan. PEF's model aims to provide quality education to underprivileged children by partnering with private schools, ensuring access to education for all. PEF identifies deserving students and provides them with scholarships, enabling them to attend these private schools without financial barriers. This innovative model not only promotes inclusivity but also motivates students to excel academically through its rigorous curriculum and supportive learning environment. By emphasizing both academic and character development, the PEF education model equips students with the necessary skills and knowledge to succeed in their future endeavors, empowering them to break the cycle of poverty and become active contributors to society (PEF, 1991)

Hence, the educational programs and their models discussed in this chapter support researchers in evaluation of Punjab Education Foundation (PEF) and Sindh Education Foundation (SEF) educational program that how and to what extent mentioned programs are capable to support native people of District Rajanpur and Kashmor. The aims and objectives of PEF and SEF are discussed below for evaluating both programs.

There are several logical reasons for selecting District Rajanpur and Kashmor for the comparative evaluation of Punjab and Sindh Education Foundations. Rajanpur and Kashmor are neighboring districts, which allows for a comparative analysis of PEF and SEF within a similar regional context. The geographic proximity helps ensure some level of similarity in socio-economic factors, educational challenges, and cultural dynamics. Both Rajanpur and Kashmor are districts that face socio-economic challenges and have historically been underserved in terms of education. Furthermore, by selecting these districts, the comparative evaluation can shed light on the effectiveness of PEF and SEF in addressing regional disparities and improving educational opportunities. Rajanpur being researcher's home district provides researcher with firsthand knowledge and familiarity with the local context, which can facilitate a deeper understanding of the program's impact. Similarly, the choice of Kashmor as a boarding district allows for an examination of the unique challenges faced by students from remote areas. Additionally, it is important to consider the availability of relevant data for the research. By selecting Rajanpur and Kashmor, researcher may have access to reliable data sources, such as district education department records or surveys, which can provide valuable insights into the implementation and outcomes of PEF and SEF programs in these districts.

1.4   Policy Requirements

It is essential for the collaborating school to give careful consideration to its infrastructure in order to produce the desired results. The classroom is considered overcrowded if there are more than 35 students in accordance with FAS SOPs guidelines. There should be a toilet and a drinking water facility for 70 students. However, separate toilet facility should be provided for girls, teachers, staff and

principal. Schools are permitted to run a canteen on their property as long as they abide by the rules listed below:

There will be only stationary items like led pencils, sharpeners, erasers, ballpoint pens and rulers be sold. Food products like snacks and fast foods can be sold, but its's important to follow the Punjab and Sindh Food Authority. It is prohibited to purchase books, uniforms, badges and similar items in the canteen. The canteen cannot be used to earn money through rental activities.

PEF introduces the Continuous Professional Development Program (CPDP) in 2005 with goal of raising educational standards by providing training and assistance to PEF assisted schools. There are various capacity building pragmas which are helpful for Teachers, students and administrative staff. To ensure the successful implementation of several Programs CPDP Provides technical and professional assistance to schools through School Leadership Program (SLP), Teacher Evaluation (TE), Teacher Development Program (TDP), School Monitoring Activity (SMA), Early Childhood Education (ECE), Water and Sanitary Hygiene (WASH) and Inclusive Education Trainings (IE) (PEF, 1991).

Similarly, SEF has Learning Support Unit (LSU) that significantly affects the execution for professional development training. Programs for teachers in SEF supported schools with providing capacity building trainings. LSU also brings significant expertise to its work as result of its extensive experience working closely with teachers at ground level. The work lie under the responsibilities are: Protocols, Assessment Modules, Training for developing material related to assessment and training, liaison with stakeholders, assessment all relevant matters with assessment and the most important trainings for teachers (SEF, 1992).

1.5   Assessment Model

PEF and SEF are using an extensive assessment model to ensure quality with two main objectives in mind. Evaluate students' cognitive achievement levels, which may also reflect the success of interventions aimed as capacity building. Identify schools that are not performing according to expectations and can be focused for necessary reforms. Both foundations recognize the significance of evaluating teacher performance. They have implemented policies that include performance assessments, classroom observations, and feedback mechanisms to monitor and improve the quality of teaching.

SEF and PEF strategy to empower and facilitate schools in less developed areas, implementing financial assistance program based on enrolment of each child and priority for female education in order to increase the quality of education. Aiming to improve the quality of education and enrolment institutions with a proven track record and successful results may be given financial incentives and support.

1.6   Funding Source and Disbursement

The provincial government allocates a significant portion of the budget to fund the operations and programs of the foundations. Second source of funding is private sector contributions. Corporate entities and philanthropic organizations contribute financially to support the foundations' initiatives and the third source is donor funding. The foundations also receive funding from national and international donor agencies to implement specific projects and programs.

The Table 1.1 shows the comparison of funding disbursement to the partner schools. SEF is giving better financial support to its partner schools wither PEF is lacking behind from SEF in financial support to its partner schools. SEF is providing PRs 800 for every student of grade KG to II, PRs 1000 for the grade III to V, PRs 1500 for grade VI to VIII, PRs 2000 for the secondary school student and PRs 2300 for the student of higher secondary. Similarly, PEF is providing financial support PRs 550 per student up till primary classes, PRs 600 per student for elementary classes, PRs 1100 per student for secondary classes and PRs 1500 per student for higher secondary classes.

Table 1.1:   Funding Disbursement Comparison of PEF and SEF

Grade	PEF (PRs Per-child)	SEF (PRs Per-child)
K- II	550	800
III-V	550	1000
VI-VIII	600	1500
IX-X	1100	2000
XI-XII	1500	2300

1.7   Enrollment Comparison Between PEF and SEF

Partner school location policy for both foundations have formulated policies for selecting partner schools. The criteria include considerations such as geographical accessibility, enrollment capacity, infrastructure, and the commitment of the school management to provide quality education. Initial policy was to enroll the schools located in remote areas and at 1KM distance from public schools of both provinces. PEF and SEF have established policies for recruiting qualified teachers. These policies emphasize the importance of hiring competent educators who meet the necessary educational qualifications and possess the required teaching skills. The qualification

requirement for both programs vary in grades and school level. The minimum qualification requirement is intermediate and subject specialized qualification is required for higher classes.

Table 1.2 shows the enrollment of schools, teachers and students in both foundations assisted schools. PEF registered 3626 school so for under the umbrella of Foundation Assisted School (FAS) and total enrolled students are 1,920,183 with the ratio of 53% male and 47% female students. The enrollment data of teachers is not available on their online sources. While in SEF, the registered schools are 2640 in FAS category, 21000 teachers enrolled in these schools and enrolled students are 841000 with ratio of 58% male and 42% female students.

Table 1.2:   Registered School, Teacher, and Students under PEF and SEF

Program Data				Gender Enrollment Ratio	
Foundation Name	**Schools**	**Teachers**	**Students**	**Male**	**Female**
PEF	3626	Data Not Available	1,920,183	53%	47%
SEF	2640	21000	841000	58%	42%

1.8   Problem Statement

This research focuses the comparative evaluation in provision of quality of education and existing policies of Punjab and Sindh Education Foundations and to evaluate their policies implementation and achievements in enhancing quality of education in remote areas of Pakistan. The lack of concern on this matter of quality of education needs further exploration through policy research. The study aims to evaluate the educational programs in District Rajanpur and Kashmor, to what extent they enhanced quality of education in these Districts and how program is helping children to improve learning outcomes. This study will also evaluate that how program is improving the teaching

methodology and infrastructure in assisted schools by PEF and SEF and determine which program is more effective in improving educational outcomes.

1.9   Research Objectives

Quality of education is a critical aspect of the learning process, and its evaluation is necessary to ensure that students receive the best possible education. Therefore, research objectives are derived to address the matter systematically through research:

- To measure the effectiveness of student learning in Punjab and Sindh Education Foundations assisted schools in District Rajanpur and Kashmor

- To evaluate the performance of teachers in Punjab and Sindh Education Foundations assisted schools in District Rajanpur and Kashmor

- To assess the availability and utilization of school resources in Punjab and Sindh Education Foundations assisted schools in District Rajanpur and Kashmor.

1.10   Research Questions

Researching the quality of education can be done through many different angles. The research questions of the study.

- What is the measurable impact of the Punjab and Sindh Education Foundations on the academic performance and achievement of students in remote areas of District Rajanpur and Kashmor?

- How does the implementation of the Punjab and Sindh Education Foundations relate to improvements in teaching methodology and infrastructure in assisted schools, assessing factors such as classroom space, availability of teaching resources, and technology integration?

1.11   Significance of Research

The significance of this study lies in its potential to benefit deprived students from specific regions within Punjab and Sindh. The comparative evaluation of the Punjab and Sindh Education Foundations holds great importance in both academia and the policy sector. This research will contribute to the existing body of knowledge in academia and provide additional insights into the education foundations. It will assist policymakers in identifying the most effective teaching methodologies to enhance learning outcomes in remote areas, where the implementation of such policies is crucial. The study will emphasize the significance of teacher professional development and job security in ensuring the quality of education. Furthermore, it will shed light on the importance of improved infrastructure and functional facilities as key elements for enhancing the quality of education in remote areas. By promoting public involvement, this study encourages programs aimed at improving the quality of education in District Rajanpur and Kashmor. Moreover, it provides valuable information for non-governmental organizations seeking to undertake long-term projects to enhance education quality in Pakistan.

1.12   Organization of the Study

The organization of this study is structured into five comprehensive chapters to explore and analyze the relevant aspects of the research topic. In Chapter One, the study originates with an introduction that provides a clear overview and background of the programs, research problem, defining its significance and objectives. Chapter Two enquires into an extensive literature review, presenting a critical analysis of the existing body of knowledge and research in the field to establish the foundation for the current study. In Chapter three, the research design and methodology are explained, outlining

the approach taken to gather and analyze data, ensuring the validity and reliability of the study. Chapter Four explores into the presentation and discussion of the results and findings derived from the analysis, offering valuable insights into the research questions. Finally, in Chapter Five, the study concludes with a comprehensive conclusion, drawing together the key findings and their implications, followed by well-considered policy recommendations aimed at enhancing the effectiveness and efficiency of education programs in the Punjab and Sindh regions.

Chapter 2

Literature Review

2.1   Introduction

The literature review chapter plays a crucial role in research by providing a comprehensive analysis of existing literature related to the research topic. In this chapter, the researcher gathers information from previous studies to identify gaps and loopholes, highlighting the need for further investigation. Additionally, a comparative evaluation of Punjab and Sindh Education Foundations is conducted to enrich the understanding of the study area. This chapter serves as an introduction, setting the stage for an in-depth examination of conceptualization within the education quality domain in subsequent chapters, which delve into empirical research and present findings. Through this exploration, the objective is to contribute to the existing body of knowledge in the field of education, fostering a deeper understanding of the processes, challenges, and implications of conceptualization in the context of education quality.

2.2   Conceptual Framework

The process of conceptualization in education plays a crucial role in improving the quality of education. Conceptualization involves the generation and application of non-verbal ideas within the field of education, particularly among field service members. These members, including students, parents, teachers, government employees, and other professionals, engage in a logical and thoughtful process of considering and challenging existing educational practices. This process is driven by the goal of ensuring stability and promote positive change in the education system. The power and effectiveness of conceptualization lie in its ability to engage all stakeholders and

address their concerns, from students seeking a better learning experience to taxpayers expecting efficient use of resources. By investigating into the details of conceptualization, my study aims to contribute to a deeper understanding of how this process can be connected to enhance the quality of education and meet the diverse needs of those involved in the education field (Alvesson and Sveningsson, 2003).

The researcher seeks to address the challenges of conceptualization within the field of education by exploring the knowledge, information, and experiences of stakeholders. The focus of this study is to ask critical questions regarding what these stakeholders already know, what they still need to know, and how they acquire and utilize this knowledge. By gaining insights into their perspectives, aim of the researcher is to uncover their authentic understanding of the work and actions within the education system. Additionally, this research examines how stakeholders interpret and define the processes and reasons underlying their work, as well as the power dynamics both within and outside of their roles. Furthermore, it explores how these stakeholders strategize to safeguard their career development and take action based on their research findings. Moreover, the study investigates how forum members align their research claims with specific information about their work and activities, along with the networks or communities that support them, such as political parties or advocacy groups. It is essential to acknowledge that conceptualization is not a value-neutral process, prompting stakeholders to constantly question who constructs meaning, why they do so, and what impact it has. By exploring these dimensions, my research aims to deepen our understanding of the complicated nature of conceptualization in the field of education, shedding light on its implications for the stakeholders involved (Baron, 1969).

Hence, in order to foster inclusivity and relevance, educational research needs to broaden its horizons and extend its impact to the specific regions it aims to engage with. This brings forth important considerations that often go unnoticed in the current discourse surrounding research methods. Who holds the authority to decide which questions are the most critical ones to ask and explore? Whose inquiries are being addressed and resolved? Whose issues are being investigated? What truly constitutes as valid evidence, and whose perspectives and testimonies hold significance? Relying solely on evidence-based policies and procedures does not inherently guarantee their suitability for diverse communities, nor does it necessarily steer discussions away from hypothetical interpretations of desired outcomes, ultimately disregarding processes and objectives. By doing so, not only does the scope of the debate become limited, but it also becomes less reasonable, hindering the potential for meaningful progress (Bolam, 1999).

2.3   Assessing Comparative Evaluation and Curriculum Contribution

In previous discussion, the researcher emphasized the significance of comparative evaluation in the context of assessing the value and effectiveness of educational programs. Comparative evaluation, which goes beyond mere estimation, involves a comprehensive analysis of educational practices, outcomes, and program effectiveness. By comparing and contrasting different approaches, methodologies, and strategies employed in curriculum development and implementation, we can identify strengths, weaknesses, and areas for improvement, ultimately enhancing educational quality and student achievement Additionally, comparative evaluation plays a vital role in informing decision-making processes, policy development, and resource allocation,

ensuring that educational systems are not only effective but also efficient and responsive to the ever-evolving needs of learners (Ahmad and Jinggan, 2015).

Discussion on comparative evaluation, the researcher emphasized the importance of assessing the curriculum's impact on the quality and effectiveness of education. This assessment involves examining specific factors that contribute to shaping the curriculum and influencing the learning experience. These factors include teacher teaching and learning delivery, student input features related to admission requirements, UPSI (Universiti Pendidikan Sultan Idris) educational rules regarding program requirements and technology, and the Malaysian Qualifications Agency accreditation program requirement. By analyzing these components within the context of comparative evaluation, we can gain insights into how they influence the curriculum's overall effectiveness. Notably, this study places particular emphasis on the qualifications attained by teachers and the introduction of teacher leadership as a new feature in the Malaysian Education Blueprint. Understanding the contributions of these curriculum factors to comparative evaluation enables us to identify areas for improvement and enhance the educational experience for students (Ozel, 2007).

Continuing discussion on comparative evaluation, researcher now shift focus to the assessment of context and inclusion within the teacher education curriculum. Textual analysis plays a vital role in examining the variability and determining the alignment of the curriculum with the desired objectives. To establish the context, university documents and information from the Ministry of Education are utilized, providing a comprehensive understanding of the curriculum's positioning. It is obvious that the teacher education curriculum at UPSI aligns with the university's vision of becoming a respected institution that excels in education and possesses a broad global perspective.

The overarching goal is to generate and disseminate knowledge through teaching, research, publication, consultation, and community services, all within the framework of national ideology. This evaluation helps ensure that the curriculum remains relevant and responsive to the evolving educational landscape, thus contributing to the enhancement of educational quality and the fulfillment of UPSI's mission (Hussain et al, 2011).

While there is a consensus among academics and policy makers in democratic nations regarding the importance of democratic education, the interpretation and understanding of this concept can vary significantly due to factors such as national and cultural identity, ideology, theoretical perspectives, and academic ethics. The intricate relationship between education and democracy is vast and complex, often challenging to establish a universal understanding that transcends various boundaries. Furthermore, different groups tend to emphasize different aspects of this relationship, further contributing to the multifaceted nature of the topic (Ertl and Phillips, 2000).

Defining democratic education proves to be a challenging task due to the broad and subjective nature of both concepts. Numerous books have been written exploring the connection between democracy and education, further contributing to the complexity of the subject. In this context, scholars often use the term "democracy" loosely, leaving its interpretation up to the reader. A notable example can be found in Codd and Sullivan's (2005) textbook on modern education policy in New Zealand. In the opening line of his dissertation, Codd (2005, p. Xiii) states, "Throughout the 1990s, New Zealand education policy was strongly influenced by neoliberalism and therefore opposed to democratic values." However, he does not probe further into his initial declaration, as it is considered self-evident and requires no additional discussion. This

illustrates the challenge of capturing the essence of democratic education and the tendency to make overarching claims without providing detailed explanations (Cerych, 1997).

2.4 Examining Educational Perspectives

Different perspectives on democratic education are provided by liberal, transformative, and critical education practitioners. According to these theories, education serves as a democratic tool by liberating oppressed individuals and transforming oppressive social structures. In this view, democratic education empowers people to break free from oppressive conditions. Influential scholars like Freire argue that true freedom can be attained through critically recognizing the fundamental truths of humanity (Alesina et al, 1999).

Building upon Freire's ideas, Giroux highlights the importance of empowering students to bring about transformative change in society. Contrary to earlier sociological perspectives that primarily focused on education as a means of reinforcing social class divisions, Giroux asserts that schools are also sites of struggle, conflict, and debate (Giroux, 1989).

In other word, students have the ability to actively engage with and question the powers at play in society. They can connect with these forces and challenge them, making schools the "social spheres of democracy" where students can contribute to the advancement of their society (Abella, 2006).

The writer criticizes the narrow view of education that focuses only on practical aspects, neglecting its ethical and transformative dimensions. He introduces the concept of learning and highlights the importance of education's goals and processes being aligned

with moral principles. This perspective, known as Bildung in the Humboldtian concept, emphasizes the holistic nature of education and its broader societal impact (Biggs, 1978).

In India, there is a general perception among education workers that the philosophy of education has limited relevance in discussions about educational purposes and lacks any meaningful contribution to curriculum decisions and teaching practices. The objectives set for education often seem disconnected from the immediate concerns of teaching fundamental skills like reading and mathematics. Alternatively, these objectives may already be predetermined by the country's developmental goals, which are political decisions. As a result, even in objective discussions, the role of Education Philosophy is typically restricted to exploring the implications and providing clarification on specific concepts (Willis, 1993).

Educational organizations and institutions are responsible for managing the learning system, ensuring the development of competent teachers and students. It is widely recognized in the literature that vocational education holds a prominent position in the efforts to improve the education sector. In line with this, the Indonesian president has issued instructions regarding the "revitalization of SMK (Sekolah Menengah Kejuruan) vocational schools to enhance their quality and competitiveness." These instructions highlight the emphasis placed on enhancing vocational education to meet the demands of the ever-evolving job market and enhance the overall quality of education in Indonesia (Yeravdekar and Tiwari, 2014).

Research on the quality of education has primarily focused on examining inputs, processes, and outputs at different levels such as schools, tertiary education, or the national level. However, there has been a lack of parallel study agenda that explores the

relationships between inputs, processes, and outputs across all grades within the education system. Understanding these relationships is crucial for ensuring overall quality education. The absence of attention given to the connections among learning goals, teaching and learning activities, and their integration at various educational levels may have resulted from a lack of consensus on how to conceptualize quality education in schools (Mitchell et al., 2005).

2.5   Emerging Themes and Patterns

In the context of the developing world, education often receives less attention compared to the developed world. Although there are studies that highlight the importance of quality education, particularly in relation to primary schools, there is a notable lack of emphasis on classroom practices. While discussions and research may address the broader aspects of education quality, such as infrastructure, access, and policies, there is a dearth of attention given to the actual teaching and learning that takes place within classrooms. This oversight hinders a comprehensive understanding of the factors that contribute to effective education in the developing world, including instructional strategies, teacher-student dynamics, and student engagement. Recognizing and addressing this gap is crucial for improving education outcomes and ensuring meaningful learning experiences for students in these contexts (Fuller, 1987).

It is evident that there is limited research focusing on the quality of inside classroom practices in the context of education in the developing world. To address this gap, the current study places emphasis on the essential elements of quality indicators within the teaching-learning process. Both teachers and learners are recognized as key contributors in creating a fruitful and effective learning atmosphere within the classroom. The study considers various factors such as teaching strategies, classroom

management, assessment and feedback, learning environment, physical facilities, teaching aids, and teacher's education to provide a comprehensive overview of the teaching-learning situation in primary schools in Bangladesh. By examining these elements, the study aims to shed light on the current state of teaching and learning practices in order to identify areas for improvement and enhance the overall quality of education in the country (Aida, 2008).

The art of teaching goes beyond the mere transfer of facts, knowledge, and information. It involves introducing subjects in a way that enables individuals to learn new concepts and broaden their understanding. Effective education, as described by Johnson, not only imparts knowledge but also transforms students' perspectives of the world and influences how they apply their knowledge to solve real-world problems. This perspective highlights the importance of teaching as a transformative process that shapes students' thinking and equips them with the skills and mindset needed to navigate the complexities of the world. By recognizing the broader vision of education and instruction, educators can foster meaningful learning experiences that empower students to make a positive impact in their lives and communities (Johnson, 2010).

It is important to note that effective teaching goes beyond the delivery of content and requires active participation from students. It entails creating an engaging learning environment where students are encouraged to contribute to class discussions, share their perspectives, and collaborate with their peers. For effective teaching to take place, professors and students must establish good communication channels and foster positive relationships. This involves creating a supportive and inclusive classroom atmosphere where students feel comfortable expressing their thoughts and ideas. Building strong teacher-student relationships enables effective communication,

promotes trust, and encourages students to actively engage in the learning process. By emphasizing active participation and cultivating positive teacher-student interactions, educators can enhance the overall effectiveness of their teaching and create a conducive environment for student growth and development (Barrow and Leu, 2006).

Effective teaching and learning are intertwined. Improved teaching is facilitated by a better understanding of learning processes. Good learners are engaged and motivated because they possess knowledge of effective learning strategies. This reciprocal relationship between teaching and learning promotes a dynamic and productive learning environment (Fenstermacher, and Richardson, 2005).

However, effective teaching and the challenges faced by teachers in supporting learners with reading difficulties, Chuunga's study titled "Teachers' Practices in the Teaching of Reading and Writing towards Supporting Learners with Reading Difficulties at Lower Primary: A Case Study of Teachers for Fourth graders in Monze District-Zambia" explores the process of teaching and learning. The study focuses on identifying effective teaching methods specifically related to reading and writing instruction for learners with reading difficulties. By examining the practices of teachers in Monze District, Zambia, Chuunga aims to contribute to the understanding of how teachers address the needs of struggling readers at the lower primary level. This study serves as a valuable addition to the existing literature, as it provides insights into practical teaching strategies that can enhance reading instruction and support learners with difficulties (Chuunga, 2013).

It is essential for teachers to be mindful of selecting the most appropriate teaching methods for different situations. Research has consistently shown that relying solely on a single teaching approach can hinder students' learning experience. Instead, employing

a variety of teaching methods and strategies is crucial to promote effective learning. Additionally, several factors contribute to the effectiveness of teaching tactics, including the teacher's knowledge and qualifications, student motivation and dedication, the availability and utilization of resources, and the learning environment. Considering and addressing these elements can greatly enhance the overall effectiveness of teaching and ensure optimal learning outcomes for students (Rigelman et al., 2012).

In addition to collaborative strategies, Effective teaching methods and the importance of considering different approaches, Shanahan suggests additional strategies that can enhance student learning. In addition to collaborative strategies, Shanahan emphasizes the benefits of pair or group learning, as it enables teachers to closely observe students' progress. This approach proves successful even without additional helpers, making it a practical teaching method (Shanahan, 2006).

For effective teaching methods, it is important to consider the challenges that may arise when implementing certain strategies, particularly in classrooms with a high number of students. While reading aloud and chorus learning can be advantageous for larger classes, it may be challenging for teachers to assess individual student engagement and progress. In this context, an activity-based approach to intellectual teaching and learning becomes relevant. By incorporating activities into classroom instruction, students not only acquire knowledge through their schoolwork but also engage in practice and application of concepts outside the classroom. This approach allows for a more comprehensive and dynamic learning experience, addressing the needs of individual students while promoting active engagement and deep understanding (Ajayi, 2009).

Effective teaching methods and the challenges associated with conventional approaches, study titled "Teaching of Reading to School Beginners: A Study on the Reading programs in Primary One in Uganda" emphasizes the limitations of traditional teaching methods, such as the "chalk and talk" approach. These conventional methods are considered uninteresting, demotivating, and discouraging for creating conducive learning environments. In contrast, author highlights the importance of adopting advanced teaching methodologies that foster engagement and motivation among students. This study adds to the existing literature by emphasizing the need to explore innovative and student-centered approaches to teaching reading to school beginners. By understanding the drawbacks of conventional methods and considering more effective teaching strategies, educators can create more stimulating and effective learning environments for young learners in Uganda and beyond (Kemizano, 2007).

A baseline qualitative study revealed that the transmission mode of instruction, characterized by a teacher-centered approach, is dominant in Kenyan primary schools. This approach limits opportunities for students to actively engage in the learning process, formulate their own questions, and explore concepts to develop independent thinking skills. The study highlights the need to move away from a strictly transmission-based model and create learning environments that encourage student inquiry and critical thinking. By shifting towards more student-centered approaches, educators in Kenya can empower students to take ownership of their learning and foster a deeper understanding of concepts. This not only enhances student engagement but also promotes the development of essential skills necessary for lifelong learning (Ackers and Hardman, 2001).

For effective teaching methods and the importance of student assessment, it is crucial to recognize the role of assessment and feedback in enhancing students' learning outcomes. Assessment is an integral part of the teaching-learning process, providing valuable insights into students' progress and helping them overcome challenges. Two types of assessment, formative and summative, are commonly used in academic settings. While summative assessment is conducted at the end of a program to evaluate learners' performance, formative assessment is an ongoing process that aims to enhance learners' abilities. However, it is worth noting that although summative assessments may appear advantageous in classrooms with high student enrollment, they can inadvertently widen the gap between "quick learners" and "slow learners." This disparity in assessment outcomes may ultimately lead to subpar classroom performance (Chuunga, 2013).

In contrast, dynamic assessment methods involve revising the material and analyzing students' activities on their learning sheets, tests, and homework to gather data about their educational needs. This process not only provides insights into individual students' progress but also helps analyze the teacher's work and make informed decisions. While formative assessment places emphasis on the learners' needs, it can be challenging to assess each student individually in crowded classrooms. Dynamic assessment is described as a social process that involves observing, expressing, and responding to children's literacy actions in a way that makes them meaningful for specific goals and audiences. By adopting dynamic assessment methods, educators can gain a deeper understanding of students' learning and tailor their instruction to better meet their individual needs (Johnson et al., 2000).

Feedback plays a crucial role in assessing the effectiveness of lessons and determining whether they adequately meet the needs of students. However, in order for teachers to accurately evaluate students' knowledge, skills, and learning potential, feedback should be tailored to their individual needs. Customized feedback takes into account the specific strengths, weaknesses, and learning styles of each student, allowing teachers to provide targeted guidance and support. This personalized approach to feedback ensures that students receive the necessary information and guidance to further their learning and growth (Johnson, 2010).

Studies have revealed that teachers provided feedback to students in the form of affirmation or by not responding to their comments and moving on to something else. Although they frequently express verbal praise for their students' work, teachers should also show that they care about their students' feelings, issues, and the environment of the classroom. Teachers should provide opportunities for students to express their emotions, after all (Aida, 2008).

In this regard, teachers can show appreciation to students by verbally acknowledging their satisfaction with their work. However, it is important to argue against relying solely on this type of praise, as it can discourage students from actively participating in class discussions. Instead, during teaching-learning activities, the use of formative assessment proves to be more beneficial in supporting students' performance. Formative assessment allows for a comprehensive evaluation of students' progress and provides targeted feedback that helps them improve their understanding and skills. By utilizing formative assessment strategies, teachers can create a supportive learning environment that encourages active engagement and fosters continuous growth and development among students (Ackers and Hardman, 2001).

The classroom environment plays a vital role in students' motivation and willingness to learn. Purposeful, task-oriented, and supportive classrooms are effective in facilitating children's learning. It is important for classrooms to have a variety of resources such as a diverse collection of children's books, instructional charts, poems, and displays showcasing children's learning and development on the walls. Additionally, accessible print materials that support students' daily reading and writing activities should be readily available. This kind of environment serves as a source of motivation and encourages students to celebrate their progress in literacy-related behaviors (Kyriacou, 1998).

Furthermore, it is essential to create a safe and inclusive environment in primary schools in Uganda, where children can feel comfortable, engage actively, and demonstrate respect for others and the learning environment. However, it has been observed that the inadequate development of students' reading skills in these schools has persisted despite the subject taught or the instructional materials used in the lessons. This highlights the need to address the underlying factors that hinder the effective development of reading skills among students, emphasizing the importance of fostering a supportive and conducive learning environment that promotes reading proficiency regardless of the specific subject or instructional materials employed (Kemizano, 2007).

On the other hand, observed that the classroom was well-equipped as a result of the class tutor receiving numerous supports from the institution as well as from parents in the form of necessary teaching resources. There were times when teachers collaborated with other teachers as well as with parents. Thus, the teacher can adhere to the time plan to adapt the lesson to the students' interests in the work as well as their academic

requirements. As mentioned, it is crucial in this regard for the tutor to pay attention to both the class's discipline and each individual student (Aida, 2008).

In addition to the classroom environment, the overall atmosphere of the school also has an impact on students' reading abilities. However, it is crucial to recognize that the home environment plays a significant role in fostering quality learning as well. The learning abilities of students are influenced by the positive relationships between the home and school environments. By creating supportive and nurturing environments both at home and in school, students are more likely to thrive academically and develop strong reading skills (Kemizano, 2007).

If parents give their kids literacy experiences, the house can be a strong literacy environment. Although Chall and her colleagues placed a strong emphasis on communication between home and school. A study indicated that development of children's vocabulary, reading, and writing skills often leads to good results (Lerner, 1993).

Discussion on classroom management, different classroom management systems can be employed to effectively organize and oversee a classroom. One such approach is the whole class approach, which allows for the dissemination of information to the entire class simultaneously. This approach also enables the assessment of students in situations where group members collaborate and support one another to complete tasks using diverse approaches. However, it is important to establish classroom dynamics that facilitate a reciprocal exchange of teaching roles between the teacher, the group, and its individual members. This fosters a collaborative learning environment where everyone has the opportunity to contribute to the teaching and learning process (Aida, 2008).

Promoting improved communication is recommended to ensure consistency among students and enhance classroom management. Traditionally arranged classrooms have been found to be less effective and have lower rates of success in the teaching-learning process. By prioritizing effective communication strategies, educators can create a more conducive learning environment, foster better student engagement, and enhance the overall success of the teaching and learning process (Rigelman et al., 2012).

In a qualitative study, it was found that conventional courses often result in overcrowding during the teaching-learning process, leading to reduced engagement between teachers and students. Typically, teachers follow a set pattern of asking pre-planned questions and introducing topics without delving deeper into students' responses beyond assigning grades. This lack of meaningful dialogue limits student-to-student interaction, stifles student independence, and hinders their motivation to generate their own questions or explore ambiguous assumptions (Ackers and Hardman, 2001).

Studies have revealed that teacher-student interaction often involves a recitation-style approach, where the teacher primarily asks questions to gauge students' knowledge and understanding. Student-generated questions are infrequent in such scenarios. Class management is influenced by factors such as class size, teacher-to-student ratio, and the use of instructional aids. This study identified several issues, including over-enrollment, high teacher-student ratios, and a lack of suitable teaching tools, which significantly impact teachers' lesson planning. Therefore, implementing a whole class strategy allows for increased engagement and participation among students in the classroom, fostering a mutually beneficial learning environment (Chuunga, 2013).

In continuation of the previous discussion on class management and student engagement, it is important to address the impact of poor physical facilities and limited teaching aids on classroom interaction. When classrooms lack adequate resources, the quality of interaction between teachers and students can suffer. To overcome this challenge, a variety of teaching tools can be utilized during lessons. These can include textbooks, pens, pencils, cards, large sheets of paper, construction blocks, straws, wooden chips, money, body games, and more. By incorporating a diverse range of teaching materials, educators can enhance student engagement and cater to their individual needs. In some cases, unconventional materials like teaching sheets can also be employed as an effective medium of instruction, ensuring that students' learning requirements are met (Ackers and Hardman, 2001).

Meanwhile, the study being reviewed identified additional materials used by teachers, which were found to be similar in nature. The study also highlighted that teacher made use of various materials provided by educational authorities and adapted their lesson plans according to the classroom conditions. However, it was observed that easily accessible and contextually relevant teaching aids played a crucial role in motivating students. On the other hand, inadequate classroom resources were found to impede the teaching and learning process. This underscores the importance of ensuring sufficient and relevant teaching aids to create an environment that fosters student engagement and enhances the overall educational experience (Aida, 2008).

In a study conducted on classroom interaction in Kenyan primary schools, it was found that there was a notable shortage of instructional resources, particularly during practical work. This scarcity of resources often resulted in time-consuming completion of class

assignments. However, some schools have introduced new teaching tools in their classrooms to address this issue (Ackers and Hardman, 2001).

The quantity of homework that was assigned has also been limited. Contrary to typical forms of teaching aids, life-oriented teaching aids may be superior for instructing and inspiring students to gain education (Rice, 2010).

For effective teaching methods and classroom interaction, it is crucial to acknowledge the importance of teachers in guiding students towards becoming self-sufficient learners. The study recommends that teachers incorporate inquiry-based approaches to enhance their lectures, which can have a positive impact on student learning. Additionally, teachers can further enhance their teaching efficacy by engaging in powerful learning experiences such as observing students' thinking, co-planning lessons, co-teaching, and providing other forms of classroom support. It is important to note that expertise plays a significant role in increasing teaching efficacy, as experienced teachers are often considered more competent in interacting with learners compared to less experienced ones. By continuously developing their teaching skills and utilizing effective strategies, teachers can create a supportive learning environment that empowers students to become independent learners (Rigelman et al., 2012).

Despite having inadequate teaching materials, as demonstrated in a study teacher were nevertheless able to effectively use their knowledge and apply norms and standards based on their professional experiences. Additionally, they might keep assessment current tasks, monitor assessment methods, and collect student achievements and portfolios (Ball and Cohen, 1999).

Additionally, teachers need to be able to handle a variety of difficulties that may arise while teaching. As a result, students must be capable of handling challenging

circumstances in a group of individuals to support their current learning and help them become better learners in the future (Paul and Dylan, 1998).

Furthermore, teachers should be skilled at predicting students' growth and spotting learners' limitations so they can modify their approaches to suit learners' requirements. Effective teaching in this situation is greatly influenced by the knowledge, roles, abilities, dispositions, and behaviors of the instructor (Darling-Hammond, 2010).

At the time of independence, education was considered as one of the most imperative factors in the development of the new nation. The importance of the education was stressed by the founder Muhammad Ali Jinnah in his inaugural address. The Jinnah said:

"There is no doubt that the future of our state will and must greatly depend upon the

type of education we give to our children and the way

in which we bring them up as future citizens of Pakistan"

The current era of innovation and technology has given education a significant position for survival in the world of globalization. Progressive education system decreases the rate of illiteracy that eventually lowers unemployment rate which is considered as one of the significant notes for any country (Hunjra & Bakari, 2018).

Rehman and Sewani; said that there was no educational policy after separation of subcontinent as Pakistan was a new born state. However, the education was considered as essential aspect for the betterment, therefore, soon after independence, an educational conference was held. This conference was considered as the foundation stone for educational system of Pakistan. The proceeding of the conference initially set directions for the future educational policies. This conference was followed by a series of commissions and policies including commission on

national education, 1959; the new education policy, 1970; NEP, 1972-80; NEP, 1978; NEP, 1992; NEP, 1998-2010; NEP, 2009 and NEP, 2017 (Reham & Sewani, 2013).

The NEP, 1992 was another policy document formulated after comprehensive inputs received from the educationalists and experts. The elements of the policy include; to recognized primary education as fundamental right of every individual, making primary education compulsory and free so as to achieve UPE by the end of the decade, launching different teacher training programs according to curriculum and new concepts, encouragement of private sector, establishment of new primary schools, and to take appropriate measure to reduce dropout rate (GoP, 1992)

The National Education Policy 1998-2010 regarded elementary education described its legal obligation on the state in the light of Universal Declaration of Human Rights. The ratio of OOSC (Out of School Children) ratio was higher as more than 5.5 million children of primary level were out-of-schools and about 45% of the total enrolled students were dropping out along with one-fourth of the primary teachers having no training. The policy recommended to achieve acceptable level of literacy and to prioritize 45% children who are dropping out every year. Also, training facilities would be provided to teachers and special efforts would be made to tackle the issue of OOSC (Shami & Hussain, 2006).

Certainly, competent teachers can foster a productive learning atmosphere in the classroom. On researcher's opinion an effective teacher must be an expert in both subjective and content-based pedagogical knowledge, have proficiency in the language of teaching, create a productive and joyful learning environment, stimulate students' interests in their studies, create a classroom environment that is encompassing to their needs, acquire strong ethical minds, be dedicated to their work, and show intense care

for their charges. To put it simply, a quality teacher must have a positive outlook, high standards, and be on time.

2.6   Theoretical Framework

The roots of this research study go back to a theory which is called "System theory". The understanding of this research study can be traced and related to system theory which was originally advanced by Ludwig Von Bertalanffy in 1930s and afterwards in 1969 in his book "General System Theory" (Bertalanffy, 1969).

This theory is universal theory and not only confined to natural sciences but can also equally be applied to social sciences. According to this theory, a system is a combination of different units which work independently or interdependently in order to achieve a goal. The system in this connection works as an input, transformation process and output approach in an environment. This can be clearly understood through following figure:
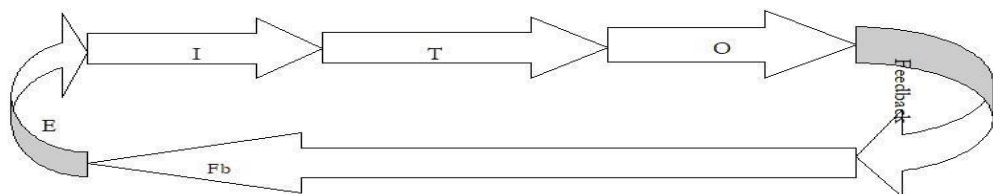
E= Environment (Schools and Family)
I= Input (Facilities, Teaching Methodologies, Curriculum etc.)
T= Transformation/Processing (Provision of Quality of Education)
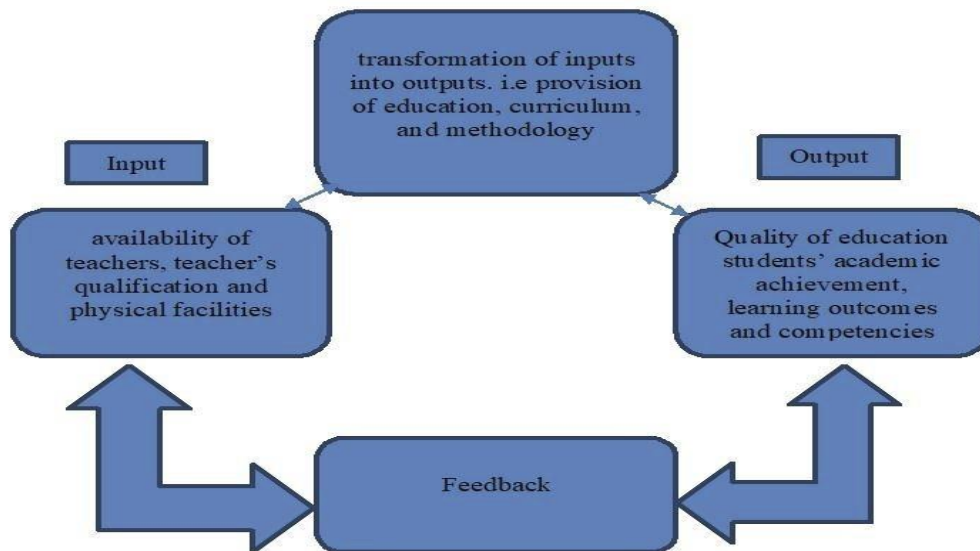O= Outcomes (Students Learning Outcomes, Performance and Competencies)
Fb= Response of the students

Source: (Littlejohn, 1999)

In light of the above components of the framework i.e. E.I.T.O.Fb it applies to an environment where there is an input processed to get an output. In the context of educational institutions this may be the whole institution, department or academic division. Education is a priority function in the human resource production, and this production function is a relationship between input and factors that intervene to give a certain output considering to its quality. In the system of education, education production displays a functional relationship between students and schools as an input to an associated output. To ensure that the education production function addresses the demands of the society adequately, the manager and the policy maker must determine precise and clear objectives and use inputs and strategies that would be transformed into a qualified output through a productive process. The output must possess certain capabilities in the form of abilities, skills, and knowledge that can be utilized in the productive sector of the economy.

In educational institutions there is interaction amongst teachers, administration, learners and learning goals. The schools as an educational institution consist upon an environment where teachers, parents, administrative staff and students interact each other and put their efforts as an input which is processed in order to get reliable outcomes in the form of student's performances or quality education. Teachers' availability, qualification, methodology and facilities available in schools are utilized as an input in the environment i.e., schools that after certain process transform into output in the form of student's conceptual clarity, performance and quality of education. At the end feedback is the overall evaluation of the process which show whether the whole process go the way it intended or needs some planning and controlling (Adams, Hester, & Bradley, 2013).

An enough number of availability of teachers and their qualification enhances their teaching methodologies that effects students learning outcomes and thus ensures quality of education. Also, physical facilities in schools such as availability of playground, availability of less crowded classrooms, availability of washrooms and clean water. It is evident from the literature that all these factors have positive effect on quality of education and students' retention. Low quality is one of the factors due to which students do not retain at schools and dropout at some stage. Thus, ensuring qualified teacher's availability and facilities can uplift quality of education which can reduce dropout rate and increase enrollment rate at schools.

2.7   Summary

In summary, the study's primary objective is to evaluate the educational programs in District Rajanpur and Kashmor and assess their impact on educational quality and learning outcomes. It also aims to determine the effectiveness of these programs in enhancing teaching methodologies and school infrastructure. Through a comprehensive review of existing literature, the research identifies key research gaps and lays the foundation for further investigation in the field of education.

One prominent research gap highlighted is the limited attention given to classroom practices in education research, particularly in the context of the developing world. The study emphasizes the need to focus on teaching and learning practices within classrooms, considering factors such as teaching strategies, assessment, and the learning environment. This underscores the potential contribution of the research to fill this gap by providing a comprehensive overview of teaching and learning practices in primary schools in Bangladesh.

Furthermore, the study advocates for a more diverse range of teaching methods and strategies to enhance the learning experience. It emphasizes the limitations of relying solely on a single teaching approach and encourages flexibility and innovation in teaching practices. This research contributes to addressing this gap by evaluating the impact of educational programs in District Rajanpur and Kashmor, shedding light on their effectiveness in adopting varied teaching methods and strategies.

In terms of future contributions, this research study aims to provide valuable insights into the effectiveness of educational programs in improving education quality, learning outcomes, and teaching methodologies. By comparing the programs of Punjab Education Foundation (PEF) and Sindh Education Foundation (SEF), it seeks to determine which program is more effective in achieving these goals. Additionally, the study aligns with the broader objective of inclusive and relevant educational research, considering diverse stakeholder perspectives and needs, thus contributing to the development of comprehensive and adaptable approaches to teaching and learning, ultimately reducing dropout rates and improving the overall quality of education in the evaluated districts.

Chapter 3

Research Methodology and Data Collection

3.1   Introduction

This chapter presents an overview of the research methodology and data collection employed in evaluating the quality of education in Foundation Assisted Schools provided by Punjab and Sindh Education Foundations. The study adopts a mix-method approach to compare the educational programs of these foundations and assess their impact on the quality of education. The research methodology encompasses various stages, including the selection of a suitable design, data collection, methodology, tools and data analysis techniques.

3.2   Study Universe and Population

The population of the study encompasses teachers, students, administrative staff and policies associated with the educational institutions under the Punjab and Sindh Education Foundations. These individuals and policies are considered the cases within the population, and their participation will contribute to the collection of quantitative data using closed-ended questionnaires and qualitative data from secondary sources. By examining these diverse stakeholders, the study aims to gain insights into the quality of education provided by both foundations and make comparisons between their respective approaches and outcomes.

3.3   Research Design

The research design for this study is mixed-method approach that combines quantitative data collection through a survey questionnaire and policy analysis utilizing secondary

data. By incorporating both quantitative and qualitative elements, this research design allows a comprehensive exploration of research topic. Quantitative method allows descriptive analysis and generalizable trends, while qualitative methods provide in-depth insights, contextual understanding, and individual experiences. The combination of these approaches enables researcher to triangulate findings and to gain more holistic perspective on the phenomenon.

3.4   Units of Data Collection

The units of data collection in this study are structured around the programs and stakeholders associated with Punjab and Sindh Education Foundations and policies. For the purpose of this evaluation to assess the quality of education in Foundation Assisted Schools (FAS) as part of the program assessment. The primary data is collected from three key sources: teachers, students, and administrative staff. Teachers, being vital stakeholders responsible for maintaining the quality of education, participate in the study through comprehensive close-ended questionnaires. Students enrolled in the institutions are included as a unit of data collection, with specific inclusion and exclusion criteria. Additionally, data related to infrastructure facilities and teacher performance is obtained from the administrative staff of the sampled schools. While, the secondary data is collected from online sources of the respective programs. By targeting these specific units, the study aims to gather comprehensive data to assess the quality of education provided by the Punjab and Sindh Education Foundations.

3.5   Sampling Strategy

The sample strategy primarily involves systematic sampling for school, student and teacher selection, which is a valid and practical approach for a study of this nature.

Systematic sampling ensures that each element in the population has an equal chance of being selected while providing a structured way to sample elements. This method is both efficient and representative. Purposive sampling, also known as judgmental or selective sampling, involves deliberately selecting specific individuals or cases because they possess the characteristics or knowledge that are relevant to the research study (Cochran, 1977).

For the selection of schools, systematic random sampling is used, where every 10th school is chosen from the total 139 of Foundation Assisted Schools (FAS) in Rajanpur district of Punjab. In Kashmor district of Sindh, all 5 FAS schools are included in the sample to ensure representation. By choosing every 10th school, researcher create a representative sample, and this approach is cost-effective and time-efficient (Israel , 1992).

The selection of students follows systematic random sampling, every 5th student out of 30 from grade 4 and every 5th from grade 3, with an equal gender distribution. By selecting every 5th student, researcher maintain a level of randomness in the sample while still covering a significant portion of the student population. Focusing on two grades is also practical since the assessment tool was developed for grade 4. Ensuring equal gender distribution adds representativeness to the sample. The number of students in the sample is determined based on the guideline of having approximately 30-35 students in each classroom, leading to a total sample size of 216 students from both programs. (Krejcie & Morgan, 1970).

Regarding the sample size of teachers, the researcher has recruited a total of 18 schools from both Punjab and Sindh Education Foundations. For teachers, an average of two teachers is selected from each school, resulting in a total of 36 teachers. Selecting two

teachers per school, one from each grade, allows for a fair representation of the teaching staff. This allows for some insights into teaching methodologies from different schools and this is important since the assessment tool is applied in these grades (Polit & Beck , 2004).

Purposive sampling is applied to select administrative staff members and 18 administrative staff members are included in the sample. The selection of administrative staff who are well-versed in school resources and program policies provides a valuable perspective. This approach helps in understanding the operational aspects of the program within each school (Fraenkel, Wallen, & Hyun, 2009).

Table 3.1:   School Sample Size

Foundation Name	Primary		Middle		Secondary		Total
	Urban	Rural	Urban	Rural	Urban	Rural	
PEF	2	6	1	0	3	1	13
SEF	1	2	0	0	2	0	5
Total	3	8	1	0	5	1	18

Table 3.2:   Administration, Teacher and Student Sample Size

Foundation Name	Administration		Teacher		Student	
	Male	Female	Male	Female	Male	Female
PEF	8	5	8	18	81	75
SEF	4	1	2	8	30	30
Total	12	6	10	26	111	105

3.6   Methodology

The research methodology employed in this study follows mixed-method approach to evaluate the quality of education provided by Punjab and Sindh Education Foundations.

The researcher developed evaluation matrix reserve as an organizing tool to help plan the conduct of the evaluation, indicating where the secondary data will be used and where primary data need to be collected. It guides analysis, ensure that all data collected is analyzed and support the identification of evidence gaps. The secondary data phase employed a content analysis of existing policies to gather qualitative data. This method involved systematically examining and analyzing the content of policy documents to identify key information related to research objectives. Content analysis of policy documents helped uncover underlying meanings, policy approaches, and emerging trends, contributing to comprehensive analysis of qualitative data.

The primary data phase employed a survey questionnaire to gather quantitative data. The survey questionnaire was carefully designed to capture participant's opinion, experiences, and perspectives related to research objectives. The primary data analysis descriptive statistics were used. Percentile and quartile methods were employed to analyze and summarize the data in categories and providing comparative insights. The software used for conducting the comparative evaluation and generating the descriptive statistics was STATA. By utilizing this statistical software, the researchers were able to providing a comprehensive overview of the data and facilitating meaningful comparisons between the variables of interest

A combination of survey questionnaire and content analysis, along with descriptive statistics and content analysis for data analysis, this methodology allowed for a comprehensive exploration of the research topic. It facilitated the gathering data sources and provided methods for analyzing both qualitative and quantitative data, enhancing the validity and reliability of study findings.

3.7   Method and Tool for Data Collection

The techniques of data collection employed in this study include policy document and surveys using of close-ended questionnaires. Surveys were conducted to gather data from teachers, students, and administrative staff at the schools under study. Comprehensive closed-ended questionnaires were distributed among these individuals, allowing for systematic and standardized data collection. The researcher was present during the questionnaire filling process to address any ambiguity or difficulty faced by the respondents.

In addition to student's assessment, a specific tool was used and designed by ITA (Idara-e-Taleem-o-Aagahi) for ASER program (Annual Status Education Report) to assess students' academic achievement in relation to the quality of education. This assessment tool enables the collection of quantitative data on students' performance. To ensure objectivity and reliability, the principles and measurement scales of quality of education were derived from a thorough literature review encompassing various material and non-material indicators. By utilizing close-ended questionnaires and the designed assessment tool, the research aims to gather objective data pertaining to the quality of education in the selected schools under the Punjab and Sindh Education Foundations. For qualitative part content analysis was employed to policy documents to analyze approaches and implementation (ASER, 2021)

3.8   Data Analysis Methods

The data analysis in this study will predominantly involve descriptive statistics and content analysis. Descriptive statistics provide a means to analyze and compare the responses of different units of analysis to the survey questions. This analysis will

involve the use of percentile and quartile methods, graphs and tabulations to present the findings in a clear and concise manner. Content analysis is a systematic approach to analyzing qualitative data, such as documents. Content analysis allows researcher to examine the underlying meanings, messages, and relationships present in the data.

To perform the data analysis, the statistical software STATA is utilized. Its efficient data management and manipulation features enable seamless handling of complex datasets, including data cleaning, merging, and reshaping. Additionally, its ability to generate graphs, tables, and statistical outputs ensures professional-looking visualizations and reports, enhancing the overall presentation of research results.

3.9   Ethical Consideration

Throughout the research process, strict adherence to ethical principles and guidelines is maintained. An informed consent form is prepared and presented to all participants before the data collection phase, ensuring that their voluntary participation is obtained. The confidentiality and anonymity of the participants is safeguarded, and their personal information will not be shared with any third party without their prior consent.

Furthermore, every effort is made to ensure that the participants are not harmed in any way during the data collection process. Their privacy and well-being is respected, and any potential risks or discomforts is minimized. The research is conducted in accordance with the ethical standards set by relevant institutional and professional bodies, promoting the highest level of integrity and respect for human subjects.

By upholding these ethical considerations, the research aims to protect the rights and welfare of the participants, ensuring the integrity and validity of the study while maintaining a high level of ethical conduct.

3.10   Evaluation Matrix

Table 3.3:   Evaluation Matrix for 1ˢᵗ Objective

Objectives	Research question	Indicators	Tools
Obj.1: To assess the efficacy of instruction and measure the teacher's performance	How does the implementation of the PEF and SEF programs relate to improvements in teaching methodology and infrastructure in assisted schools, assessing factors such as classroom space, availability of teaching resources, and technology integration?	Content	Administrative staff Tool
		Teaching-Learning Process	
		Environments	
		Outcomes	Assessment Tool
		Teaching and Learning	Teacher Tool
		Student's motivation.	
		Dedication to learning	
		Availability and utilization of resources.	
		Learning Environment.	
		Asking questions.	
		Encouragement from teacher.	
		Teaching Strategies	Teacher Tool, Administrative staff tool and Policy analysis
		Mentoring	
		Framework	
		Direct teaching using materials.	
		Effective teaching methods	Teacher Tool
		Preparation	
		Asking one anther questions	
		Repetition of questions in class	
		Group Strategies	Teacher Tool
		Class in different pairs	
		Increased participation	
		Activity based assessment	
		Chalk and Talk	Teacher Tool
		Oral lectures	
		Usage of white boards	

Table 3.4:   Evaluation Matrix for 2nd Objective

Objective	Research question	Indicators	Tools
Obj.2: To determine the effectiveness of student learning	What is the measurable impact of the PEF and SEF programs on the academic performance and achievement of students in remote areas of District Rajanpur and Kashmor?	**Formative and Summative Assessment**	Teacher Tool
		Formative is during the class.	
		Summative is at the end of session.	
		Dynamic Assessment	Teacher Tool & Assessment Tool
		Revision of taught material	
		Tests	
		Homework	
		Feedback	Teacher Tool
		Customized feedback	
		Manifestation of care towards student's needs, and issues	
		Provision of opportunities to express ability.	
		Appreciation on the test scores	
		Material rewards	
		Careful criticism	
		Affirmation	
		Verbal praise in front of class	

Table 3.5:   Evaluation Matrix for 3rd Objective

Objective	Research question	Indicators	Tools
Obj.3: To assess the resources available and school's administration	How does the implementation of the PEF and SEF programs relate to improvements in teaching methodology and infrastructure in assisted schools, assessing factors such as classroom space, availability of teaching resources, and technology integration?	**Learning Environment**	Teacher Tool, Administrative staff Tool & Policy analysis
		Purposeful classroom	
		Task oriented Classrooms	
		Children books, charts, poems, and list of instructions in the class	Teacher Tool
		Display of children's achievements on the walls of class	Administrative Staff Tool
		Adaptation of lessons to the interests of students	
		Classroom Management	Teacher Tool & Administrative staff Tool
		Whole class approach	
		Management in Groups	
		Improved interaction	
		Conventional patterns increase congestions.	
		More questions from students	
		Student-teacher ratio	
		Teaching Materials	Teacher Tool & Administrative staff Tool
		Textbook, Pen, Pencil, Notes	
		Large sheets of paper	
		Construction blocks	
		Qualification of Teacher	Teacher Tool, Administrative staff Tool & Policy document
		Goal is to become self-sufficient learner.	
		Observation of how students think.	
		Expertise in the relevant subject	
		Professional experience	
		Assessment of current tasks	
		Monitoring assessment methods	
		Infrastructure	Administrative Staff Tool & Policy Document
		Number of classrooms & Washrooms	
		Furniture	
		Electronic gadgets & Backup	
		Parking area	
		Water tanks	
		Computer lab, Library, Internet	
		Security Guards	
		Sport Grounds and sport equipment	
		Photocopy shop	
		Canteen	

Chapter 4

Results and Findings

4.1   Introduction

This chapter presents the findings of a comparative evaluation of two educational programs, namely the Punjab and Sindh Education Foundation, focusing on their impact on students, teachers, and schools in Grades 4 and 3. The evaluation involved data collection through survey questionnaires and a comprehensive analysis across multiple domains. Specifically, the analysis examined the distribution of students' performance in Urdu, English, and Mathematics, categorizing them as Poor, Average, Good, or Very Good based on predetermined criteria. This analysis provides valuable insights into the strengths and weaknesses of the educational programs by examining overall student performance. Additionally, the chapter delves into the evaluation of teachers' performance, covering aspects such as classroom instruction, student engagement, teacher training, and advancement. By categorizing teachers' performance scores, a comprehensive understanding of their effectiveness is gained. Furthermore, the chapter explores the evaluation of schools, considering factors like infrastructure, functional facilities, teachers' recruitment, evaluation and accountability mechanisms, and benefits provided to teachers. By analyzing school performance scores, the study offers insights into the strengths and weaknesses of the educational programs at an institutional level. The Results and Findings chapter provides a descriptive analysis of student, teacher, and school performance, contributing valuable information to identify areas for improvement and guide future interventions.

4.2   Subject-Wise Students' Performance and Assessment Results Grade 4

The section titled "Subject-wise Student Performance and Assessment Results of Grade 4" provides a detailed analysis of student performance in Urdu, English, and Mathematics. It includes selected questions from each subject and the results of these questions are presented, highlighting student performance in each area. At the end of each subject section, a comprehensive table displays the overall results, giving a consolidated view of student achievements. This analysis enables the identification of strengths and weaknesses within each subject and informs targeted interventions to improve student learning outcomes.

4.2.1   Assessment Results Urdu

An interpretation table 4.1 of the results regarding the students' ability to read an Urdu story correctly. In the PEF program, out of a total of 78 students, 18 male and 10 female students were able to read the story correctly, while 1 male and 1 female student were unable to do so. Additionally, 23 male and 25 female students required some assistance. For the SEF program, out of a total of 30 students, 8 male and 9 female students were able to read the story correctly, and 7 male and 6 female students needed some help. Overall, among the 108 students assessed, 26 male and 19 female students were able to read the story correctly, 2 were unable to do so, and 61 needed some assistance.

Table 4.1:   Student Can Read Urdu Story Correctly

Foundation Name	Yes		No		With Some help		Total
	M	F	M	F	M	F	
PEF	18	10	1	1	23	25	78
SEF	8	9	0	0	7	6	30
Total	26	19	1	1	30	31	108

This table 4.2 presents the results regarding students' performance in answering comprehension questions based on a story. In the PEF program, out of a total of 78 students, 59 students answered the questions correctly, while 19 students did not. Similarly, in the SEF program, out of 30 students, 27 students answered the questions correctly, while 3 students did not. Overall, among the 108 students assessed, 86 students answered the comprehension questions correctly, while 22 students did not.

Table 4.2:   Students Answered Story Comprehension Correctly

Foundation Name	Yes	No	Total
PEF	59	19	78
SEF	27	3	30
Total	86	22	108

The figure 4.1 presents the assessment results for Urdu proficiency in two foundations, PEF and SEF. In the PEF program, 19% of students answered one question correctly, 9% answered two questions correctly, 17% answered three questions correctly, 6% answered four questions correctly, and an 49% of students answered all five questions correctly. On the other hand, in the SEF program, 30% answered two questions correctly, 23% answered three questions correctly, and 47% of students successfully answered all five questions correctly.
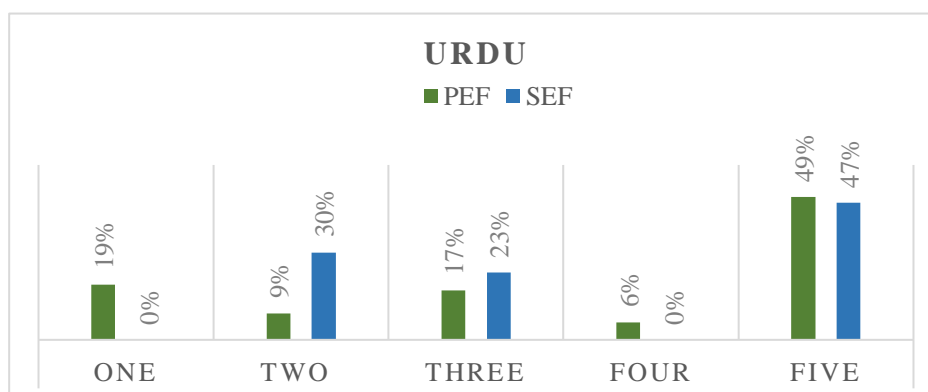
Figure 4.1:   Assessment Results Urdu Grade 4

4.2.2 Assessment Results English

In the PEF program, out of the four sentences were provided, one student was unable to read any sentence correctly. However, 21 students read one sentence correctly, 49 students read two sentences correctly, and seven students read three sentences correctly. This resulted in a total of 78 students. Similarly, in the SEF program, one student was unable to read any sentence correctly. However, five students read one sentence correctly, 17 students read two sentences correctly, and seven students read three sentences correctly, resulting in a total of 30 students exhibiting their reading abilities for the four sentences.

Table 4.3:   Number of Students Read Sentences Correctly

Foundation Name	Zero	One	Two	Three	Total
PEF	1	21	49	7	78
SEF	1	5	17	7	30
Total	2	26	66	14	108

Source: Survey from PEF and SEF Schools, 2023

In the PEF program, out of the four sentences provided, 34 students were unable to correctly answer the meaning of any sentence. However, there were 36 students who correctly answered the meaning of one sentence, and eight students who correctly answered the meaning of two sentences and total number of students were 78. In the SEF program, 12 students were unable to correctly answer the meaning of any sentence. However, there were 17 students who correctly answered the meaning of one sentence, and one student who correctly answered the meaning of two sentences and total students were 30.

Table 4.4:   Number of Students who correctly Read Sentences Meaning

Foundation Name	Sentences (in numbers)			Total
	Zero	**One**	**Two**	
PEF	34	36	8	78
SEF	12	17	1	30
Total	46	53	9	108

Source: Survey from PEF and SEF Schools, 2023

In figure 4.2 PEF achieved a 2% correct response rate for the first question compared to SEF's 17%. In the second question, PEF had 13% correct responses while SEF had 20%. Moving on to the third question, PEF recorded a 19% correct response rate, similar to SEF's 20%. PEF's highest performance was observed in the fourth question with 40% correct responses, while SEF only achieved 7%. The fifth question saw PEF with 17% correct responses and SEF with 13%. Finally, in the sixth question, PEF had a 9% correct response rate, whereas SEF demonstrated the highest performance at 23%.
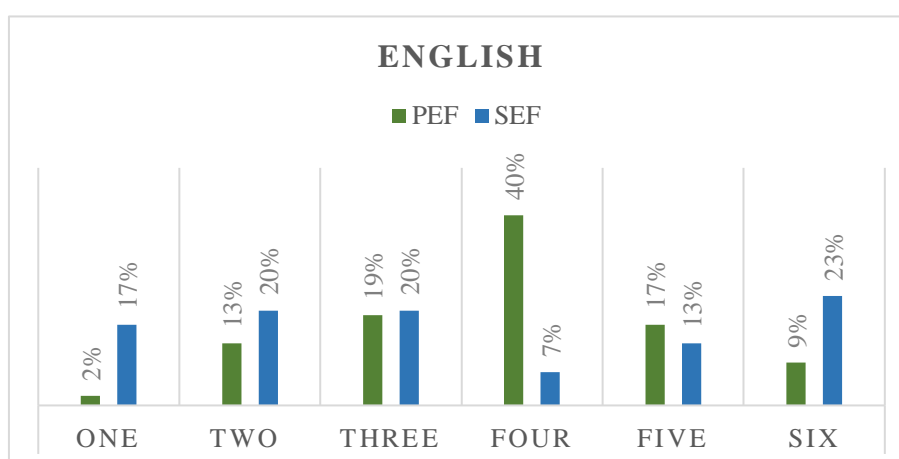
Figure 4.2:   Assessment Results English Grade 4

4.2.3   Assessment Results Mathematics

In PEF, there were 7 students who did not answer any question correctly, 33 students answered one question correctly, and 38 students who answered two questions correctly. In SEF, there was 1 student who did not answer any question correctly, 15

students answered one question correctly, and 14 students who answered two questions correctly. In total, there were 108 students from both programs. In this section students have to answer 2 questions correctly out of 4.

Table 4.5:   Students Answered 3-Digit Subtraction Question Correctly

Foundation Name	Zero	One	Two	Total
PEF	7	33	38	78
SEF	1	15	14	30
Total	8	48	52	108

Source: Survey from PEF and SEF Schools, 2023

For PEF, only 1% of students answered two questions correctly, while 10% answered three questions correctly. Moving up, 5% of students answered four questions correctly, and 13% answered five questions. A significant 71% of students, answered all questions correctly. Similarly, for SEF, 10% of students answered three questions correctly, while 23% answered four questions correctly. Further, 37% of students answered five questions correctly, and 30% of students answered all the questions correctly.
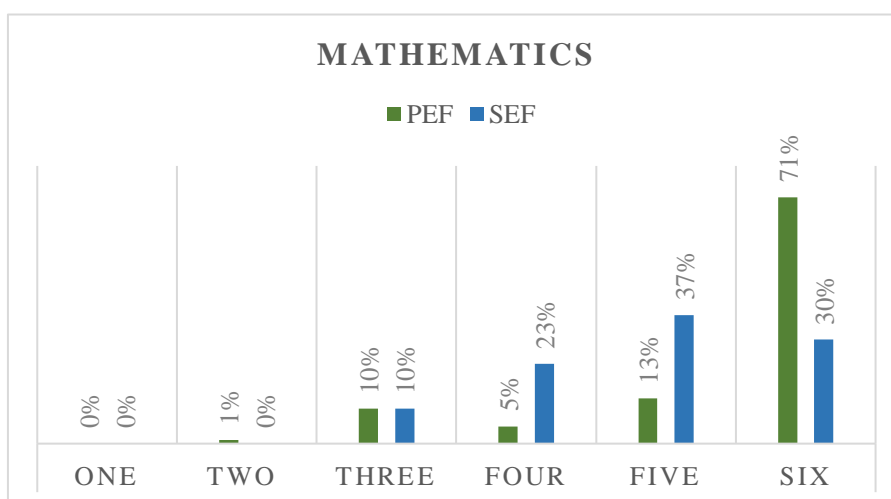
Figure 4.3:   Assessment Results Mathematics Grade 4

4.3   Subject-Wise Students' Performance and Assessment Results Grade 3

The section titled "Subject-wise Student Performance and Assessment Results of Grade 3" provides a detailed analysis of student performance in Urdu, English, and Mathematics. It includes selected questions from each subject and the results of these questions are presented, highlighting student performance in each area. At the end of each subject section, a comprehensive table displays the overall results, giving a consolidated view of student achievements. This analysis enables the identification of strengths and weaknesses within each subject and informs targeted interventions to improve student learning outcomes.

4.3.1   Assessment Results Urdu

This table 4.6 shows that total number of students were 78 from PEF and 23 students can read the story by their self and 33 students can read the story with some help of researcher, and 22 students were those who cannot read the story. Similarly, In SEF total students taken in to study were 30. 9 students can read the story by them self and 14 students can read the story with the help of researcher and 7 students were those who cannot read the story.

Table 4.6:   Student Can Read Story Correctly

Foundation Name	Yes	No	With Some Help	Total
PEF	23	22	33	78
SEF	9	7	14	30
Total	32	29	47	108

Source: Survey from PEF and SEF Schools, 2023

This table 4.7 shows the results of comprehension question. In PEF, 41 students answered the comprehension questions correctly and 37 students did not answer

correctly. Similarly, In SEF there were 16 students who answered the comprehension questions correctly and 14 students did not answer the question correctly. There were 108 students total and 78 were taken into study from PEF and 30 Students were taken from SEF.

Table 4.7:   Students Answered Story Comprehension Correctly

Foundation Name	Yes	No	Total
PEF	41	37	78
SEF	16	14	30
Total	57	51	108

Source: Survey from PEF and SEF Schools, 2023

This figure shows the results of Urdu section for grade 3. In PEF, 23% students get one score out of 5, 33% students get scores two, 17% students get scores three, 9% students get scores four, and 18% students of PEF get higher scores five out five. Similarly, in SEF 40% students get one score, 20% students get two scores, 17% gets three scores, 13% students get four scores, and 10% students get highest scores five out of five.
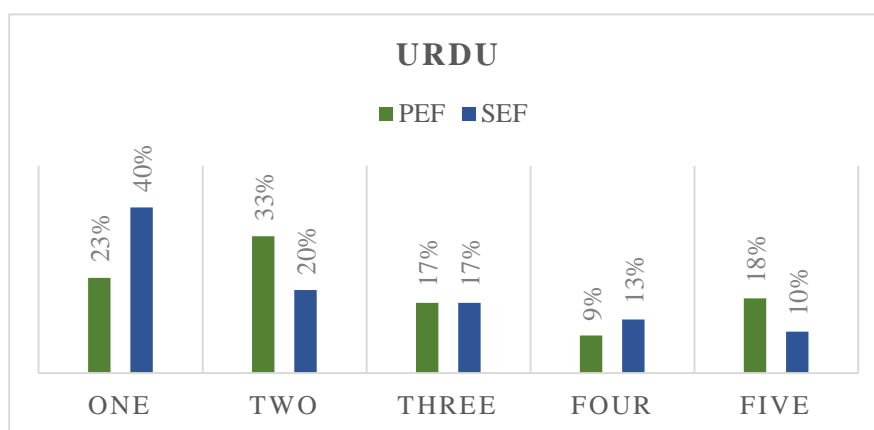
Figure 4.4:   Assessment Results Urdu Grade 3

4.3.2   Assessment Results English

This table 4.8 has the results of English sentences reading and there were four sentences total to read. In PEF, 28 students cannot read any of the given English sentences, 42 students read only one sentence, and 8 students read two sentences. Similarly, in SEF 41 students did not read any sentence, 15 students read one sentence, and 2 students read 2 sentences correctly.

Table 4.8:   Students Read Sentences Correctly

Foundation Name	Zero	One	Two	Total
PEF	28	42	8	78
SEF	13	15	2	30
Total	41	57	10	108

Source: Survey from PEF and SEF Schools, 2023

This table 4.9 shows the results of how many students read the correct sentence meanings from each program. In PEF 52 students did not any sentence meaning correctly and 26 students read only one sentence meaning correctly. Similarly, In SEF 21 students did not read any sentence meaning correctly and 9 students read only one sentence meaning correctly. There was total 108 students taken into study 78 students from PEF and 30 students included from SEF.

Table 4.9:   Students Read Sentence Meanings Correctly

Foundation Name	Zero	One	Total
PEF	52	26	78
SEF	21	9	30
Total	73	35	108

Source: Survey from PEF and SEF Schools, 2023

The provided data in figure 4.5 illustrates the outcomes of an English assessment test conducted for grade 3 students. A total of 108 students participated in the study, with 78 students representing PEF and 30 students chosen from SEF. The assessment consisted of six questions, and each question was assigned a score. In PEF, 14% of the students received a score of one, 47% received a score of two, 10% received a score of three, 8% received a score of four, another 8% received a score of five, and 13% achieved the highest score of six. Similarly, in SEF, 13% of the students received a score of one, 47% received a score of two, 13% received a score of three, 7% received a score of four, another 7% received a score of five, and 13% attained the highest score of six. These results indicate that both programs exhibited nearly identical percentages of students across each score level in the English assessment.
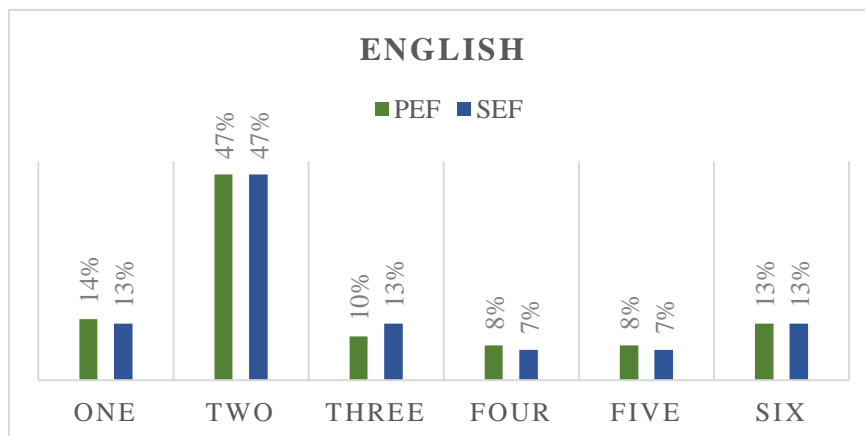
Figure 4.5:   Assessment Results English Grade 3

4.3.3   Assessment Results Mathematics

In this particular section, a total of four questions were given, with the researcher protocol specifying that at least two questions needed to be answered correctly. In PEF, 10 students failed to answer any question correctly, 58 students managed to answer one question correctly, and 10 students achieved the highest score by answering two questions correctly. Similarly, in SEF, there was one student who did not answer any

question correctly, 26 students answered one question correctly, and 3 students answered two questions correctly.

Table 4.10:   Students Answered 3-Digit Subtraction Question Correctly

Foundation Name	Zero	One	Two	Total
PEF	10	58	10	78
SEF	1	26	3	30
Total	11	84	13	108

Source: Survey from PEF and SEF Schools, 2023

This section consisted of a total of four questions, with the requirement of at least one question being answered correctly to achieve a satisfactory result. In PEF, 36 students were unable to answer any question correctly, while 42 students obtained the highest score for this section by answering one question correctly. Similarly, in SEF, 14 students did not provide correct answers to any question, and 16 students achieved the highest score in this section by correctly answering one question.

Table 4.11:   Students Answered Division Question Correctly

Foundation Name	Zero	One	Total
PEF	36	42	78
SEF	14	16	30
Total	50	58	108

Source: Survey from PEF and SEF Schools, 2023

This data in figure 4.6 presents the results of the mathematics section for grade 3. The section comprised a total of six parts. In PEF, 11% of the students answered one question correctly, 35% answered two questions correctly, 23% answered three questions correctly, 8% answered four questions correctly, 10% answered five questions correctly, and 13% achieved the highest score by answering all six questions

correctly. Similarly, in SEF, 13% of the students answered one question correctly, 30% answered two questions correctly, 27% answered three questions correctly, 20% answered four questions correctly, no students attained a level five score, and 10% achieved the highest score by answering all six questions correctly.

MATHEMATICS

■ PEF ■ SEF

	ONE	TWO	THREE	FOUR	FIVE	SIX
PEF	11%	35%	23%	8%	10%	13%
SEF	13%	30%	27%	20%	0%	10%
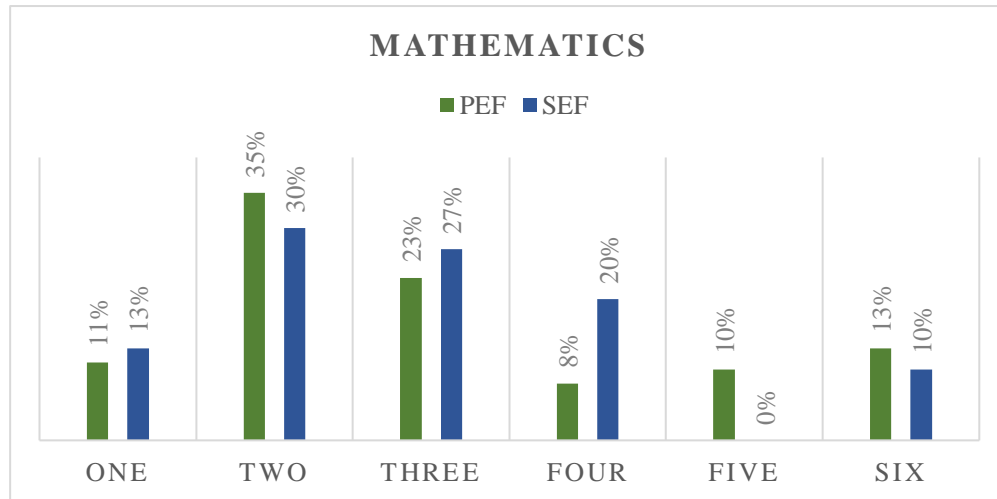
Figure 4.6:   Assessment Results Mathematics Grade 3

4.4   Comparative Evaluation of Students

The comparative evaluation aims to explore the performance of Grade 4 and 3 students in two educational programs: Punjab and Sindh Education Foundation. The data was collected through a survey questionnaire that assessed students' performance in three sections: Urdu, English, and Mathematics. The analysis focuses on the percentage distribution of student performance score across different categories, namely Poor (0-5), Average (6-10), Good (11-15), and Very Good (16-20) and total score was 17. The analysis provides insights into the overall performance of the students and highlights the strengths and weaknesses of the programs.

Each section (Urdu, English, and Mathematics) contained a specific number of questions, and the assessment tool provided instructions for scoring. Students were required to answer a certain number of questions correctly to obtain a score. The data

was entered into an Excel sheet, with scores assigned to each student for the Urdu, English, and Mathematics sections. These scores were then used to categorize students into Poor, Average, Good, and Very Good based on pre-defined weightage criteria.

In terms of the Poor category not a single student falls in this category from grade 4 from both programs. Average category, SEF has a higher percentage (37%) compared to PEF (13%). This suggests that a larger proportion of students in the SEF program need improvement in their performance. PEF outperforms SEF in terms of the Good category, with 69% of students falling into this category compared to SEF's 47%. However, both programs have a comparable percentage of students in the Very Good category, with PEF at 18% and SEF at 16%.
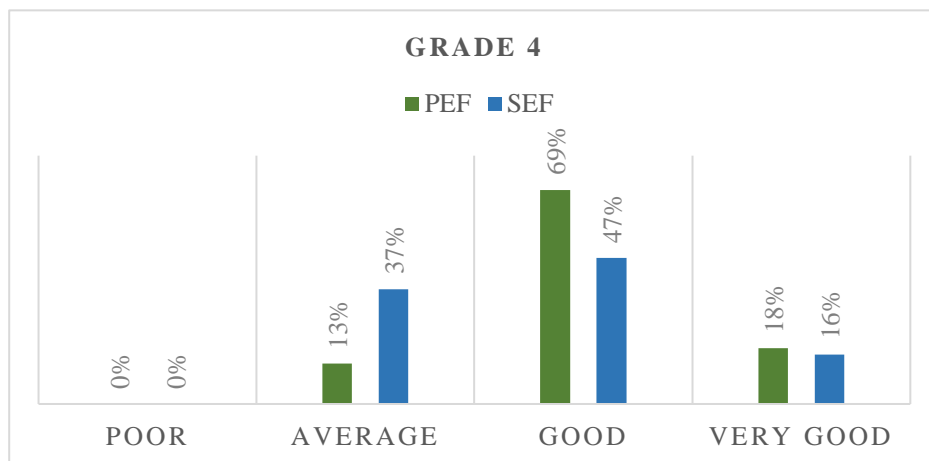
Figure 4.7: Grade 4 Performance Evaluation

Both PEF and SEF programs have a significant proportion of students falling into the Poor and Average category, with SEF having a slightly higher percentage Poor 27% and compared to PEF 15%. SEF outperforms PEF in terms of the Average and Good category, with 53% in Average and 20% in Good category compared to PEF's 68% in Average and 15% in Good category. However, SEF has zero percentage of students in the Very Good category compared to PEF 2%.

GRADE 3

■ PEF ■ SEF

	POOR	AVERAGE	GOOD	VERY GOOD
PEF	15%	68%	15%	2%
SEF	27%	53%	20%	0%
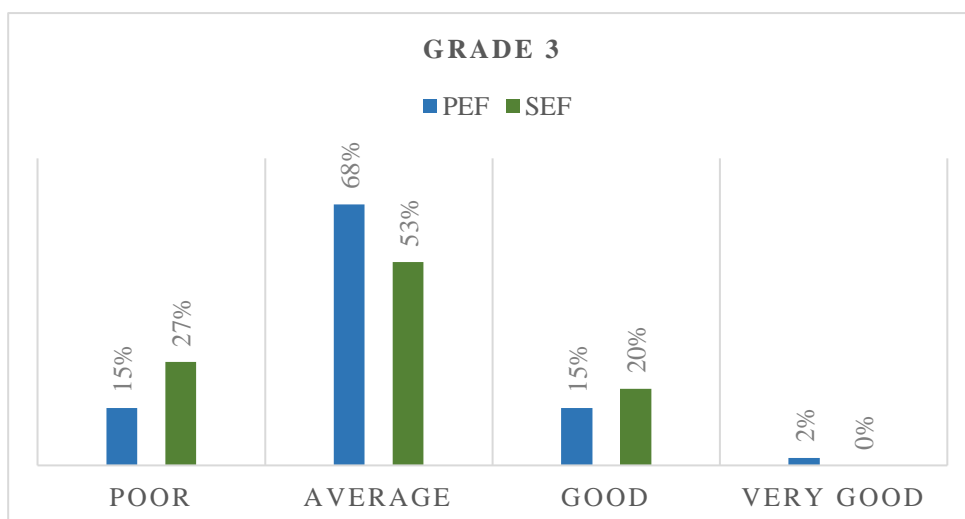
Figure 4.8:   Grade 3 Performance Evaluation

4.5   Teacher Evaluation

The presented table displays the information regarding teachers' professional development. In PEF, a total of 26 teachers participated in the study, with two teachers selected from each school. Out of the 26 teachers, 6 received professional development opportunities, while 20 teachers did not have the chance to enhance their teaching profession through professional development. Similarly, in SEF, only 2 teachers received professional development, while 8 teachers did not have access to such opportunities during their teaching career. The study included ten teachers from the SEF group, with two teachers selected from each school.

Table 4.12:   Professional Development Training

Foundation Name	Yes	No	Total
PEF	6	20	26
SEF	2	8	10
Total	8	28	36

Source: Survey from PEF and SEF Schools, 2023

The provided table displays the information regarding lesson plans. It includes data from a total of 36 teachers, with 26 teachers representing PEF and 10 teachers representing SEF. Among PEF teachers, 15 stated that they received lesson plans from their schools, while 11 teachers mentioned that they did not receive any lesson plans and had to prepare them independently. Similarly, in SEF, 5 teachers reported receiving lesson plans from their schools, while 5 teachers stated that they did not receive any lesson plans.

Table 4.13:   Provision of Lesson Plan to Teacher

Foundation Name	Yes	No	Total
PEF	15	11	26
SEF	5	5	10
Total	20	16	36

Source: Survey from PEF and SEF Schools, 2023

5.6   Comparative Evaluation of Teachers

This descriptive analysis focuses on the performance of teachers in two educational programs: Punjab and Sindh Education Foundation. The data collected assesses teachers' performance in four sections: Teaching, Learning, and Classroom Environment (Section B); Professional Development (Training) of Teachers (Section C); Teacher Evaluation and Feedback (Section D); and Benefits provided by the School to Teachers (Section E). The analysis aims to examine the percentage distribution of teacher performance across the categories of Poor (0-11), Average (12-23), Good (24-35), and Very Good (36-46) and total score 46. A performance evaluation process was conducted for teachers in both programs. Four sections (B, C, D, and E) were used to assess different aspects of teacher performance. Each section was coded, scored, and

analyses based on predefined criteria. The data was then entered into an Excel sheet, allowing for analysis and categorization into Poor, Average, Good, and Very Good performance.

Not a single teacher from both programs falls in Poor category. The majority of teachers in the PEF program fall into the Average category, accounting for 50% of the total and for SEF 40% of total. A small percentage of PEF teachers 31% demonstrate Good performance and an encouraging percentage of SEF teachers demonstrate in Good category 50%. Around 19% of PEF and 10% SEF teachers achieve the Very Good category, indicating relatively higher levels of performance for PEF.
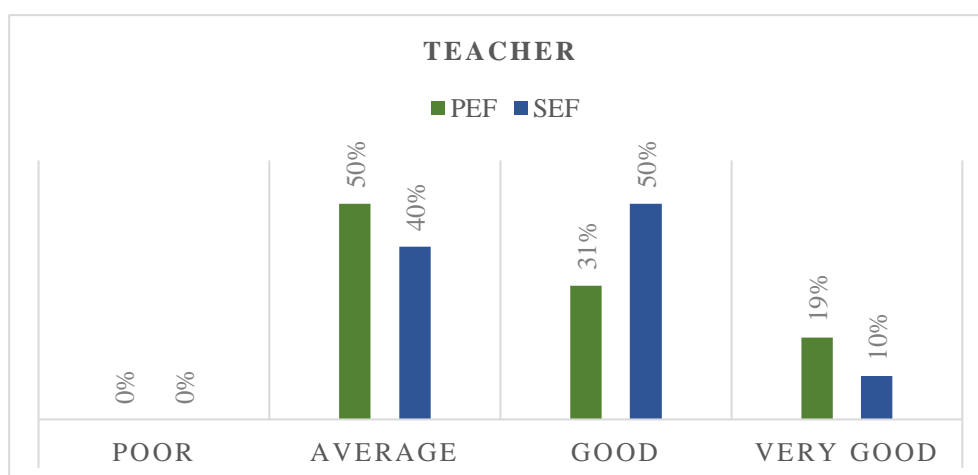
Figure 4.9: Teachers Performance Evaluation

4.7   School Evaluation

The presented table provides insights into the recruitment criteria and policies implemented by schools for hiring school teachers. The data includes a total of 18 schools, with 13 schools from PEF and 5 schools from SEF. In PEF, all respondents from the schools confirmed the presence of recruitment criteria and policies. Similarly, in SEF, respondents from 4 schools stated the existence of recruitment policies, while

only one administrative representative respondent mentioned that they do not have any written recruitment criteria or policy in place.

Table 4.14:   Recruitment Policy of School

Foundation Name	Yes	No	Total
PEF	13	0	13
SEF	4	1	5
Total	17	1	18

Source: Survey from PEF and SEF Schools, 2023

4.8   Comparative Evaluation of Schools

This descriptive analysis focuses on the performance of schools in two educational programs: Punjab and Sindh Education Foundations. The data collected assesses schools' performance in four sections: Infrastructure and Functional Facilities (Section B); Teachers' Recruitment (Section C); Teachers' Evaluation and Accountability Mechanism (Section D); and Benefits provided by the School to Teachers (Section E).

This figure represents the number of schools assisted by the Punjab Education Foundation that have functional facilities. The study included 13 schools, all of which have basic amenities such as drinking water, student benches, electricity, a canteen, and boundary wall. However, only 9 schools have an electricity backup system, and 11 schools have a security guard. None of the schools have a library, computer lab, internet access, multimedia system, or a sports ground.
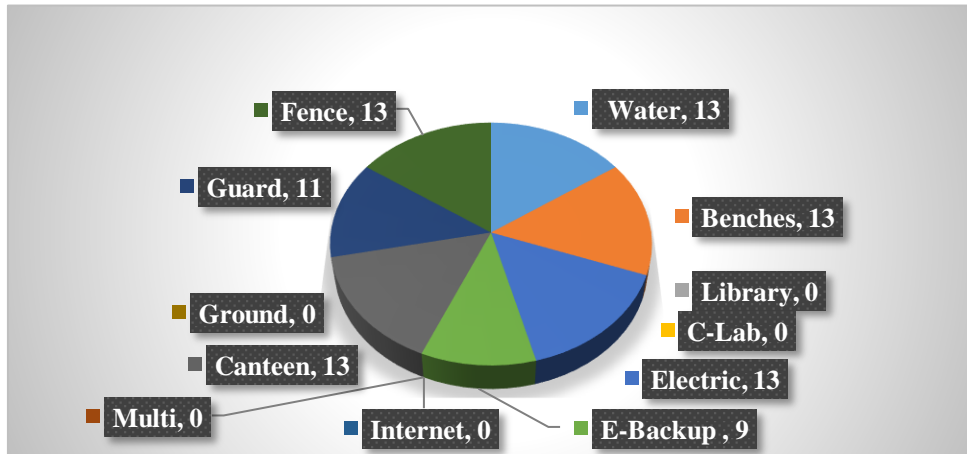
Figure 4.10: Functional Facilities in PEF Assisted Schools

This figure represents the schools assisted by the Sindh Education Foundation that were included in the study. A total of 5 schools were included from SEF. All these schools provide clean drinking water, student benches, electricity, a canteen, and a boundary wall. However, only 2 schools have an electricity backup system and a security guard. None of the schools have a library, computer lab, internet access, multimedia facilities, or a sports ground.
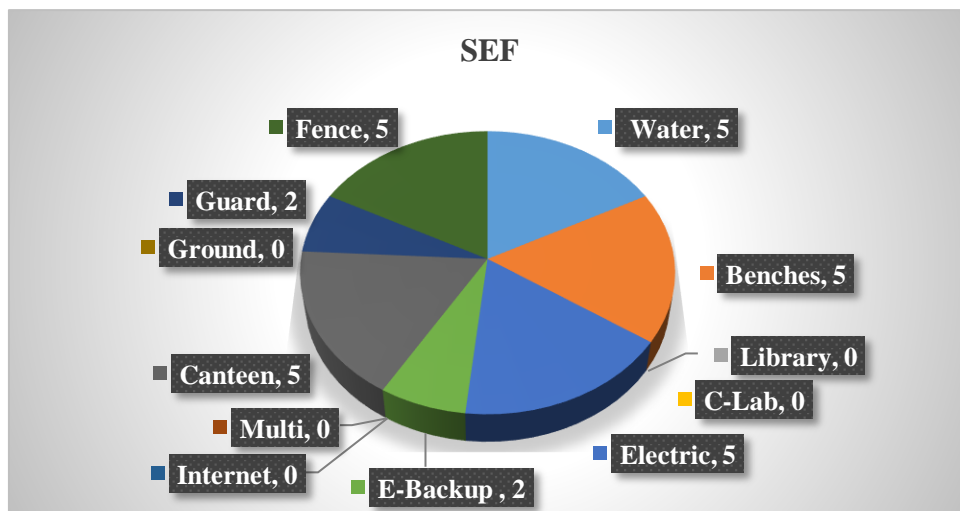
Figure 4.11: Functional Facilities in SEF Assisted Schools

The overall school performance analysis through categories. The analysis aims to examine the percentage distribution of school performance across the categories of Poor (0-13), Average (14-27), Good (28-41), and Very Good (42-56) and total score were

56. A performance evaluation process was conducted for schools in both programs. Four sections (B, C, D, and E) were used to assess different aspects of school performance. Each section was coded, scored, and assigned weightage based on predefined criteria. The data was then entered into an Excel sheet, allowing for analysis and categorization into Poor, Average, Good, and Very Good performance.

None of the PEF schools fall into the Poor and Very Good category. The majority of SEF schools 80% demonstrate in Average category performance and 15% of PEF schools are this category. A smaller proportion of SEF schools 20% achieve the Good category and higher number of PEF schools achieve Good category which indicate relatively higher levels performance of PEF School.
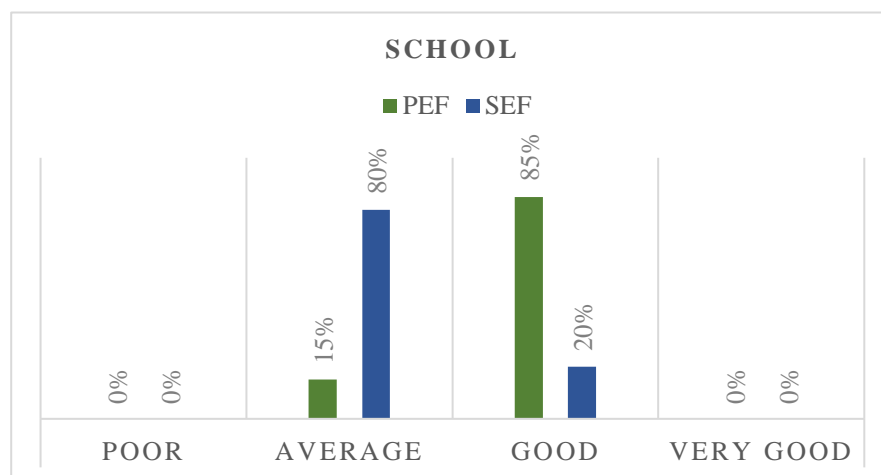
Figure 4.12: School Performance Evaluation

4.5   Findings

This chapter presents the findings of a comparative evaluation conducted on two educational programs, Punjab Education Foundation (PEF) and the Sindh Education Foundation (SEF), with a focus on their impact on student achievement, teacher effectiveness, and school resources. The study found that PEF institutions outperformed SEF institutions in various aspects.

In terms of teacher effectiveness, PEF schools demonstrated higher levels of teacher performance compared to SEF schools. This can be attributed to the teacher training program implemented by PEF, which provides teachers with professional development opportunities to enhance their instructional practices. On the other hand, SEF schools lacked similar programs, which may have contributed to lower levels of teacher effectiveness.

Furthermore, the study revealed significant differences in student achievement between PEF and SEF schools. PEF schools exhibited higher student learning outcomes, indicating that students in these schools were performing better academically compared to their counterparts in SEF schools. Several factors contributed to this disparity, including classroom conditions, student-teacher ratios, and the availability of learning materials. PEF schools had better infrastructure and resources, including textbooks, which provided students with more support for their learning. In contrast, SEF schools faced challenges such as larger class sizes, which potentially hindered the academic progress of students.

Additionally, the evaluation of school resources revealed that PEF schools had superior infrastructure compared to SEF schools. PEF schools had more classrooms indicating better facility maintenance and upkeep. These differences in infrastructure and resources can significantly impact student learning outcomes, as students in PEF schools had access to a more conducive learning environment and a wider range of educational resources.

The researcher findings and policy analysis revealed various challenges faced by teachers in both programs. Teachers in PEF schools highlighted issues such as low salaries, job security concerns, and a lack of enrollment benefits. They also expressed

dissatisfaction with the absence of a clear policy for job security. Similarly, the administration of PEF-assisted schools mentioned delays in payment disbursement and the influence of political leaders on program policies.

On the other hand, SEF demonstrated better performance in terms of providing facilities and regular professional development programs for teachers and administrative staff. SEF schools were found to have better policies and financial support compared to PEF schools. Teachers and administration staff in SEF schools acknowledged the regular professional development programs and travel allowances provided by SEF. In contrast, teachers in PEF schools reported a lack of regular professional development programs and travel allowances.

These findings indicate that SEF has made significant strides in supporting its partner schools with better policies, financial assistance, and professional development opportunities. However, PEF schools face challenges related to teacher compensation, job security, and delayed payment disbursement. This comparison of the two programs sheds light on areas for improvement and provides valuable insights for policymakers and stakeholders to enhance the effectiveness and quality of education in the districts.

Chapter 5

Conclusion and Recommendations

5.1   Conclusion

This study aimed to compare the educational standards provided by the Punjab Education Foundation (PEF) and Sindh Education Foundation (SEF) in the districts of Rajanpur and Kashmor. To achieve this, a mixed-method research approach was utilized. Data was collected from various sources including administrators, teachers, and students, as well as through the analysis of policy documents. The primary data collection involved the use of closed-ended questionnaires and evaluation tools, while a content analysis was conducted to analyze policy documents. The collected data was then analyzed using descriptive statistics and content analysis with the assistance of software. This research design allowed for a comprehensive examination of the educational standards offered by PEF and SEF, providing valuable insights into their effectiveness and areas for improvement.

These findings highlight the need for addressing the challenges faced by teachers, such as salary and job security, in both PEF and SEF programs. They also underscore the importance of effective payment disbursement and minimizing political influence on program policies. Furthermore, the superior performance of SEF in providing facilities, professional development opportunities, and financial support emphasizes the need for improvement in these areas in PEF-assisted schools. These insights can guide policymakers and stakeholders in designing interventions and policies to enhance the quality and efficiency of both programs and improve the overall educational experience for teachers and students in District Rajanpur and Kashmor.

The study revealed that PEF schools exhibit higher levels of teacher effectiveness compared to SEF schools. This can be attributed to the emphasis placed by PEF on teacher training and professional development programs. PEF provides specific training and tools to teachers, equipping them with the necessary knowledge and skills to create productive and engaging learning environments. In contrast, SEF schools lack similar comprehensive training programs for teachers, which may contribute to lower levels of teacher effectiveness. To further enhance educational standards, SEF should focus on implementing teacher training programs akin to those of PEF, ensuring that teachers have the support and resources they need to deliver high-quality education.

PEF schools outperform SEF schools in terms of student learning outcomes. The study found that students in PEF schools demonstrate better academic achievement compared to their counterparts in SEF schools. This can be attributed to several factors, including more supportive classroom conditions, access to learning materials, and the overall conducive learning environment provided by PEF schools. In contrast, SEF schools face challenges such as larger class sizes, which may hinder student progress. To bridge this gap, SEF should prioritize improving classroom conditions, reducing class sizes, and ensuring that students have access to necessary learning resources. By addressing these factors, SEF can enhance student learning outcomes and overall educational quality.

PEF schools have superior infrastructure and resources compared to SEF schools. PEF has made investments in school structures, including classrooms, libraries, and laboratories, which contribute to creating a more conducive learning environment. These facilities not only make students more interested and motivated but also facilitate the implementation of innovative teaching methods. On the other hand, SEF schools

face limitations in terms of infrastructure and resources, which can impact the overall quality of education. To address this issue, SEF should allocate sufficient funds to infrastructure development, ensuring that schools have the necessary facilities and resources to provide a high-quality education. By enhancing infrastructure and resources, SEF can create an environment that supports effective teaching and learning.

The researcher findings from interviews with teachers and administrative staff in PEF and SEF programs in District Rajanpur and Kashmor and content analysis of both programs policy highlight several problems. In PEF, teachers raised concerns about their salary and benefits, with their current salary being only half of the minimum wage rate set by the government. This issue particularly affects primary and elementary teachers who receive even lower salaries. Another significant issue identified by teachers in both programs is the lack of job security. There are no clear policies from the foundations or schools regarding job security for teachers, creating uncertainty and instability in their employment.

In PEF-assisted schools, the administration emphasized the problem of delayed payment disbursement by the foundation, which is attributed to political uncertainty. They also mentioned the substantial influence of political leaders on program policies and initiatives, which can impact the efficiency and effectiveness of the programs.

During content analysis and interviews, it was observed that SEF performs better in terms of providing facilities to partner schools and organizing regular professional development programs for teachers and administrative staff. Teachers in PEF also acknowledged that SEF has better policies compared to PEF. The data on financial support further supported this finding, showing that SEF has more favorable policies for providing financial support to partner schools. Teachers and administrative staff

from SEF mentioned that the foundation arranges regular professional development programs for both teachers and administration, and they receive travel allowances to attend these trainings. In contrast, teachers in PEF-assisted schools reported a lack of regular professional development programs and no travel allowances. The administration in PEF schools mentioned that professional development programs are mostly conducted online, and there is no provision for travel allowances for in-person trainings.

These findings highlight the need for addressing the challenges faced by teachers, such as salary and job security, in both PEF and SEF programs. They also underscore the importance of effective payment disbursement and minimizing political influence on program policies. Furthermore, the superior performance of SEF in providing facilities, professional development opportunities, and financial support emphasizes the need for improvement in these areas in PEF-assisted schools. These insights can guide policymakers and stakeholders in designing interventions and policies to enhance the quality and efficiency of both programs and improve the overall educational experience for teachers and students in District Rajanpur and Kashmor.

5.2   Recommendations

Prioritizing Reading-Centric Learning with Literature as the Foundation:
"If you don't learn to read, you can't read to learn." This quote underscores the crucial role of reading in education. To significantly enhance the quality of education, we must integrate reading early in the curriculum and provide engaging materials. Fostering an active learning environment, marked by discussions, group activities, and critical thinking, not only enhances reading comprehension but also deepens historical

understanding. This approach equips students with essential skills for lifelong learning and overall academic success.

Promote Regular Extracurricular Team Activities:

To enhance education, prioritize regular extracurricular activities that foster teamwork and life skills beyond the classroom. Engaging in sports, clubs, or group projects outside of regular coursework teaches vital skills like communication and problem-solving, preparing students for future challenges. These activities also contribute to a well-rounded educational experience, promoting social integration and reducing social isolation. In essence, regular extracurricular team activities are a vital part of holistic education, equipping students with essential skills for success in both academic and real-world settings.

Integrate Technological Education from the Primary Level:

To improve education quality, introduce technology education in primary schooling. Waiting for higher education to develop tech skills is outdated. Early integration builds a strong foundation in digital literacy and problem-solving, critical in today's world. This ensures equal access for all students, reducing the digital divide. Providing primary-level tech education equips the future workforce with essential 21st-century skills, fostering innovation, competitiveness, and digital fluency.

Prioritize Teacher Compensation and Professional Development:

To enhance education quality, allocate resources for competitive teacher salaries and incentives, surpassing other fields. Competitive compensation attracts and retains top educators, motivating excellence. Offer regular training, including expert-led sessions from more developed nations, enabling teachers to refine their skills, stay updated, and learn global best practices. This approach recognizes teachers' profound impact and

empowers them to provide high-quality education, preparing students for an evolving world and contributing to national growth.

Establish Clean and Reliable Infrastructure with Key Educational Facilities:

To improve education quality, prioritize clean, reliable infrastructure with essential facilities like libraries and computer labs. These are foundational in modern education and vital for academic growth. Accessible libraries promote research and a culture of reading, while well-equipped computer labs are essential in the digital age, enhancing students' tech skills. Investment in dependable infrastructure not only enhances learning but also signals commitment to creating an ideal environment for academic success. This comprehensive approach ensures students have the resources they need to thrive in contemporary education, contributing to a brighter, prosperous future.

Establish Collaborative Committees for Student Support:

To enhance education quality, establish collaborative committees of parents and teachers dedicated to addressing student-related issues. This recognizes the significance of engaging key stakeholders. These committees provide a platform for addressing challenges such as academic content comprehension and related concerns. Fostering open communication and cooperation builds a support network vital for holistic student development. These committees also contribute to devising strategies for enhancing student engagement and academic performance, ensuring each student receives necessary guidance and support for a successful educational journey.

Implement a Robust Feedback and Monitoring System:

To improve education quality, establish a comprehensive feedback and monitoring system assessing student performance, teacher effectiveness, and school administration support for a conducive learning environment. This system should involve regular,

multi-level assessments, benefiting students by providing personalized support and growth insights and teachers through professional development and practice recognition. Evaluating school administration ensures alignment with educational goals. Implementing this system promotes transparency, accountability, and data-driven decision-making, essential for ongoing educational improvement. It enhances the education system's adaptability and responsiveness to evolving needs, benefiting students, teachers, and the overall educational quality.

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Appendices

Questionnaire

Consent Form

Greetings Respected Sir/Madam

My name is **Muhammad Tariq,** and I am a student of MPhil Development Studies at Pakistan Institute of Development Economics, Islamabad. I am doing my MPhil research on a comparative evaluation of Punjab and Sindh Education foundations to investigate the successes/failures of both programs. I am currently conducting interviews with administrative staff employed in PEF/SEF assisted schools. The whole interview duration will not exceed 30 minutes. None of the data provided is used for any purpose other than research. Your anonymity is ensured during the entire process of research.

A Comparative evaluation of Punjab and Sindh Education Foundation: Case study of District Rajanpur and Kashmor

Administrative Staff Tool   {School ID____}

This questionnaire is filled by school principal, VC principal or administrative staff level person, who is active in board of director's meeting and part of decision making for school's rules and regulations and policy making.

1: School Name: _____

2: Village/Block Name: _____3: 1=Urban/2=rural: _____

4: Tehsil: _____ 5: District: _____

Section A: Socio-demographic information of respondent	
A1: Name of the respondent? _____	A2: Age of the respondent? (In complete Years) _____
A3: Gender of the respondent? ☐ Female ☐ Male Male=1 Female=2	A4: Qualification of the respondent? ☐ Middle ☐ Matric ☐ Intermediate ☐ Bachelor ☐ Master
A5: What is area of specialization, if education is above bachelor? _____	A6: What is your total experience? (In complete years) _____
A7: How much is your salary on average? (PKR) _____	

Section B: Infrastructural and Functional facilities

In this section describing hypothetical scenarios related to infrastructure, material availability and other core functions- like number of classrooms, number of washrooms, library, supporting gadgets and enrolment of students and school staff.

B1: Type of School Building?	B2: What is the level of school?
☐ Pakka ☐ Kacha ☐ Mixed ☐ Other _____	☐ Primary ☐ Elementary ☐ Middle ☐ Secondary ☐ Other _____

B3: Write the total number of following facilities in school?	Classrooms	
	Toilets	
	Toilets for Girls	
	Toilets for Boys	

B4: Tick yes if any of the following resources that are available in the school (Multi-select) (0=No, 1=Yes)	Options	Yes	No
	1: Clean drinking water	☐	☐
	2: Desks and Benches for students	☐	☐
	3: Library	☐	☐
	4: Computer Lab	☐	☐
	5: Electricity	☐	☐
	6: Electricity Backup (In term of shortage)	☐	☐
	7: Internet	☐	☐
	8: Multimedia	☐	☐
	9: Canteen	☐	☐
	10: Sports Ground	☐	☐
	11: Security Guard	☐	☐
	12: Fence/Boundary wall	☐	☐

B5: Write the total number of Enrolled students, Teachers and Administrative Staff?				B6: What is the duration of school time?
	Female	Male	Total	
Students				
Teachers				_____
Adm. staff				

Section C: Teachers Recruitment

The objective of this section is to whether candidate's eligibility criteria education and professional skills requirement. The researcher will ask questions about criteria/policy of school and program PEF/SEF for new teacher's recruitment and eligibility of teachers- like qualification and experience requirement.

C1: Does school have any recruitment criteria/policy? (If No= skip Q C2 & C3)

☐ Yes   ☐ No   ☐ don't Know

C2: Does school advertise for teacher's recruitment? (Newspaper, website, media e.g.)

☐ Yes   ☐ No   ☐ don't Know

C3: Which of the following are taken into account during the recruitment process of new teachers? (Select all that apply)	Options	Yes	No
	1: Completed required coursework	☐	☐
	2: Achieved a specific qualification	☐	☐
	3: Passed a written test	☐	☐
	4: Passed an interview-stage assessment	☐	☐
	5: Years of experience	☐	☐
	6: Passed an assessment during mock class	☐	☐
	7: Quality of teaching	☐	☐
	8: Good relation with owner of school	☐	☐
	9: Political affiliation	☐	☐
	97: Other_____	☐	☐

C4: Write the years of education and experience school required for different level of school teachers? Note: If experience not required write zero (0)	Level of education	Primary	Middle	Secondary
	Education			
	Experience			

C5: Is there any probationary period for new teachers?

☐ Yes   ☐ No   ☐ Don't Know

C6: Does school have written contract policy for teachers?

☐ Yes   ☐ No   ☐ Don't Know

C7: Does program PEF/SEF have any recruitment criteria/policy? (If No= skip Q C8)

☐ Yes   ☐ No   ☐ Don't Know

C8: Does program PEF/SEF recruitment criteria/policy alliance with school's criteria/policy?

☐ Yes   ☐ No   ☐ to some extent   ☐ don't Know

Code: 0=No, 1=Yes, 2=To some extent, 98=Don't Know, 97=Others
Section D: Teacher's evaluation and accountability mechanism The objective of this section to identify the teacher's evaluation and accountability mechanism by different authorities including school and program PEF/SEF. This section is also describing the gratuity and penalty upon teacher's performance.

D1: During the last academic year (2022-23) did any authority evaluate teacher's performance?

☐ Yes   ☐ No   ☐ Don't Know

(If No in Q D1 skip this section)

D2: During the last academic year (2022-23) which authority evaluate teacher's performance? (Multi-select)

☐ Federal education ministry ☐ Provincial education ministry

☐ District education office ☐ Program PEF/SEF

☐ School itself ☐ Parent's association ☐

Other_____

D3: Frequency of the authority's visit

☐ Monthly ☐ Quarterly ☐ Semiannual ☐ Annual

☐ Don't know

D4: What specific aspects did they evaluate? (Mark all that apply)	Options	Yes	No
	1: Teacher's knowledge	☐	☐
	2: Teaching methods	☐	☐
	3: Teacher attendance	☐	☐
	4: Students attendance	☐	☐
	5: School facilities and equipment	☐	☐
	6: Students assessment results	☐	☐
	7: Parents assessment	☐	☐
	97: Other_____	☐	☐
	98: Don't know	☐	☐
		☐	☐
D5: What would happen if a teacher received 2 or more negative evaluations? (Mark all that apply)	Options	Yes	No
	1: Teacher would be dismissed	☐	☐
	2: Teacher's salary would be reduced	☐	☐
	3: Teacher would be required to partake professional development	☐	☐
		☐	☐

	4: Teacher would be monitored more closely	☐	☐
		☐	☐
	5: No consequences		
		☐	☐
	97: Other (Specify)_____		
	98: Don't know		
D6: What would happen if a teacher received 2 or more positive evaluations? (Mark all that apply)	Options	Yes	No
	1: Teacher would be promoted	☐	☐
	2: Teacher's salary would be increased	☐	☐
	3: Teacher would be offered more professional development opportunities	☐	☐
	4: Teacher would be publicly recognized	☐	☐
	5: No consequences	☐	☐
	97: Other (Specify)	☐	☐
	98: Don't know	☐	☐

Section E: Benefits given by school to teachers

This objective of this section is to identify the benefits given by school to teachers. Teacher's benefits are the various type of non-wage compensation that school provide to teachers in addition to their regular wage or salary options. These are often included job offer and can be used as a way to attract and retain top talent.

E1: Does school provide Insurance, Health & Wellness facility?

☐ Yes   ☐ No   ☐ Don't Know

E2: Does school have financial support program (loan policy e.g.)

☐ Yes   ☐ No   ☐ Don't Know

E3: Does school have retirement policy?

☐ Yes   ☐ No   ☐ Don't Know

E4: Does school have education policy for teachers and their children?

☐ Yes   ☐ No   ☐ Don't Know

E5: Does school have paid vacation & Time off policy?

☐ Yes   ☐ No   ☐ Don't Know

E6: Does school provide perks & benefits (Food, Transport e.g.)

☐ Yes   ☐ No   ☐ Don't Know

E7: Does school provide lesson plan?

☐ Yes   ☐ No   ☐ Don't Know

E8: Does school have professional development policy/program?

☐ Yes   ☐ No   ☐ Don't Know

E9: Comments _____

A Comparative evaluation of Punjab and Sindh Education Foundation: Case study of District Rajanpur and Kashmor

Teacher Tool {School ID____ }

This questionnaire is filled by class teachers of grade 3rd and 4th who taught in last academic year (2022-23)

1: School Name: _____

2: Village/Block Name: _____3: Urban/Rural: _____

4: Tehsil: _____ 5: District: _____

Section A: Socio-demographic profile:	
A1: Name of the respondent? _____	A2: What is your employment status as a teacher at this school? ☐ Full Time ☐ Part Time ☐ Other_____
A3: How long have you been working as a teacher? ☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ More than 15 years	A4: How long have been working as a teacher at this school? ☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ More than 15 years

Section B: Teaching, Learning and classroom environment		
How often do each of the following activities happen in your class		
Please note that not all questions in this section are fully adopted to all sorts of teachers. Therefore, please just answer as best you can		
For each question below, mark one choice in part (A). If you answer 'Yes' in part (A) then please mark choice in part (B) to indicate teaching practices you adopted during teaching, learning and classroom environment		
	(A)	(B)

	Practices		Frequency of practices			
Please mark on choice in each row	Yes=1	No=0	In one quarter of lesson=5	In half of lesson=4	In three quarter of lesson=3	In every lesson= 2
B1: I present new topic to the class (lecture-style, presentation)						
B2: I explicitly state learning goals						
B3: I review the homework with students, they have prepared						
B4: Students work in small groups to come up with a joint solution to a problem or task						
B5: I gave different works to students that have difficulties in learning and/or those who can advance faster						
B6: I ask my students to suggest or help to plan classroom activities or topics						

B7: At the beginning of the lesson I present a short summary of the previous lesson					
B8: I check, by asking questions, whether or not the subject matter has been understood					
B9: I administer a test or quiz to assess student learning					
B10: I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length					
B11: Students work individually with the textbook or worksheets to practice newly taught subject matter					
B12: Students hold a debate argue for a particular point of view which may not be their own					

B13: Do you get lesson plan?

☐ Yes   ☐ No   ☐ don't know

B14: If yes, who prepares this lesson plan? (Select all that apply)

☐ School administration   ☐ Program PEF/SEF   ☐ Government Education Department

☐ Prepare myself   ☐ Other_____

B15: Does school provide you technological support for lecture delivery/preparation?

☐ Yes   ☐ No   ☐ don't know

B16: Do you get professional development after/before joining this school?

☐ Yes   ☐ No

(Note: If "No" in B16, skip Section C)

Section C: Professional Development
Is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.
During your service, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher.
For each question below, mark one choice in part (A). If you answer 'Yes' in part (A) then please mark choice in part (B) to indicate how much impact it had upon your development as a teacher.

	(A) Participation		(B) Impact			
	Yes=1	No=0	No Impact=7	Small Impact=8	Moderate Impact=9	Large Impact =10
C1: Courses/workshops (e.g. on subject matter or methods and/or other						

education-related topics)					
C2: Education conferences or seminars (where teachers and/or researcher present their research results and discuss educational problems)					
C3: Qualification program (e.g. degree program)					
C4: Observation visits to other school					
C5: Participation in network of teachers formed specifically for the professional development of teachers					
C6: Individual or collaborative research on a topic of interest to you professionally					
C7: Monitoring and/or peer observation and coaching, as part of formal school arrangements					

C8: Reading professional literature (e.g. journals, evidence-based papers, thesis papers)					
C9: Engaging in formal dialogue with your colleagues on how to improve your teaching					
C10: Use of technological gadgets for lecture preparation and lecture delivery					

C11: How many days of professional development did you attend?	C12: How many days were compulsory for you to attend a part of your job as a teacher?
(Please round to whole days. Write 0 (zero) if none)	(Please round to whole days. Write 0 (zero) if none)
No. of days:_____	No. of days:_____
C13: Who arranged this professional development in which you participated? (Multi-select) ☐ School ☐ Program PEF/SEF ☐ Govt. education department ☐ NGO ☐ Other (Specify)_____	C14: Did you want to participate in more professional development? ☐ Yes ☐ No ☐ Don't know

Code: 0=No, 1=Yes, 98=Don't Know, 97=Others

Section D: Teacher evaluation and feedback:

The objective of this section is to identify which factors are considered for teachers performance evaluation and feedback

Please mark one choice in each row	Don't know	Not consider	low Importance	Moderate Importance	High Importance
D1: Student test scores					
D2: Retention and pass rates of students					
D3: Student feedback on my teaching					
D4: Feedback from parents					
D5: How well I work my school administration and my colleague					
D6: Innovative teaching practices					
D7: Professional development I have undertaken					
D8: Classroom management					
D9: Knowledge and understanding of my main subject field					
D10: Student discipline and behavior					
D11: Extra-curriculum activities with students					
D12: Other (Please specify below) _____ _					

98=Don't Know, 97=Others, 11=Not Consider, 12=Low Importance, 13=Moderate Importance, 14=High Importance

Section E: Benefits given by school to teachers

This objective of this section is to identify the benefits given by school to teachers. Teacher's benefits are the various type of non-wage compensation that school provide to teachers in addition to their regular wage or salary options. These are often included job offer and can be used as a way to attract and retain top talent.

E1: Does school have Insurance, Health & Wellness facility for you?

☐ Yes   ☐ No   ☐ Don't Know

E2: Does school have financial support program for you? (Loan policy e.g.)

☐ Yes   ☐ No   ☐ Don't Know

E3: Does school have retirement policy for you?

☐ Yes   ☐ No   ☐ Don't Know

E4: Does school have education policy for you and your children?

☐ Yes   ☐ No   ☐ Don't Know

E5: Does school have paid vacation & Time off policy for you?

☐ Yes   ☐ No   ☐ Don't Know

E6: Does school provide perks & benefits to you? (Food, Transport e.g.)

☐ Yes   ☐ No   ☐ Don't Know

E7: Does school signed a written contract with you?

☐ Yes   ☐ No   ☐ Don't Know

E8: Comments & Suggestions: _____

A Comparative evaluation of Punjab and Sindh Education Foundation: Case study of District Rajanpur

and Kashmor

Student Tool   {School ID____}

1: School Name: _____

2: Village/Block Name: _____3: Urban/Rural: _____
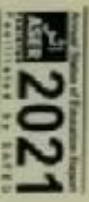
4: Tehsil: _____ 5: District: _____

Section A: Student Profile		
A1: What is your Name? _____	A2: What is your age? ☐ 7-9 years ☐ 10-12 years ☐ 13-15 years ☐ 15+ years	A3: What is your Gender? ☐ Male ☐ Female
A4: In which class you are studying? ☐ 3rd ☐ 4th		
Section B: Assessment Tool Urdu		
B1: How many of the given "Letter" are read correctly?	☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ None	B2: How many of the given "Words" are read correctly? ☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ None
B3: How many of the given "Sentences" are read correctly?	☐ One ☐ Two ☐ Three ☐ Four	B4: Can he/she read the story correctly? ☐ Yes ☐ Yes but with some help

	□ Five □ None		□ No
B5: Did he/she answer the story comprehension questions Correctly?	□ Yes but One □ Yes Both □ No		
Section C: Assessment Tool English			
C1: How many of the given "Capital Letters" are read correctly?	□ One □ Two □ Three □ Four □ Five □ None	C2: How many of the given "Small Letters" are read correctly	□ One □ Two □ Three □ Four □ Five □ None
C3: How many of the given "Words" are read correctly?	□ One □ Two □ Three □ Four □ Five □ None	C4: How many of the given "Words" meanings are read correctly?	□ One □ Two □ Three □ Four □ Five □ None
C5: How many of the given "Sentences" are read correctly?	□ One □ Two □ Three □ Four □ Five □ None	C6: How many of the given "Sentences" meanings are read correctly?	□ One □ Two □ Three □ Four □ Five □ None

Section D: Assessment Tool Arithmetic			
D1: How many of the given "Single Digit" are read correct? (1-9)	☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ None	D2: How many of the given "Double Digit" are read correct? (10-99)	☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ None
D3: How many of the given "Triple Digit" are read correctly? (100-200)	☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ None	D4: How many of the given "2-Digit" questions of subtraction are correct? (10-99)	☐ One ☐ Two ☐ Three ☐ Four ☐ None
D5: How many of the given "3-Digit" questions of subtraction are correct? (100-999)	☐ One ☐ Two ☐ Three ☐ Four ☐ None	D6: How many of the given questions of division are correct?	☐ One ☐ Two ☐ Three ☐ Four ☐ None

Student Assessment Tool

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English Tools

English Letters

Sample-1

Small Letters

Sample-1

D	N	P
J	R	
T	X	L
F	Q	

c	v	s
j	l	
u	z	a
e	h	

2021

Number Recognition 1-9	Number Recognition 10-99	Number Recognition 100-200
3	9 23 18	108 194
6	5 37 48	186 178
8	4 64 52	167 113
2	7 86 31	126 145
	99 75	159 132

Subtraction	Division
2 Digit Subtraction	4) 20
87 56	
− 45 − 13	
51 82	3) 18
− 39 − 56	
3 Digit Subtraction	5) 25
395 546	
− 213 − 169	
267 619	6) 54
− 143 − 248	

Urdu Tools

Sample-2 — **Words الفاظ**

دورویے

پیغام

آڑیج

آزادی

زخیرہ

آرام

نرخ

زمین

آیک

Sample-2 — **Letters حروف**

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110

Urdu Tools

Sample-2 · Story · اردو

QUESTIONS

Q1
Q2

Sample-2

Sentences · جملے

111

Start from Here ←

Capital Letters			Sample-2
B	G	I	
E	K		
O	M	U	
S	Y		

Small Letters			Sample-2
d	o	w	
f	n		
t	x	z	
j	r		

2021

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Words | Sample-2

Jam   Rain   Mud

Apple   Boil

Car   Coin   Pot

Shoe   Paper

Sentences | Sample-2

This is my house.

It has four rooms.

I live with my mother and father.

I love them so much.

Sentences

Bilal plays cricket.

He has a bat and a ball.

His friends like to play cricket too.

They are playing in the park.

Arithmetic Tools

Number Recognition 1-9		Number Recognition 10-99	Number Recognition 100-200		
5	9	26	13	106	193
2	4	34	47	189	175
8	7	62	58	162	114
6	3	81	35	129	141
		98	79	157	138

From each section ask any 3 numbers from the child, out of which 4 numbers must be correct.

Subtraction	Division
2 Digit Subtraction	
60 - 47 86 - 52	3) 24
56 - 14 82 - 46	2) 14
3 Digit Subtraction	
516 - 392 368 - 151	6) 48
367 - 165 324 - 157	4) 32

Ask the child to solve any 2-digit and one 3-digit question. Both must be correct.

Ask child to solve any 1 question. That must be correct.