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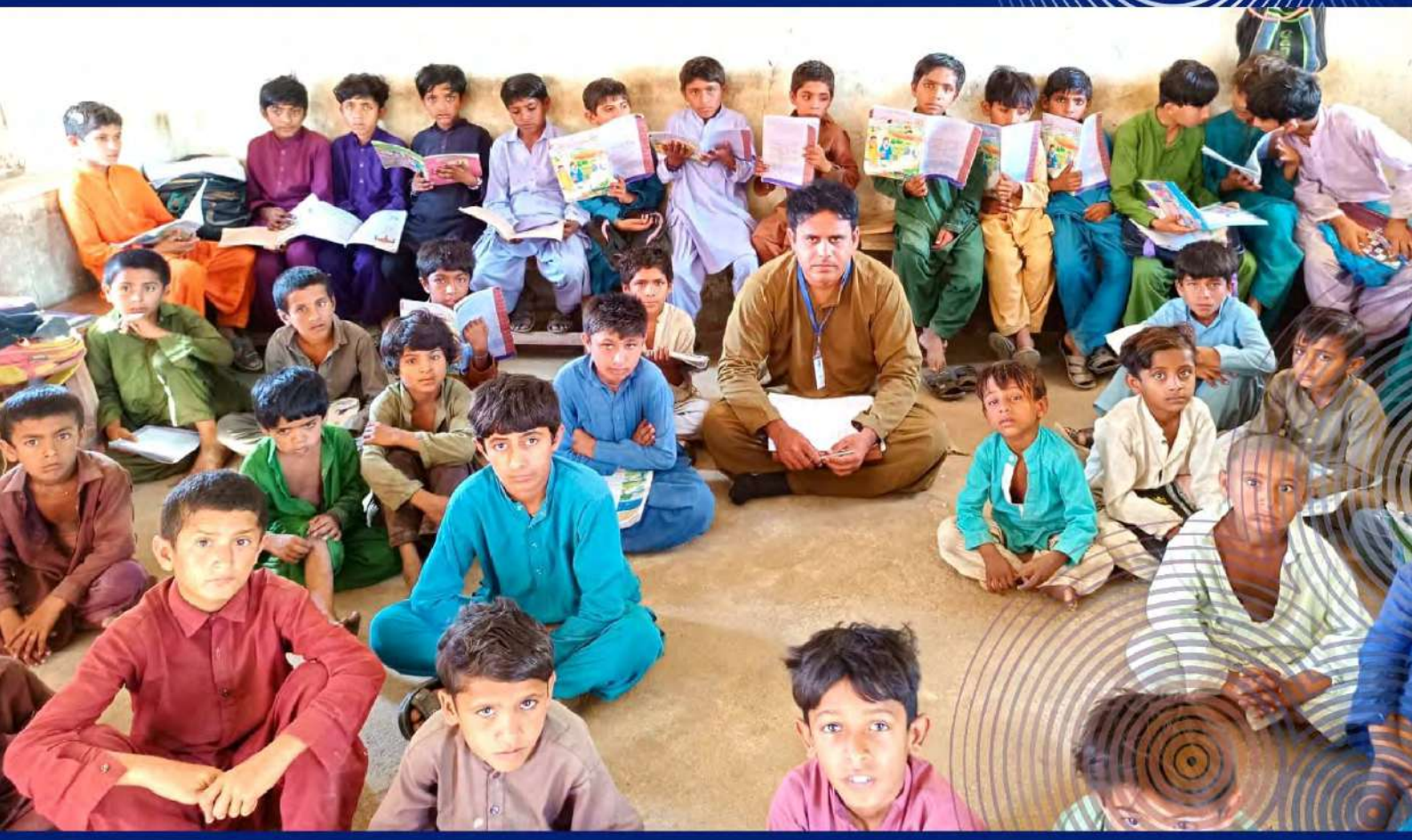
EARLY GRADE READING ASSESSMENT (EGRA) - SINDH



BASELINE REPORT 2024

SINDH EARLY LEARNING ENHANCEMENT THROUGH CLASSROOM TRANSFORMATION (SELECT) PROJECT

Title	Early Grade Reading Assessment - Baseline Study
Country	Pakistan
Baseline Execution Period	May 05 to May 29, 2024
Baseline Assessment Team / Organization	VTT Global Pvt. Ltd
Organization Commissioning the Baseline Assessment	Project Management Implementation Unit, SELECT
Baseline Assessment Team	Project Director – Zulfiqar Bachani Team Lead - Saqib Mehmood Khan Project Manager – Abdul Ghaffar Nizamani Education Expert – Amima Sayeed Engagement Manager – Hussain Sabir EGRA Experts – Shabana Sheikh, Aneela Mirani Data Analysts – Dr Rabia Zulfiqar, Waqar Hussain
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LIST OF ACRONYMS

Acronym	Description
ADE	Associate Degree of Education
AKU-IED	Aga Khan University - Institute for Educational Development
ANOVA	Analysis of Variance
ASER	Annual State of Education Report
BISP	Benazir Income Support Programme
BOC	Bureau of Curriculum
CI	Confidence Interval
CPD	Continuous Professional Development
CWPM	Correct Words per Minute
DCAR	Directorate of Curriculum, Assessment and Research
DID	Difference in Differences
DQR	Data Quality Review
ECCE	Early childhood care and Education
ECE	Early Child Education
EFA	Education for All
EGRA	Early Grade Reading Assessment
ESPIG	Education Sector Program Implementation Grant
GMR	Global Monitoring Report
GoS	Government of Sindh
GPE	Global Partnership for Education
IDA	International Development Agency
IRR	Inter-Rater Reliability
KSK	Kambar Shahdadkot
LSU	Local Support Unit
MPK	Mirpur Khas
MT	Master Trainer
NAT	National Achievement Test
NDIE	Notre Dame Institute of Education
NFBE	Non-Formal Basic Education
ORF	Oral Reading Fluency
PITE	Provincial Institute of Teacher Education
PIQUIP	Primary Education Quality Improvement Project
PMIU	Project Monitoring and Implementation Unit
PRP	Pakistan Reading Project
PTC	Parent Teacher Council
PTM	Parent Teacher Meeting
PTSMC	Parent Teacher School Management Committee
QCO	Quality Control Officer
RCT	Randomized Control Trials
RSU	Reform Support Unit
SAT	Standardized Achievement Test
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Project
SCP	School Clustering Policy
SD	Standard Deviation

Acronym	Description
SELD	Sindh Education and Literacy Department
SELECT	Sindh Early Learning Enhancement through Classroom Transformation
SMC	School Management Committee
SMS	Short Message Service
SRP	Sindh Reading Program
SRSO	Sindh Rural Support Organization
STBB	Sindh Textbook Board
STEDA	Sindh Teacher Education Development Authority
STEP	Service Teacher Education Program
STEVTA	Sindh Technical Education and Vocational Training Authority
TaRL	Teaching at Right level
TEIs	Teacher Education Institutions
TIG	Teacher Inquiry groups
TMK	Tando Muhammad Khan
UNSECO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
VTT	VTT Global (Pvt.) Ltd.
WASH	Water and Sanitation, Hygiene
WB	World Bank
WPM	Words Per Minute

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EXECUTIVE SUMMARY

2024: RATIONALE AND METHODOLOGY

Education sector in Pakistan faces significant challenges, particularly in early-grade literacy. However, initiatives such as the Sindh Early Learning Enhancement Through Classroom Transformation (SELECT) and related programs represent a concerted effort to address these issues and strengthen foundational literacy skills. Research underscores the importance of early reading, linking it to improved neurological development, emotional growth, and long-term learning outcomes. Conversely, a lack of proficiency in reading is strongly associated with higher dropout rates and diminished academic success. Recent assessments, such as the Annual Status of Education Report (ASER 2023) and the National Achievement Test (NAT 2024) identified significant gaps in foundational learning. For instance, 43.9% of Grade 1 students in Sindh were found unable to recognize letters while only 38.5% of Grade 5 students could read stories fluently. This emphasizes the urgent need for targeted interventions to improve literacy rates.

Programs like the Sindh Reading Program (SRP) and Pakistan Reading Project (PRP) have shown measurable success in enhancing early-grade reading skills. SRP significantly reduced the proportion of zero-scorers in key literacy metrics, while PRP's randomized control trials demonstrated notable gains in areas such as letter sound fluency, phonemic awareness, and oral reading fluency. These results highlight the effectiveness of data-driven approaches in improving educational outcomes. Moreover, investing in early literacy programs offers substantial economic returns, with global studies showing savings of 8$ for every $1 spent, about of which comes from the increased earnings for children when they grow up[1].

Based on the reports of early-grade reading interventions and national-level performance assessments, the Government of Sindh (GoS) and its development partner initiated the SELECT Project. This Global Partnership for Education (GPE) funded five-year initiative aims for a multi-pronged approach towards improving schools' learning environment, students' retention, and improving the quality of both teaching and learning practices in the selected primary education schools, with an emphasis on improving foundational reading skills from grade 1 to grade 2 levels.

The EGRA 2024 was designed to serve multiple purposes including assessing the reading skills of Grade 2 learners, with a specific focus on analyzing the performance differences between rural and urban schools as well as between girls and boys. The assessment included performing classroom observations, students' assessments, key stakeholders' interviews in the targeted schools. The collected data was then compared to the approved reading performance standards of GoS as well as previous reading-focused projects and interventions such as PRP and SRP. The broader educational reform landscape in Pakistan, shaped by the experiences of implementing EGRAs and other literacy initiatives, offers valuable insights into the dynamics of policymaking, stakeholder engagement, and curriculum development in the face of systemic challenges. The endeavor to enhance early grade literacy in Pakistan, while fraught with difficulties, illuminates the potential for transformative change through focused, collaborative, and contextually informed educational interventions.

Figure 1: Reading Skills

This report summarizes the findings of EGRA conducted under the SELECT Project from May 05 to May 29, 2024. EGRA is a widely used tool to assess the reading abilities of early-grade students across the globe. The key purposes of EGRA administration in SELECT Project schools were to document a baseline of reading performance and to identify factors influencing reading skills among grade 2

[1] https://obamawhitehouse.archives.gov/sites/default/files/docs/the_economics_of_early_childhood_investments.pdf

students. This report presents the findings of EGRA -baseline covering **604** schools and assessing **7,248 Grade 2** students (35% girls and 65% boys) across **12 districts** of Sindh Province (Badin, Ghotki, Jacobabad, Kambar- Shahdadkot, Kashmore, Matiari, Mirpurkhas, Sanghar, Shikarpur, Sujawal, Tando Muhammad Khan, and Thatta).

A comprehensive set of five survey instruments were employed as shown in **Figure 2**, including EGRA tool, Student Interviews, Teacher Interviews, Head Teacher Interviews, and Classroom Observations (Teach Primary). Originally adapted under the SRP and PRP in 2014-2018. These tools were revised and updated in April 2024 by language education experts and learning materials development specialists from the Sindh Education and Literacy Department (SELD) in collaboration with EGRA experts from the private sector.

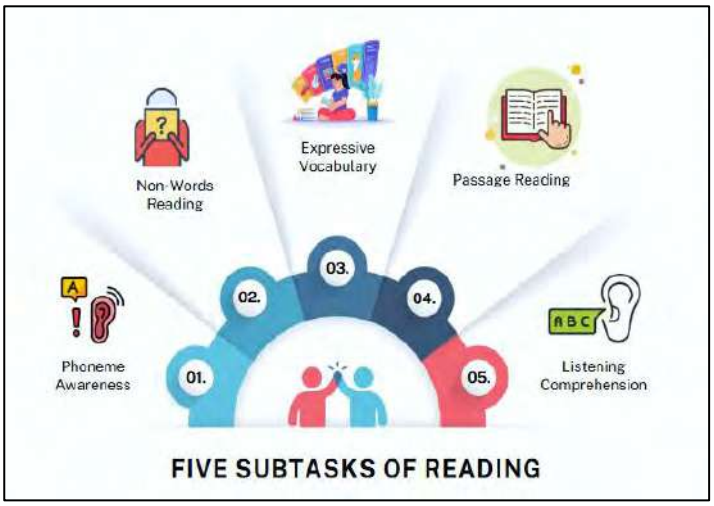

Figure 2: EGRA Tools

The EGRA tools used in this baseline consisted of five subtasks:

1. **Phoneme Awareness:** This was an untimed activity where students were provided with 10 different words and asked to identify the initial/beginning sound of each word.
2. **Non-Word Reading:** This was a time-bound activity with 60 seconds allowed. Students were given a stimulus sheet containing written non-words and were asked to read in the given time frame.
3. **Expressive Vocabulary:** This was an untimed activity where students were given a stimulus sheet containing 10 expressive vocabulary pictures and were asked to recognize pictures and express vocabulary.
4. **Passage Reading:** This activity was broken down into two sessions. The first part, passage reading, was a time-bound activity with 60 seconds allowed to complete the activity. Students were given a stimulus sheet with a short passage to read aloud. The second part, passage reading questions, was not time-bound, where students were verbally asked 05 questions about the passage. This subtask showed Oral Reading Fluency (ORF) which was used to identify and present the impact of multiple factors on the reading ability of the students.
5. **Listening Comprehension:** This was an untimed activity in which enumerators read a passage (story) aloud to the students and then asked three questions about the story.

The synopsis of key findings of EGRA 2024 are presented below, categorized by school medium (Sindhi and Urdu). Within each category, the findings are presented by task and are further enriched by insights from teacher and head teacher interviews, as well as classroom observations.

KEY FINDINGS

SUBTASK-1: PHONEME AWARENESS

SINDHI MEDIUM SCHOOLS

The analysis of phoneme awareness in Sindhi medium schools reveals critical insights into early literacy development. On average, students could identify around five phonemes out of 10 phonemes tested with a mean score of 5.15 (SD = 4.01). Excluding zero scorers, the average improved to 7.30 (SD = 2.66). Urban students outperformed their rural counterparts, with urban schools recording a mean score of 5.81 compared to 5.07 in rural schools. Gender-wise, performance differences were minimal, with boys achieving a mean score of “5.18” and girls “5.09.” District-level data indicated disparities, with Ghotki performing best at a mean score of 6.53, while Sujawal lagged at 4.05.

Notably, 29% of students in Sindhi medium schools scored zero in phoneme awareness, with rural areas showing higher rates (30%) compared to urban areas (21%). Classroom observations revealed limited engagement in critical activities like “playing with sounds” and “playing with letters,” essential for phoneme awareness development. Over 70% of classes during TEACH observation, particularly in rural areas, were not involved in these activities during lessons.

URDU MEDIUM SCHOOLS

The analysis of phoneme awareness among Urdu medium school students reveals varied performance across different demographics. The overall mean score for Urdu medium students was 5.29 (SD = 3.98), with a wide range of scores from 0 to 10, indicating considerable variation in student abilities. Excluding zero scorers, the mean score increased to 7.23 (SD = 2.77). An area-wise comparison indicates significant differences in phoneme awareness between urban and rural students. Urban students in Urdu medium schools outperformed their rural counterparts, with urban students achieving a mean score 6.68 (SD=3.92), while rural students scored mean score 4.86 (SD=3.91). The disparity was statistically significant ($p < 0.01$) for both urban and rural students. Gender comparisons show no significant difference in phoneme awareness between boys and girls. In Urdu medium schools, girls had a mean score of 5.14 (SD = 3.94), while boys scored slightly higher with a mean of 5.51 (SD = 4.05).

A notable finding is that 27% of Urdu medium students scored zero, reflecting a widespread challenge in phoneme awareness across both rural and urban areas. This highlights the need for targeted interventions to address the significant phoneme identification gaps among these students.

SUBTASK-2: NON-WORD READING

SINDHI MEDIUM SCHOOLS

In Sindhi medium schools, the assessment of non-word reading reveals that students face considerable challenges in decoding unfamiliar words. Out of the 50 words, the average score for Sindhi medium students was 11.92 (SD = 14.03), with a wide range of scores from 0 to 50. Excluding zero scorers, the mean score increased to 20.32 (SD = 12.84), indicating that those who could decode at least one non-word managed to read an average of 20 words per minute. Gender-based analysis shows that boys outperformed girls in terms of total scores, with a mean of 12.34 (SD = 14.23) compared to girls' mean of 11.13 (SD = 13.61), though the gap diminished when zero scorers were excluded. Moreover, significant differences were observed between urban and rural Sindhi medium schools, with urban schools performing better (mean = 13.39, SD = 13.80) than their rural counterparts (mean = 11.75, SD = 14.05). The gap between rural and urban areas was statistically significant. District-level data indicated disparities, with Jacobabad performing best in the lot at a mean score of 17.4, while Kambar-Shahdadkot and Mirpurkhas lagged at 8.

An alarming 41% of Sindhi medium students were unable to read any non-words, with rural students particularly performing low as 42% of them scored zero. Gender differences were also notable, with a higher percentage of girls (44%) failing to decode non-words compared to boys (40%). These findings highlight the need for targeted interventions to improve foundational decoding skills, particularly in rural areas and for girls. Teachers' self-reports suggest that non-word reading is practiced regularly in classrooms; however, the limited inclusion of non-word exercises in the Sindhi textbooks suggests a disconnect between teaching practices and curriculum support.

URDU MEDIUM SCHOOLS

The performance of students in Urdu medium schools on the non-word reading task shows similar challenges in decoding unfamiliar words. Urdu medium students had a mean score of 13.39 (SD = 13.47), reflecting a broader variability in scores, ranging from 0 to 50. When excluding zero scorers, the mean score improved to 19.14 (SD = 12.21), suggesting that those who could decode at least one non-word, would read an average of 19 words per minute. Gender analysis in Urdu medium schools showed no significant performance difference between boys and girls, with girls achieving a slightly higher mean score of 14.31 (SD = 13.66) compared to boys' 12.11 (SD = 13.14). Urban students in Urdu medium schools outperformed their rural counterparts, with urban students scoring a mean of 16.72 (SD = 14.29) compared to 12.35 (SD = 13.06) in rural areas.

Approximately 30% of Urdu medium students were unable to decode a single non-word, with a higher percentage of rural students (33%) failing compared to 22% of urban students. Despite this, teachers reported frequent use of non-word reading exercises in classrooms, though the absence of such exercises in Urdu medium textbooks indicates a gap in curriculum support. These findings call for enhanced focus on non-word decoding in Urdu medium schools, particularly for rural students and those struggling with basic phonics' skills.

SUBTASK-3: EXPRESSIVE VOCABULARY

SINDHI MEDIUM SCHOOLS

The expressive vocabulary subtask for Sindhi medium students achieved a mean score of 7.65 out of 10 pictures, indicating moderate proficiency in identifying action words from pictorial cues. However, when zero scorers were excluded, the mean increased to 8.02, suggesting that most students who recognized at least one picture performed fairly well. Urban students outperformed their rural counterparts with mean scores of 7.94 and 7.62, respectively, demonstrating a statistically significant difference. Gender-wise, boys scored higher (7.81) than girls (7.35), with the gap narrowing slightly when excluding zero scorers. District-level comparisons showed notable variations, with Ghotki and Badin leading in performance, while Matiari recorded the lowest scores. Despite these promising results, 5% of Sindhi medium students scored zero, with rural areas and girls contributing disproportionately to this percentage. Classroom observations and interviews highlighted limited emphasis on interactive activities like storytelling with 65% of classroom time dedicated to textbook reading. Although many schools exhibited moderate time on "Story Time" activity, there is room for improvement in leveraging storytelling to enhance expressive vocabulary. The findings necessitate the need for targeted interventions to address disparities and elevate vocabulary development strategies, ensuring better reading fluency and comprehension.

URDU MEDIUM SCHOOLS

Urdu medium students exhibited promising expressive vocabulary proficiency, with an average score of 8.75 out of 10. Area-wise comparison showed that rural students slightly outperformed urban students, scoring 8.82 versus 8.51. This unexpected trend suggests the potential for rural students to excel in certain subskills despite challenges in other areas. Gender-wise score disparities were minimal, with boys scoring slightly higher (8.83) than girls (8.69). The number of zero scorers was remarkably low (1%), indicating strong overall performance in this task.

The results primarily reflect students' ability to identify action words and may not comprehensively capture their broader expressive vocabulary, which typically should exceed 1,200 words for Grade 2 students. This may also stem from limited exposure to reading and engaging in thoughtful discussions about what has been read. Classroom observation data supports this finding as quality and frequency of storytelling sessions was moderate. Future evaluations could incorporate tools like the Expressive Vocabulary Test that cover all aspects e.g., adjectives and adverbs used by students. Additionally, interventions should focus on translating strengths in expressive vocabulary into improved performance in other reading subskills and overall learning outcomes. This will require aligning classroom practices with community-based support to maximize impact.

SUBTASK-4: PASSAGE READING

SINDHI MEDIUM SCHOOLS

The Passage Reading subtask aimed to evaluate the ORF and comprehension skills of students in Sindhi medium schools. The results reveal that on average, Sindhi medium students could read only 24.79 words correctly per minute (CWPM) out of 60 words, which is well below the grade-level performance standard of 50-80 CWPM. Excluding zero scorers, the average score increased to 34.50 CWPM. This suggests that while a huge portion of students struggled with fluency, those who could read at all demonstrated an ability to read at an average pace. The data also highlighted notable differences between urban and rural areas. Urban students performed slightly better with an average of 26.75 CWPM compared to rural students' 24.57 CWPM. Additionally, girls in Sindhi medium schools lagged behind boys, with a mean score of 23.90 CWPM compared to 25.26 CWPM for boys.

For Questions from Passage Reading subtask, students in Sindhi medium schools answered an average of 1.47 out of 5 questions correctly, indicating that many students struggled to understand the text. Only a small percentage (9%) met the reading standard by answering four out of five questions correctly. The gender and rural-urban disparities were also evident in comprehension scores, with boys outperforming girls and urban students scoring higher than their rural counterparts. The high percentage of zero scorers (28% in CWPM and 46% in questions) across categories raises concerns about the effectiveness of current teaching methods and resources in improving reading fluency and comprehension.

URDU MEDIUM SCHOOLS

The Passage Reading subtask assessed the ORF and comprehension abilities of students in Urdu medium schools, revealing concerning results. On average, Urdu medium students were able to read 19.25 correct words per minute (CWPM) out of 60 words, significantly below the expected standard of 50-80 CWPM. Excluding zero scorers, the average score improved to 34.81 CWPM, indicating that those who were able to read the passage demonstrated moderate fluency. A stark contrast between urban and rural students was observed, with urban students scoring an average of 24.63 CWPM, while rural students only managed 17.57 CWPM. Additionally, the gender gap favored girls, who scored an average of 20.35 CWPM, compared to 17.73 CWPM for boys.

In terms of comprehension, the average score for Urdu medium students was just 1.19 out of 5 questions, suggesting that the majority of students faced difficulty in understanding the passage. Only 6% of students answered all five comprehension questions correctly, with a significant gap in performance between urban and rural students. Rural students scored an average of 0.99, while urban students answered an average of 1.85 questions correctly. Gender differences were also noticeable, with girls performing slightly better than boys.

Alarmingly, 45% of students scored zero in the CWPM task and 60% in the comprehension section, highlighting a critical issue in the development of students' reading fluency and comprehension skills in Urdu medium schools. The findings point to the need for improved teaching practices and resources to enhance students' reading and understanding abilities.

SUBTASK-5: LISTENING COMPREHENSION

SINDHI MEDIUM SCHOOLS

The Listening Comprehension Subtask-5 aimed to assess Grade 2 students' ability to comprehend spoken language by listening to a story and answering questions. Sindhi medium students demonstrated moderate comprehension skills, with an overall mean score of 1.66 (SD: 0.98) out of 3 questions. Excluding zero scorers, the mean score increased to 1.92, indicating that students who correctly answered first question performed reasonably well on the remaining two questions. Urban students slightly outperformed their rural peers (1.70 vs. 1.65 respectively), but the difference was not statistically significant. Boys scored better than girls (1.74 vs. 1.49), a significant disparity that highlights the need for gender-focused interventions. The district-wise comparison shows that Kambar-Shahdadkot achieved the highest mean score of 1.89, while Kashmore, Matiari, and Shikarpur recorded the lowest. However, all districts showed a concern for performance levels, as many students failed to respond correctly even to literal questions. Alarmingly, 14% of students were zero scorers, with a higher percentage among girls (18%) than boys (12%).

These results highlight the urgent need for targeted interventions to improve listening comprehension, particularly for girls and urban students, as listening skills form the foundation for literacy development and overall academic success.

URDU MEDIUM SCHOOLS

Urdu medium students demonstrated stronger listening comprehension skills in Subtask-5, with an overall mean score of 2.30 (SD: 0.88) out of 3 questions. Excluding zero scorers, the mean improved to 2.42, reflecting an elevated level of listening comprehension. Urban students excelled with a mean score of 2.45, slightly outperforming their rural counterparts (2.25). Boys achieved a higher mean score (2.44) compared to girls (2.20), though this gender disparity was not statistically significant. Only 5% of Urdu medium students were zero scorers, with urban students achieving a perfect non-zero

performance. Rural areas showed a 7% zero-scorer rate, and gender-wise, 6% of girls compared to 4% of boys scored zero.
These results show strong listening comprehension skills of Urdu medium students, despite challenges faced in rural settings. Continued focus on sustaining these levels and addressing disparities in rural areas and among girls can further enhance overall performance.

OVERALL TRENDS ACROSS SUB-TASKS

GENDER WISE DATA TRENDS

The analysis of gender-wise performance in reading and language tasks highlighted that, boys had an advantage in phoneme awareness and listening comprehension, particularly in Sindhi medium schools, where they scored 5.18 and 1.74 compared to girls' 5.09 and 1.49, respectively. In non-word reading, girls excelled in Urdu medium schools with a score of 14.31, while boys scored 12.11. Conversely, in Sindhi medium schools, boys outperformed girls with 12.34 against 11.13. For passage reading (CWPM), boys performed better in Sindhi medium schools (25.26 vs. 23.9), whereas girls excelled in Urdu medium schools (20.35 vs. 17.73). In passage reading (questions), boys slightly outperformed girls in Sindhi medium schools (1.52 vs. 1.37), but girls performed better in Urdu medium schools (1.27 vs. 1.09). Finally, in expressive vocabulary, boys had a slight edge in both Sindhi (7.81 vs. 7.35) and Urdu medium schools (8.83 vs. 8.69). This data underscored the nuanced differences in performance, emphasizing the need for tailored educational strategies to ensure equitable outcomes for all genders. Furthermore, it remained a constant consideration that the overall performance was weak concerning foundational learning. The test assessed basic concepts that Grade 2 students should have mastered, irrespective of their gender or medium of education.
Gender disparity in education remained a persistent issue, as evidenced by girls' lower performance in the EGRA assessment. Despite policy initiatives like the Gender Reform Action Plan and commitments under Millennium Development Goals (MDGs) and Education for All (EFA), factors such as the unavailability of female teachers, unsafe school environments, and financial constraints continued to hinder girls' education in Pakistan (Sayeed & Akbar, 2007; Zafar, 2005; Ghazi et al., 2011).

AREA WISE DATA TRENDS

The data revealed notable differences in performance between urban and rural students across various reading and language tasks. In phoneme awareness, urban students outperformed rural students, with scores of 5.81 in Sindhi medium schools and 6.68 in Urdu medium schools, compared to rural scores of 5.07 and 4.86, respectively. For non-word reading, urban students again excelled, with scores of 13.39 in Sindhi and 16.72 in Urdu medium schools, while rural students scored 11.75 and 12.35. In expressive vocabulary, urban students had higher scores in Sindhi medium schools (7.94) but slightly higher scores in Urdu medium schools (8.51) compared to rural scores of 7.62 in Sindhi and 8.82 in Urdu medium schools, respectively.
Passage reading (CWPM) showed urban students performing better, with scores of 26.75 in Sindhi and 24.63 in Urdu medium schools out of the 60 words to be read. On the other hand, rural students scored 24.57 and 17.57 in Sindhi and Urdu medium schools, respectively.
In passage reading (questions), urban students achieved higher scores in both Sindhi (1.55) and Urdu medium schools (1.85) compared to rural scores of 1.46 and 0.99 in Sindhi and Urdu medium schools. Listening comprehension also showed a slight advantage for urban students, with scores of 1.70 in Sindhi and 2.45 in Urdu medium schools, while rural students scored 1.65 and 2.25 out of a total of three questions.
Overall, urban students consistently outperformed rural students through most tasks, highlighting the need for targeted interventions to bridge this performance gap and ensure equitable educational opportunities for all students. However, the slightly better scores of urban students did not indicate

better quality language learning or foundational skills development, and they appeared better only in comparison to rural schools, not against actual learning criteria or standards.

DISTRICT WISE PERFORMANCE

It was difficult to ascertain district ranking based on the scores attained in the five sub-tasks, primarily due to the sample size for each district, especially in the case of Urdu medium schools. However, a comparison was drawn only to identify any peculiar trends emerging from the data.

The data indicated that Jacobabad performed the best across most subtasks, with the highest overall mean score of 12.746, despite being in Extreme Poverty Zone-2. Ghotki also showed robust performance in multiple subtasks, securing a high overall mean score of 12.538, and belonged to High Poverty Zone-1. Conversely, districts like Thatta and Kambar-Shahdadkot had lower overall mean scores, 8.506 and 8.22, respectively, reflecting challenges in multiple areas. Thatta fell into Extreme Poverty Zone-1, while Kambar-Shahdadkot was in Extreme Poverty Zone-2, suggesting that higher poverty levels correlated with lower educational performance[2].

In summary, the data highlighted disparities in educational performance across different districts, with certain areas showing stronger outcomes despite high poverty levels. Targeted interventions and resources were essential to address these disparities and improve educational outcomes uniformly across all districts.

COMPARISON OF EGRA SCORES WITH READING STANDARDS OF SINDH

EGRA results were analyzed to compare the performance of Sindhi and Urdu medium Grade 2 students against Sindh's reading standards, revealed critical gaps in foundational literacy skills. The standards, designed to ensure grade-specific mastery across phonological awareness, alphabetic knowledge, vocabulary, fluency, and comprehension, aim to align with provincial and national education goals. However, the findings highlight significant deficiencies. In phoneme awareness, only 40% of Sindhi and 41% of Urdu medium students met or exceeded the standards, while non-word reading saw 90% and 91% of Sindhi and Urdu medium students respectively, failed to meet standards. Vocabulary skills showed relative strength, with 64% (Sindhi) and 84% (Urdu) exceeding standards in expressive vocabulary, yet broader vocabulary aspects remain underdeveloped. Reading fluency and comprehension posed challenges, with less than 30% achieving proficiency, particularly in passage reading. Urban students outperformed rural counterparts, especially in expressive vocabulary, while gender comparisons showed boys slightly excelling in phoneme awareness and listening comprehension. These results underscore the need for systemic reforms, including differentiated instructions, phonics' integration, teachers' training, and community support. Leveraging successful regional interventions like India's Pratham reading program could help improve early grade reading skills, focusing on addressing foundational gaps before advancing students to higher-level literacy tasks.

IMPACT OF DIFFERENT CHRACTERSTICS ON READING FLUENCY

The following characteristics as shown in **Figure 3** emerged from a comprehensive regression analysis of data collected through interviews (with students, teachers, and head teachers) and classroom observations (Teach).

- **Student Demographics:** Language had minimal effects on ORF, with Balochi speakers scoring slightly higher (+2.8 points ORF) and Sindhi speakers slightly lower (-0.6 points ORF). Household earners had negligible influence (+0.4 ORF on per earner increased).
- **Home Learning Environment:** Reading aloud at home increased ORF significantly (+2.8 points ORF), and practicing reading aloud showed the strongest improvement (+4 points ORF).
- **School Environment and Teacher Support:** Daily reading assignments boosted scores (+2.7 points ORF), while access to personal workbooks resulted in a notable increase (+3.6 points ORF). Teacher-led story reading showed minor, non-significant improvement (+1.8 points ORF).

[2] PPAF - Footprint Sindh - 2024

- **Students' Absenteeism and School Resources:** Students who were absent for the whole week prior to EGRA assessment scored significantly lower (-3.4 points) on ORF. Students who had access to a school library scored higher (+4 points ORF), demonstrating its value.
- **Classroom Learning Practices:** Phonics support (e.g., sounding out words) significantly improved scores (+2.6 points ORF), highlighting its role in reading development. Teachers' gender, experience, and training showed minimal impact. However, using instructional materials like flashcards yielded a significant improvement (+6.25 points ORF). Meetings with parents and training showed slight/non-significant gains.

Figure 3: Impact of Different Characteristics on ORF

- **Teachers' Training and Classroom Characteristics:** Specialized training for reading programs and support for teachers resulted in small, non-significant gains. Presence of active school management committees (SMCs) slightly improved scores (+3.347 points ORF). Among facilities, functioning student toilets had a significant impact (+5.07 points ORF), while libraries' availability showed the strongest improvement (+8.338-point s ORF), though not statistically significant. Consistent provision of learning activities by the teachers significantly boosted ORF (+4.51, +3.26, and +4.06 points ORF across all three snapshots respectively). Classroom observations' elements such as "Story time" (+1.77 points ORF), "Playing with letters" (+1.45 points ORF), and "Lets read faster" (+1.14 points ORF) also improved ORF scores. Alignment between home and instructional language had mixed, non-significant results. Classroom culture elements, such as a supportive environment, showed minimal impact on fluency.

RECOMMENDATIONS AND NEXT STEPS

The following recommendations emerged from the **EGRA baseline study** conducted as part of the SELECT Program, addressing critical issues in early grade reading in Pakistan, particularly in Sindh. These recommendations focus on both direct classrooms teaching to enhance reading and numeracy at the primary level and broader conceptual aspects of public education. They also reflect on the vision and purpose of public education in the context of **Article 25-A**, emphasizing the need for quality and accessible education.

1. Building on Successful Models and Best Practices

The EGRA baseline highlights significant challenges in early grade reading skills development. Successful regional models like ***Pratham's Read India Program*** and the ***Azeem Premji Foundation's Accelerated Reading Program*** emphasize the importance of assessing children's learning levels and grouping them accordingly for targeted interventions. The SELECT program should incorporate these best practices, moving beyond generic reform ideas to research-backed frameworks. While the Pakistan Education Sector Plan (2018-2024) did not fully meet its goals, aligning initiatives with global and local research is crucial for creating lasting improvements in the education system. SELECT should develop classroom-based frameworks for foundational skills and sub-tasks, focusing on phoneme awareness, teacher preparedness, and language exposure.

2. Realignment of Educational Delivery with Vision for Education

Pakistan's education system, rooted in 18th-century models, may not meet modern learning needs. Rote learning and standardized tests often clash with contemporary cognitive research. While COVID-19 prompted some reforms, deeper changes are needed. A shift to learner-centered,

research-driven education with a focus on ethics, skills, and contextualized teaching is essential. SELECT should use EGRA findings to restructure school time for collaborative learning, with regular assessments and teacher training emphasizing brain development and effective teaching practices.

3. Medium of Instruction vs. Quality of Instruction and Language Exposure

The medium of instruction debate in Sindh often overlooks teaching quality and language exposure. Research supports mother tongue instruction for cognitive and emotional benefits, alongside multilingualism's role in problem-solving. Policy should prioritize teacher competence in multilingual settings and enriching classroom language exposure. GoS and development partners must hold public consultations before applying EGRA findings. SELECT should lead policy formulation with a ten-year framework, a dedicated language development group, and an indigenous phoneme teaching approach for Urdu and Sindhi.

4. Demographics and Role of Poverty Alleviation in Literacy Development

Poverty and malnutrition—especially stunting—directly impact cognitive abilities, making early childhood education less effective. Stunted children face irreversible neurodevelopmental challenges, which hinder their learning capabilities. An integrated approach, like Sehatmund Sindh, addressing nutrition, WASH (water, sanitation, hygiene), and maternal health, must be prioritized alongside educational reforms to improve overall learning outcomes.

5. Foundational Learning and Reading Resources

The lack of quality reading resources and insufficient teacher support contributes significantly to poor literacy outcomes. Lessons from past programs, like Primary Education Quality Improvement Project (PEQUIP) and Literacy Boost can inform new strategies for resource development. Prioritize the availability of existing resources rather than developing new ones and focus on distributing printable reading materials to schools and communities by using innovative strategies like reading buddies, mobile libraries, and community involvement to enhance reading motivation and engagement. There is a lack of recent qualitative or quantitative research on language learning trends in Sindh or Pakistan. Large-scale surveys like EGRA focus on impact measurement, but their findings are neither reported to teachers nor translated into actionable recommendations.

6. Frequency, Focus, and Quality of Teacher Training

Teachers report dissatisfaction with the quality and frequency of training. Only 15% of head teachers and 29% of Grade 2 teachers received training in reading skills. Teacher training programs should prioritize cognitive development, language acquisition, and brain development, with interactive and activity-based methodologies. Training should also focus on understanding the diverse linguistic and socio-economic backgrounds of students to make teaching more inclusive.

7. Accelerated Learning and Bridge Programs

Over 50% of Grade 2 students struggle with basic literacy, highlighting the need for accelerated learning. Implementing the **Teaching at the Right Level (TaRL)** strategy in Sindh can help students meet minimum literacy and numeracy standards. A daily one-hour reading activity in Sindhi and Urdu medium schools, supported by a school-community partnership, should be prioritized. Until literacy benchmarks are met, subject teaching should be secondary to structured reading practice. This approach will strengthen L1, L2, and English skills through predictive and inferential reading activities.

8. Repository of Printables and Digital Material for Promoting Reading

Existing teacher aids and learning materials are underutilized, making a systematic mapping of available resources essential for wider distribution. Many donor-funded teaching aids remain unused, while institutions like PITE, UNESCO, and private publishers hold quality materials. Instead of creating new resources, SELD should focus on acquiring and distributing these materials to schools and households. Partnerships with media outlets can further enhance accessibility by distributing reading materials through newspapers, schools, and community networks.

9. Teacher Competence and Evaluations

Teacher competence remains a critical issue, with classroom observations revealing a disconnect between teachers' self-perception and actual practices. While teachers claim to promote reading

comprehension, data shows limited student engagement and assessment of learning needs. Assessing teachers on EGRA tasks alongside students can provide insights into their actual competence, informing targeted training programs. Given the lack of research on teacher beliefs and practices in rural Sindh, a deeper inquiry is needed to develop responsive teacher education programs.

10. Practical Approach to Curriculum Coverage

Until the deficits in learning outcomes and teaching skills are addressed, continuing with the current approach to curriculum coverage may not yield effective results. Classroom teaching should prioritize skills development, including foundational literacy, critical thinking, inquiry and information processing, and learning-to-learn skills. A focus on syllabus completion, copy work, rote learning, and tests is unlikely to bring about meaningful improvements in learning attainment.

11. Parental Involvement

Key findings showed that better socio-economic status and parental support have a strong correlation with an increase in students' ORF percentages. The RSU and SELECT Project should ensure that families of needy students can get registered in vocational education and income support programs like Sindh Technical Education & Vocational Training (STEVTA), Aman Tech, Sindh Rural Support Organization (SRSO), Girl's stipend BISP, Ehsaas, etc. Similarly, the structures of SMCs and Cluster Council structure should be engaged in ensuring the participation of parents in school activities and its continuous development process.

The EGRA baseline findings provide critical insights into the state of early-grade literacy in Sindh. The recommendations stress the importance of evidence-based reforms, teacher training, and multilingual education. A comprehensive, integrated approach that combines educational, health, and socio-economic reforms is essential to break the cycle of poor learning outcomes. By incorporating lessons from successful regional models and aligning education policy with research on learning, Pakistan can achieve sustainable improvements in early education.

1

INTRODUCTION

1 INTRODUCTION

In the multifaceted landscape of Pakistan's education sector, the initiation and progression of EGRA, alongside other literacy initiatives, provide a pivotal foundation for understanding the contours of educational reform and literacy development. These initiatives, set against a backdrop of enduring educational challenges, embody a concerted effort to pivot towards more inclusive, effective, and sustainable literacy education practices. Through the prism of various documents analyzing educational reforms, literacy levels, and the impacts of early grade reading interventions in Pakistan, a comprehensive narrative emerges, detailing both the strides made and the hurdles encountered in the quest for educational advancement[3].

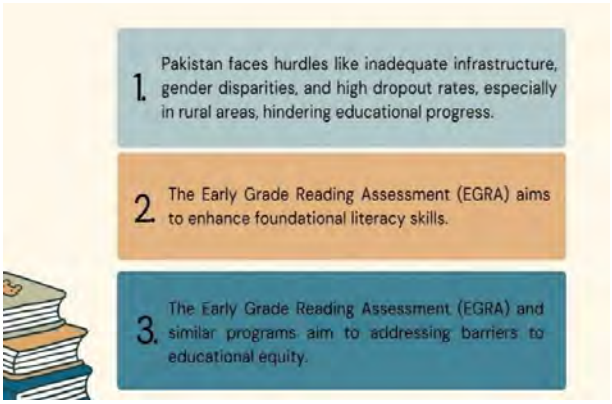

Figure 4: EGRA.

Early childhood reading offers numerous benefits. Research indicates that developing reading skills in the early years helps build neurological pathways that enhance general learning abilities.[4] Reading also directly impacts a child's literacy skills, as reading to children and encouraging them to read independently helps them recognize emotions in text, thereby fostering their emotional development.

The benefits of developing reading skills are vast and multifaceted.[5] Deficient reading ability has been a significant issue in the Sindh province of Pakistan as shown in recent reports like Annual Status of Education Report (driven interventions to enhance foundational reading skills during early years). Reading is a critical skill that enables students to excel in languages and facilitates more efficient learning in other subjects. Research shows that children who do not learn to read in the first few years of life are more likely to repeat and may eventually drop out of school as they find it difficult to bridge the gap in reading comprehension.[6]

1.1 PREVIOUS READING INTERVENTIONS IN SINDH

Additionally, the ASER 2023 report states a clear breakdown of the reading proficiency levels among students in rural Sindh across different grades in the Urdu/Sindhi language. It shows that in Grade 01, a staggering 43.9% of children cannot even recognize letters. Progressing through the grades, reading skills gradually improve, but the percentage of children able to read at a level appropriate for their grade remains low. By grade 5, only 38.5% of students can read a story, while 23.1% can read simple sentences, indicating that 61.5% of children in grade 5 still struggle with basic reading skills.[7]

Both SRP and PRP introduced interventions for improving Sindhi and Urdu reading skills in early grades through the development of foundational reading skills. Both projects have demonstrated significant contributions and results, SRP reported improvements in students' ORF and in reducing the number of zero scores, whereas PRP showed improvements in all EGRA subtasks, particularly in the orientation of the print concept.

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[3] Shah, S. A., & Armstrong, G. (2019). Exploring the gender gap in reading in Pakistan. Teaching and Teacher Education: South Asian Perspectives, 113-149.

[4] Frey, N. and Fisher, D. (2010) 'Reading and the Brain: What Early Childhood Educators Need to Know', Early Childhood Education Journal.

[5] Why reading is important (2023) Early Childhood Education and Care.

[6] https://www.edu-links.org/sites/default/files/media/file/Session%201%20-%20EGRA%20Overview.pdf page 12.

[7] https://aserpakistan.org/document/2024/aser_national_2023.pdf

Figure 05 shows the proportion of zero scorers in **SRP** on non-Word Reading, Phenome Isolation, Listening Comprehension, Expressive Vocabulary, and Letter Name Identification. The proportion of zero scorers significantly decreased for Phoneme Isolation/awareness (from 85.07% to 77.41%) and non-Word Reading (from 48.47% to 37.28%) but significantly increased for Listening Comprehension (from14.61% to 16.08%), while it was unchanged for Expressive Vocabulary (5.92% 5.84%).[8]

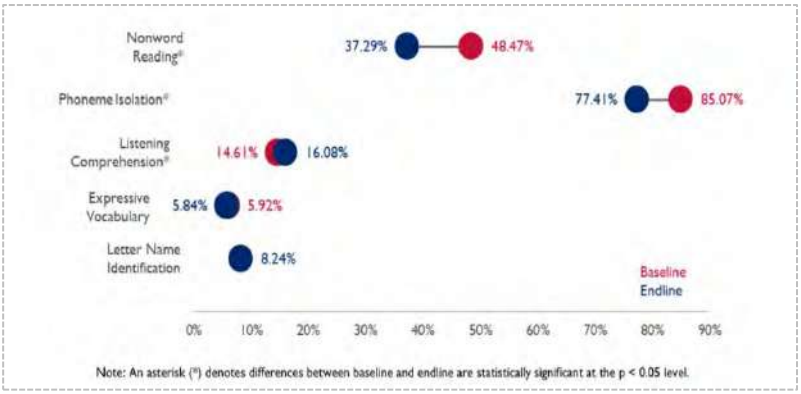


Figure 5: SRP: Comparison of Zero Scorers (Source: SRP Endline Report)

Figure 06 shows the difference-in-differences estimates for grade 2 students for all subtasks along with the standardized effect sizes. PRP was implemented with two groups using Randomized Control Trials (RCTs): the control and the treatment groups. Through these groups, PRP was able to determine the impact that its interventions were having which is measured against the school children who did not receive such interventions. It shows significant improvements across various metrics. For instance, "Orientation to Print" scores increased from 3 to 5.1, demonstrating enhanced familiarity with the format and structure of printed text. "Phonemic Awareness" nearly doubled from 2.6 to 5.4, indicating a better understanding of the sounds within words. "Letter Sound Fluency," which measures the ability to associate sounds with letters, showed the most dramatic increase from 13.4 to 38.8. "Familiar Word" recognition and "Oral Reading Fluency" also saw improvements, with scores rising from 32.5 to 36.7 and 40.8 to 44.8, respectively. "Reading Comprehension" rose slightly from 2.3 to 3.3, suggesting a modest improvement in understanding text. Overall, these metrics suggest that the interventions or educational programs implemented between the baseline and end-line were effective in enhancing various foundational reading skills.

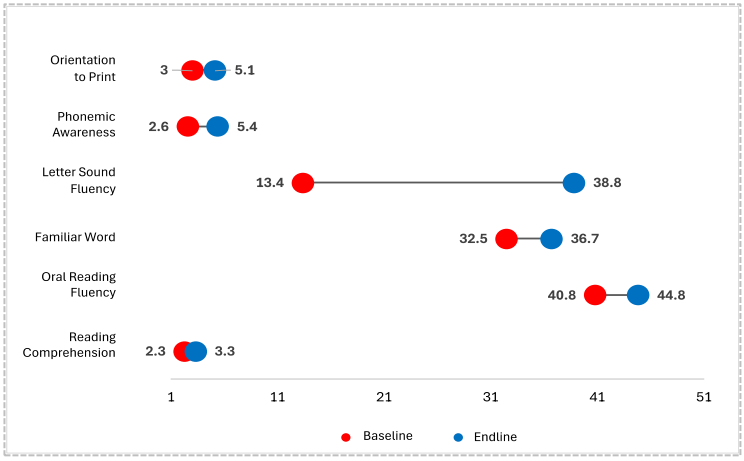


Figure 6: PRP: Comparison of Mean Scores

Both SRP and PRP show that data-driven interventions have the potential to improve the early-grade reading ability of the students. This has been accomplished through the provision of teaching materials and instructional support which helps students improve their reading abilities during early grades.

For greater success in school, improvement of retention and achievement in later years of life, the criticality of supporting Kachi-grade 5 along with clinical intervention for improving quality of reading and mathematical skills during this period cannot be overemphasized. As the early childhood years are foundations for school success and adult productivity, expenditure on early literacy programs has much greater returns than investments in later childhood and adolescence. In the United States, research shows that society sees a savings of $7 for every $1 spent on early childhood programs for low-income

[8] USAID (2019) Sindh Reading Project - Baseline Report. United State Agency for International Development.

children. Internationally, the World Bank and other agencies have estimated the rate of return at $3 for every $1 spent and returns double when the most vulnerable children are targeted (EFA GMR, 2007).
The rationale for investment in Pakistan's Early Years Education and Primary cycle stems from multiple factors. Primarily is the poor state of education in Pakistan both in terms of access and quality at all levels, including ECCE. To maximize return on investments in primary and higher education, it is critical that Pakistan strengthens the foundation of its education system by investing in early years' education especially in developing literacy and numeracy along with lifelong learning skills.
According to numerous studies on Brain science, early reading activates those regions of brain that develop expression and word recognition pathway required for skilled reading in children more easily than adults. Moreover, literacy skills become permanent when people read fast and effortlessly owing to greater cognitive ability (Shaywitz 2003, p. 76-87). Research has also shown that beginning to read early is linked to later school success; reading is a fundamental ability for higher learning. The best opportunity to teach children the skill of reading is in the early grades (1–3), or earlier if possible. If this window is missing, then children who have not begun to read with comprehension fall behind their peers. More importantly, research and experience from Pakistan and similar development contexts such as India demonstrate that children at the class 3 or at the age of 8 are at 4 letter word-level and basic comprehension. A slight push in the right direction will take them to a paragraph & story level reading with accuracy and clear understanding and ability to relate the text with context[9]. Also, there is a strong positive correlation between difficulty in reading and school dropout rates,[10] ensuring reading mastery key for addressing system efficiency. All this evidence suggests that for Pakistan, the scope of EGRA must expand to cover the entire primary cycle i.e., Katchi through Grade 5.
The EGRA 2024 was designed to serve multiple purposes including assessing the reading skills of Grade 2 learners, with a specific focus on analyzing the performance differences between rural and urban schools as well as between girls and boys. The evaluation included performing classroom observations in the schools visited. The collected data was then compared to the Government of Sindh's approved reading performance standards and previous reading-focused projects and interventions, such as PRP and SRP. The broader educational reform landscape in Pakistan, shaped by the experiences of implementing EGRA and other literacy initiatives, offers valuable insights into the dynamics of policymaking, stakeholder engagement, and curriculum development in the face of systemic challenges. The endeavor to enhance early grade literacy in Pakistan, while fraught with difficulties, illuminates the potential for transformative change through focused, collaborative, and contextually aware educational interventions.

1.2 DOCUMENT MAP

The report is structured as shown below in **Figure 7**, to provide a comprehensive overview of the study, starting with an **Executive Summary** and **Key Findings**, followed by an **Introduction** that sets the context. The **Design and Methodology** section outlines the survey instruments, development processes, sampling framework, **Results** including area, gender and district wise subtasks scores, Impact of distinct characteristics on Reading Fluency and **recommendations and next steps**.

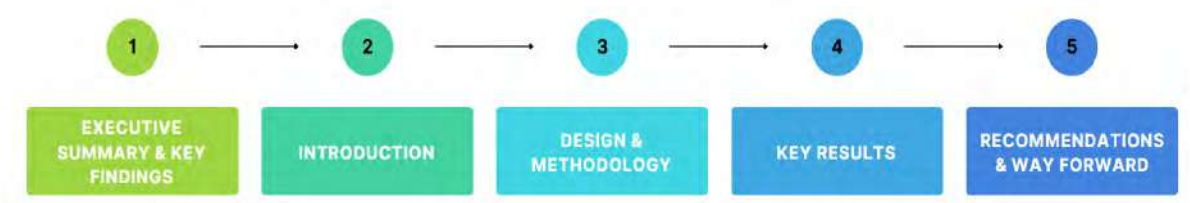


Figure 7: Document Map

[9] Discussions in Annual Status of Education Report, 2011 and Chavan 2011.
[10] Gove, A., and P. Cvelich. 2010. *Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice.* Research Triangle Park, NC: Research Triangle Institute.

2

DESIGN AND METHODOLOGY

2 DESIGN AND METHODOLOGY

This chapter provides a comprehensive overview of the framework and procedures adopted for the EGRA baseline study. A detailed explanation of the sampling framework, updating survey instruments, data quality assurance protocols, and training procedures underscores the meticulous planning and execution of the study.

EGRA was conducted to measure the foundational reading skills of Grade 2 learners in government schools. This assessment aimed to provide insights into students' proficiency in core reading skills, including letter recognition, word decoding, oral reading fluency, and comprehension. The study benchmarked learners' performance against the SELD reading standards to evaluate their alignment with the expected learning outcomes. The assessment also analyzed variations in reading skills based on demographic and contextual factors. Specifically, it investigated disparities between rural and urban schools and gender-based differences. This data-driven approach helped identify areas requiring intervention to improve literacy outcomes and inform evidence-based policy decisions.

2.1 RESEARCH QUESTIONS AND STUDY OBJECTIVES

The EGRA study was structured around some key research questions and objectives to guide the data collection scope and overall analysis, key questions were:

Q1: What is the status of the reading skills performance of Grade 2 learners?

This question seeks to assess the general proficiency levels of students, serving as a baseline to understand their core reading skills and how they compare to provincial reading standards and baseline results of SRP/PRP interventions.

Q2: Where are the Grade 2 learners' proficiencies in the core reading skills in comparison to the SELD reading performance standards?

This question seeks to assess the comparison to SELD performance standards with EGRA Baseline Results

Q3: What is the difference in reading skills performance between students of urban and rural schools?

By investigating this question, the study aims to uncover potential disparities in reading outcomes based on geographic location.

Q4: What is the difference in overall reading skills performance between boys and girls?

This research question addresses gender-based differences in reading performance, helping identify whether boys or girls perform better and the factors influencing these outcomes.

Q5: What is the difference in reading skills among the target districts?

Focusing on specific target districts, the study aims to uncover potential districts.

2.1.1 Objectives of the EGRA Baseline Assessment

Based on the research questions, the key objectives of EGRA baseline study were:

1. To determine the status of the reading skills of Grade 2 learners.
2. To assess Grade 2 learners' proficiencies in core reading skills in comparison to the SELD reading performance standards.
3. To analyze the differences in reading skills among students in rural and urban schools.
4. To examine the differences in reading skills between girls and boys.
5. To assess the differences in reading skills among the target districts.

Figure 8: Study Objectives

The main purpose of the baseline assessment was not to benchmark learners against curriculum requirements, but rather to determine their literacy abilities at the end of milestone years although the assessments will be aligned to the curriculum.

2.2 DESCRIPTION OF THE SURVEY INSTRUMENTS

In the EGRA baseline study 2024, the following survey tools were used to collect the required datasets:

1. EGRA Student Assessment Tools for Grade 2 learners of Sindhi and Urdu medium schools
2. Student Questionnaire
3. Grade-02 Teacher Questionnaire
4. Head Teacher Questionnaire
5. Classroom Observation Tool (World Bank Tech Tool)

2.2.1 EGRA TOOLS (URDU/SINDHI)

EGRA study employed selected subtasks to assess the core reading skills of Grade 2 students in line with the questions and objectives of the study.

Phoneme Awareness subtask was an untimed activity where students were provided with 10 different words and asked to identify the initial or beginning sound of each word. This task aimed to gauge the students' ability to recognize and differentiate sounds, a foundational reading skill crucial for early literacy development.

Non-Word Reading Subtask was a time-bound activity where students were given 60 seconds to read as many unfamiliar words as possible (non-words) from a stimulus sheet. This activity was designed to assess students' decoding abilities. It reflects their skill in applying phonetic rules to unfamiliar combinations of letters which are critical for reading unfamiliar words in real-life contexts.

Expressive Vocabulary Subtask was another untimed activity, where students were shown 10 expressive vocabulary action pictures and asked to recognize and express vocabulary. This subtask evaluated the breadth of students' vocabulary.

In the Passage Reading Subtask, students were first asked to read a short passage aloud within 60 seconds. After this, they were asked comprehension questions about the passage, which were not time-bound. This subtask provided a measure of students' ORF and reading comprehension allowing for an analysis of how fluency relates to understanding. This subtask was particularly relevant for comparing reading skills across different demographics, including rural versus urban schools and between boys and girls.

Listening Comprehension Subtask involved a short storytelling to the students and then asking them three questions about the story. This untimed task was used to assess students' ability to understand spoken language.

2.2.2 RATIONALE FOR SELECTING FIVE SUBSTASKS FOR DETAILED ANALYSIS

A major methodological decision was taken when subtasks were selected for detailed and comparative analysis with reading standards for Sindhi and Urdu as well as developmental milestones. The five selected EGRA subtasks; **Phoneme Awareness, Non-word Reading, Expressive Vocabulary, Passage Reading (Oral Reading Fluency), and Listening Comprehension** were specifically chosen for their alignment with the developmental milestones expected of Grade 2 students in Sindh's educational context. These tasks reflect key foundational literacy skills, including the ability to recognize and manipulate sounds, decode unfamiliar words, understand spoken language, fluently read connected text, and comprehend what they hear. By targeting these areas, the subtasks provide a comprehensive assessment of the critical literacy components essential for early reading development, ensuring they are culturally and contextually relevant to the students' learning environment.

The selected EGRA subtasks assess critical foundational literacy skills, including phonemic awareness, decoding, vocabulary knowledge, fluency, and listening comprehension. These subtasks are particularly relevant in the context of Sindhi and Urdu, as they align with the core competencies essential for early literacy development in these languages. Phonemic awareness, for example, enables students to identify and manipulate sounds, laying the groundwork for effective letter-sound correspondence. Non-

word reading evaluates their ability to decode unfamiliar words, a key skill for independent reading and applying phonics knowledge.

ORF measures how smoothly and accurately students can read a connected text, reflecting their progress in transitioning from decoding to fluent reading. Listening comprehension assesses their capacity to understand spoken language, which supports overall comprehension and literacy development. Together, these tasks provide a holistic evaluation of the foundational literacy skills necessary for Grade 2 students in Sindh. By addressing the specific linguistic and educational needs of the region, these tools offer valuable insights into students' progress and inform interventions to enhance early reading outcomes. This comprehensive approach ensures that the assessment is both culturally relevant and aligned with the developmental milestones critical for literacy success in Sindhi and Urdu.

Several EGRA subtasks were excluded from the assessment for Grade 2 students in Sindh due to their limited applicability or potential to produce floor or ceiling effects, ensuring the assessment remains focused on the most critical skills for early reading development. For example, Letter Naming was excluded as most Grade 2 students have already mastered basic letter recognition, making this task less informative in evaluating their literacy progress. Similarly, Syllable Reading was deemed less relevant because students at this stage are expected to focus on reading whole words rather than isolated syllables, which better reflects their developmental level.

Phoneme Segmentation was excluded due to its higher complexity, which could lead to floor effects, particularly in Sindhi and Urdu. These languages feature intricate phonemic structures that may pose challenges for Grade 2 students, making the task unsuitable for assessing their foundational literacy skills. Familiar Word Reading was also omitted as it predominantly measures sight word recognition, which is less indicative of the decoding and advanced reading skills that students at this level should be developing.

Tasks such as Dictation and Maze/Cloze were excluded because they assess skills beyond the scope of early reading development, such as spelling and advanced comprehension, which are more relevant at later stages of literacy acquisition. Including these tasks could divert focus from the primary goal of evaluating fundamental reading skills, such as decoding, fluency, and comprehension, which are essential at this stage.

These exclusions ensure that the EGRA assessment is tailored to the developmental milestones appropriate for Grade 2 students in the context of Sindh's educational system and the linguistic characteristics of Sindhi and Urdu. By focusing on tasks like phoneme awareness, decoding, oral reading fluency, and listening comprehension, the assessment provides a more accurate and meaningful evaluation of students' foundational literacy skills. This approach ensures that the tools used are not only culturally and linguistically relevant but also capable of guiding targeted interventions to support students' reading development effectively[11] [12] [13] [14].

2.2.3 Student Interview

Student interviews were conducted to get information about basic demographic components like self-reported socioeconomic status for socioeconomic index, household size, number of earners, etc. In addition to basic demographics, questions about learning activities were also asked such as the availability of reading materials at home and reading practices both inside and outside the classroom.

2.2.4 Teachers Interviews

Grade 2 teachers of both languages (Sindhi and Urdu) were interviewed to understand various classroom and instructional characteristics. These interviews aimed to evaluate the availability and quality of school facilities, the effectiveness of management structures, and the overall teaching

[11] EGRA Tool Kit
[12] EGRA – Application and Interventions to Improve Basic Literacy
[13] SRP – Final Report - 2019
[14] EGRA – Benchmark and Standards – Research Report

practices. The discussions also explored students' reading habits both inside and outside the classroom. The primary focus of the interviews was to assess teachers' qualifications and teaching capacity, with particular attention to the training they had received throughout their careers and teaching methods.

2.2.5 Head Teacher Interviews

Head teacher interviews were conducted to get School-level information about basic facilities, instructional practices, curriculum, and assessment of both students and teachers. The purpose of the headteacher interviews was to gather insights into how actively headteachers are involved with class teachers in improving students' reading skills, the support they provide to teachers, head teachers' qualifications, and the capacity to manage both students and teachers.

2.2.6 Classroom Observation

The World Bank's standardized Teach Primary Tool was adapted for Classroom Observations, and five additional elements were added as per SELECT Project requirements. This tool was implemented in all 604 sampled schools to observe Grade 2 teachers. The observation focused on three major areas and 13 elements. Each classroom observation was conducted in a 45-minute class, with the first 15 minutes allocated for the first segment, the next 15 minutes for coding the first segment, and the final 15 minutes for the second segment. The main objective of this tool was to evaluate the pedagogy and classroom environment rather than the content knowledge of the teacher. As part of the Time on Task component, three "snapshots" of 1–10 seconds are used to record both the teacher's actions and the number of students who are on task throughout the observation.

The tool was comprised of 3 areas and 13 elements as given below in **Table 01**:

AREA	ELEMENT	DESCRIPTION
Time on Learning	0.1. Teacher provides learning activity	Snapshots taken at 4, 9, and 14 minutes to observe if learning activities are provided.
	0.2. Students are on task	Evaluates student engagement and active participation during intervals.
A: Classroom Culture	1. Supportive Learning Environment	Assesses if the teacher promotes respect, care, and responsiveness to student needs.
	2. Positive Behavioral Expectations	Measures how the teacher sets and enforces positive behavioral standards.
B. Instructions	3. Story Time	Evaluates storytelling techniques for engaging students and fostering reading skills.
	4. Playing with Sounds	Assesses sound-related activities for phonemic awareness and auditory skills.
	5. Playing with Letters	Focuses on letter recognition and letter-sound correspondence activities.
	6. Let's read Faster	Focuses on reading fluency segments or events with accuracy and speed.
	7. Let's read together	Assesses if the teacher promotes group reading to develop collaboration and comprehension.
	8. Check for Understanding	Measures how the teacher ensures comprehension via questioning and monitoring.
	9. Feedback	Measures if the teacher provides clear and specific feedback for clarifying and reinforcing learning.
	10. Critical Thinking	Encourages higher order thinking through problem-solving and discussions.
C. Socioemotional Skills	11. Autonomy	Assess if teacher encourages student independence and responsibility through active participation.
	12. Perseverance	Measures if teacher promotes a positive attitude toward challenges and effort recognition.
	13. Social and Collaborative Skills	Measures foster interpersonal and teamwork skills through peer collaboration in classroom.

Table 1 Description of Key Areas and Elements of Classroom Observation

The Quality of Teaching Practices components organized into three primary areas: Classroom Culture, Instruction, and Socioemotional Skills. These areas have 13 corresponding elements that point to 40 behaviors. The behaviors are characterized as low, medium, or high, based on the evidence collected during the observation. These behavior scores are translated into a 5-point scale that quantifies teaching practices as captured in a series of two, 15-minute lesson observations. Low (1-2 points): The behavior has occurred only once or there is no evidence of it. Medium (3 points): The behavior has some evidence of occurrence in class but is not frequent or ineffective. High (4-5 points): The behavior is recurring with strong supporting evidence and highly effective.

1	2	3	4	5
L		M		H
L		M		H
L		M		H

Figure 9: Element scale for CO.

These interviews were closely aligned with the objectives of the EGRA study, aiming to understand the relationship between teaching effectiveness and students' reading skills.

2.3 REVISIONS OF ADAPTED EGRA INSTRUMENTS AND TRAINING

The EGRA tools were updated during the workshop where instruments adapted under the SRP/PRP interventions were reviewed and adjusted to align with the new textbooks, provincial curriculum, reading standards, and study needs. Five subtasks were selected that best aligned with the study's questions and objectives. Only items that were consistent with both the study objectives and the curriculum were considered and included in the final toolset to ensure relevance and effectiveness in assessing the targeted reading skills. This section is meant to form an understanding of the different procedures that were involved in the finalization of the EGRA survey instruments.

2.3.1 EGRA Tools Development Workshop

EGRA 2024 assessment tools were carefully drafted through discussions and workshops with technical experts and relevant stakeholders. The tool development workshop commenced in the Directorate of Curriculum, Assessment & Research (DCAR), Jamshoro, Sindh from April 01-03, 2024. This three-day workshop aimed to update the EGRA tools for Sindhi and Urdu medium schools. As a result of deliberations and group work, two tools (A and B) for each Sindhi and Urdu medium student of Grade 2 were drafted for piloting. Attendees of the workshop included core team members of the EGRA team, the SELECT Project team, SELD Sindhi, and Urdu language experts.

2.3.2 Pilot Testing of Tools and Finalization

Following the tools development workshop, a six-day training session was conducted for Master Trainers and Quality Control Officers (MTs and QCOs) from April 15 to 20, 2024. The participants were engaged in interactive and hands-on sessions to equip them with a clear understanding and skills for the overall management and administration of EGRA 2024. The last two days of training were dedicated to pilot testing of tools, discussion, and finalization. The draft tools were piloted in 33 schools in the Hyderabad district (non-intervention district). To maintain the confidentiality of the assessment tools, the non-intervention district (Hyderabad) was selected for tool pilot testing.

Data from pilot testing was analyzed and presented to the tool development committee for feedback and input. This involved looking closely at the results from each school and comparing them with data from similar schools for reliability checks. By comparing the results, the committee and EGRA 2024 team were able to choose the version that showed more reliability.

The data collected was analyzed by organizing it and comparing it to specific indicators. This helped measure the success of each tool, and a reliability score was created. The final score for this reliability is shown in **Figure 10**. This process made it possible to determine how reliable each tool was and allowed for a data-driven decision on tool finalization.

Figure 10 Pilot Tools - Reliability Results

A team of experts analyzed the available data to identify the most suitable tools for the final fieldwork. They carefully reviewed the tools used in the pilot phase, incorporating insights from both the data analysis and the reports provided by the QCOs during debrief sessions. These deliberations focused on ensuring that the tools effectively measured the intended reading skills and aligned with the study's objectives. Additionally, the experts considered practical aspects, such as ease of implementation and the tools' adaptability to diverse field conditions. Their final decision ensured that the selected tool not only met the study's goals but was also appropriate for the large-scale survey, making it reliable and feasible for field deployment. The following tools for the EGRA 2024 were finalized:

1. Tool B was finalized for EGRA Sindhi - Grade - 2
2. Tool A was finalized for EGRA Urdu – Grade – 2

2.3.3 Training and Deployment of Field Teams

Following the training of MT and QCOs, another six days of training were organized for QCOs/MTs and Enumerators from April 21 to 26, 2024 at Karachi. In parallel to enumerators' training, QCOs received a dedicated three-day training on classroom observation tool administration. Participants in both training sessions were also involved in practicing the tools as well as went through the transparent selection process by reliability quiz.

Each district team consisted of two enumerators and one QCO to complete the assignment before the school's summer break. QCOs were responsible for conducting classroom observations, head teacher, and teacher interviews, and were also trained on EGRA tools to shadow the enumerators. Whereas the enumerators were equipped for EGRA administration and student interviews.

2.3.4 Target Per School

The EGRA baseline survey included the following set of targets for each school and each team. These targets include.

1. 12 student reading assessments and Interviews
2. 01 Classroom Observation
3. 01 Teacher Interview
4. 01 Head teacher Interview
5. 02 Inter-Rater Reliability Tests.

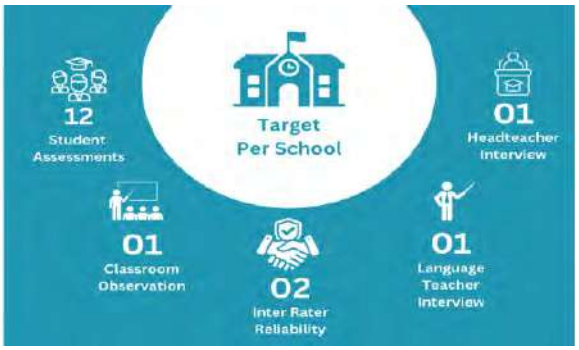


Figure 11 Per Day School Target

2.4 SAMPLING FRAMEWORK

The target population for this study included students currently enrolled in Grade 2 in the selected 604 schools across 12 districts (schools with a minimum of **15** students enrolled in Grade 2 were included in the sampling process). To ensure a representative sample, the proportionate sampling method was employed, allowing for the fair selection of students from across all the districts. Utilizing Cochran's Sample Calculation formula for known populations, a total of **7,248** students were selected, considering a 99% confidence interval (CI) based on the total population/ universe of **88,485** grade 02 students in all SELECT project districts. This approach aimed at capturing a comprehensive understanding of Grade 2 students' characteristics, experiences, and educational needs across the

	District	Schools										Gender Wise Sample		
		Total	Urban	Rural	Boys	Girls	Mixed	Sindhi	Urdu	Mixed	Total	Boys	Girls	Total
Population	Badin	214	22	192	22	27	165	198	3	13	214	3,715	2,596	6,311
	Ghotki	312	28	284	27	26	259	293	3	16	312	5,622	3,130	8,752
	Jacobabad	245	54	191	20	42	183	233	8	4	245	4,450	3,111	7,561
	Kambar Shahdadkot	349	28	321	37	40	272	344	1	4	349	6382	5337	11,719
	Kashmor	180	8	172	12	15	153	175	-	5	180	4043	1780	5,823
	Matiari	185	20	165	7	12	166	172	5	8	185	4102	2633	6,735
	Mirpur Khas	244	32	212	47	29	168	184	18	42	244	4876	2739	7,615
	Sanghar	385	19	366	29	23	333	328	34	23	385	7183	3389	10,572
	Shikarpur	304	37	267	25	32	247	301	-	3	304	5943	4071	10,014
	Sujawal	145	3	142	19	14	112	142	2	1	145	2962	1585	4,547
	Tando Muhammad Khan	145	17	128	21	17	107	137	1	7	145	2513	1244	3,757
	Thatta	172	21	151	25	21	126	152	6	14	172	3058	2021	5,079
	Total	2,880	289	2,591	291	298	2,291	2,659	81	140	2,880	54,849	33,636	88,485
%ages			10%	90%	10%	10%	80%	92%	3%	5%		62%	38%	
Breakup of Sample Size		604	61	544	61	63	481	557	18	29.38	604	4,495	2,757	7,252

Figure 12 Sampling Framework

diverse landscape of Sindh's public education system. A total of **604** schools out of the **2,880** total schools list provided by RSU were surveyed as per the sample calculation. Out of 604 Schools, 69 boys, 67 girls and remaining 468 mixed schools were surveyed. Sampled schools' non-functionality, low enrolment, or security concerns).

To provide an equal chance to each student in the Grade 2 for selection in the EGRA test, students were selected randomly where the total number of students enrolled in the class exceeded 12 (allocated sample per class). Selected students were accommodated in a separate room or any other available space for the assessments. No teacher or external individual was allowed to enter the assessment area to assist students during the test.

2.4.1 Sampling Limitation

One of the significant limitations of the sampling process in this study was the exclusion of small schools that had fewer than 12 students enrolled in Grade 2. The study's requirement to assess only those schools with a minimum of 12 students meant that any school falling below this threshold was not considered for inclusion in the sample. The threshold of including only schools with a minimum enrolment of 12 students was determined based on the total sample size and the number of participating schools. With a total sample size of 7,248 students distributed across 604 schools, the average enrolment per school was approximately 12 students. This criterion was adopted to ensure that all included schools represented at least the average enrolment, thereby maintaining consistency and reliability across the dataset.

This sampling decision does not compromise the validity or representativeness of the findings. Schools with fewer than 12 students constitute a small proportion of the population and were excluded to avoid introducing statistical variability that could undermine the robustness of the analysis. The exclusion of these smaller schools minimizes the risk of skewed results caused by outliers or disproportionately small sample sizes within individual schools.

Moreover, the use of this criterion enhances the overall reliability and robustness of the analysis by ensuring a consistent sample size across schools, which is critical for accurate group-based comparisons. While the exclusion of smaller schools means that the findings are most applicable to

schools with 12 or more students, this does not significantly limit the generalizability of the results. The excluded schools are unlikely to exhibit characteristics that would alter the overall trends observed in the data.

Further, this sampling approach aligns with standard practices in large-scale educational studies, where thresholds are often set to ensure analytical reliability without compromising representativeness. Therefore, the findings remain valid, meaningful, and reflective of the broader population, particularly in the context of schools meeting the defined enrolment criteria.

The observed disparity in the number of girls (2,555) and boys (4,693) assessed in the EGRA study primarily reflects broader societal and systemic issues, such as gender disparities in school enrolment. Cultural norms, economic pressures, and family responsibilities often contribute to lower school attendance rates for girls in certain regions, as seen in the sample. This difference in sample size does not significantly impact the validity of the study's results. During the analysis, percentages and means were calculated to interpret the data, allowing for comparisons of reading performance across genders on a proportional basis rather than relying on raw numbers. These statistical methods ensure that the gender disparity in sample size does not skew the findings. The results provide an accurate representation of the reading abilities of both girls and boys in the study, despite differences in the number of students assessed. Consequently, the core findings and conclusions drawn from the data remain robust and applicable to the broader population. Proportionate sampling was used to ensure representation from both groups based on their relative sizes in the population. Although Sindhi and Urdu medium schools were different groups, the sampling technique remained consistent to ensure fairness and comparability in the study. It was important to maintain the same approach to avoid the introduction of bias and to accurately reflect the population distribution of both mediums within the overall sample. However, it should be noted that the findings of both groups were analyzed and presented separately.

Table 02 provides a breakdown of the district and gender-wise distribution of students assessed for the EGRA across 604 schools. In total, 7248 students were assessed, comprising 2555 girls and 4693 boys. Kambar-Shahdadkot had the highest number of students assessed, with 636 students (275 girls and 361 boys) across 53 schools, while Sujawal and Tando Muhammad Khan had the smallest sample. Districts like Shikarpur and Sanghar had a relatively balanced gender distribution, though boys generally outnumbered girls in most districts, with a notably larger number of boys assessed in districts like Ghotki and Kashmore. This gender and district-wise distribution of students ensures a comprehensive representation of the student population across the regions.

District	Girls	Boys	Total Students	Sampled Schools
Badin	223	365	588	49
Ghotki	195	417	612	51
Jacobabad	214	398	612	51
Kambar-Shahdadkot	275	361	636	53
Kashmore	176	424	600	50
Matiari	233	367	600	50
Mirpurkhas	218	394	612	51
Sanghar	195	429	624	52
Shikarpur	242	382	624	52
Sujawal	173	403	576	48
Tando Muhammad Khan	180	396	576	48
Thatta	231	357	588	49
Total	**2555**	**4693**	**7248**	**604**

Table 2 District-wise Sample Distribution - Students

2.4.2 Head Teacher and Teacher Sample Breakdown

Table 3 provides a detailed breakdown of the gender distribution for both **head teachers** and **Grade 2 teachers** interviewed across various districts. A total of 604 head teachers were interviewed, including 97 female and 507 male head teachers. Matiari has the highest number of male head teachers (45), while Thatta and Mirpurkhas have the highest number of female head teachers (12 each). A total of 603 grade-02 teachers were interviewed with 118 female and 485 male teachers. Mirpurkhas has the highest number of female teachers (16), while Ghotki has the highest number of male teachers (47). In addition, all the Grade 2 teachers listed in this table were observed in their classrooms using a **classroom observation tool**.

	Head Teachers			Grade 02 Teachers		
District	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
Badin	10	39	49	12	37	49
Ghotki	4	47	51	4	47	51
Jacobabad	8	43	51	9	42	51
Kambar-Shahdadkot	10	43	53	13	40	53
Kashmore	8	42	50	8	42	50
Matiari	5	45	50	6	44	50
Mirpurkhas	12	39	51	16	35	51
Sanghar	6	46	52	7	45	52
Shikarpur	9	43	52	10	41	51
Sujawal	7	41	48	9	39	48
Tando Muhammad Khan	6	42	48	11	37	48
Thatta	12	37	49	13	36	49
Total	**97**	**507**	**604**	**118**	**485**	**603**

Table 3 Sample Distribution of Head Teachers and Teachers

2.5 DATA COLLECTION AND QUALITY ASSURANCE PROTOCOLS

Data collection commenced on 05 May 2024 and continued until 29 May 2024. A total of 34 teams were deployed to the field to ensure the timely completion of the study while gathering data from 604 sampled schools. Each team was strategically assigned to specific regions to optimize coverage and efficiency. This systematic approach facilitated thorough and consistent data collection. The deployment of multiple teams ensured that the study adhered to its timeline while maintaining high-quality data collection standards.

Figure 13 Data Quality Reviews

The EGRA team strictly adhered to a series of Data Quality Control protocols to ensure a timely and high-quality completion of the survey. The data quality control's main objectives included,

1. Ensuring that the field data is properly uploaded each day.
2. Ensuring that each team has covered the correct school as per the work plan.
3. Ensuring that the enumerators and Quality Control Officers (QCOs) have spent the required time on survey completion.
4. Supporting the QCOs and Cluster Coordinators to ensure that schools target is met.

In addition to this, Data Quality Reviews (DQRs) were conducted by the EGRA data management team at regular intervals throughout data collection. The purpose of a DQR was to proactively identify and mitigate issues related to survey programming, question clarity, and enumerator error/performance.

Following each round of DQRs, the QCOs flagged areas of concern. Each issue was flagged based on urgency; a summary of urgency levels, illustrative issues, and required response times are presented in **Figure 13**. Issues flagged in the DQR log as "most urgent" (e.g., possible data falsification) were resolved in less than 24 hours whereas issues with less urgency (e.g., basic cleaning tasks that don't require enumerator recall) were resolved within a few days.

2.5.1 Data Collection Applications

In this survey, two applications were utilized: Tangerine and SurveyCTO. Tangerine is a specialized data collection tool designed for timed assessments such as the EGRA in languages like Urdu and Sindhi. It enables real-time data capture, scoring, and analysis of student assessments. SurveyCTO was used to administer tools such as teachers, headteachers, and classroom observation (the interface of both apps is presented in **Fig-14**).

The following Data Quality Checks were introduced and followed throughout the session.

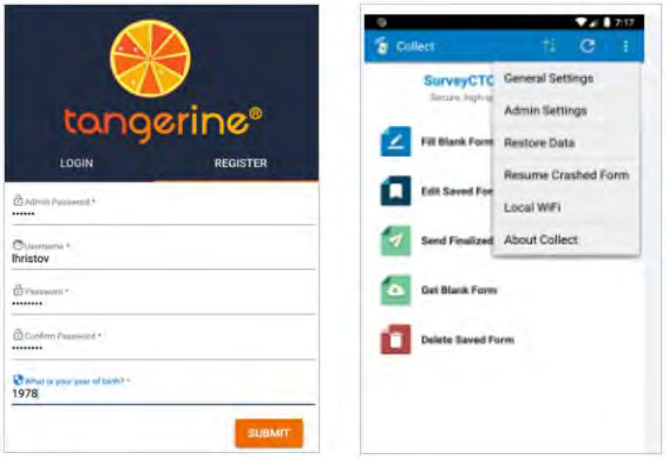


Figure 14 Data Collection Apps - Interface

2.5.2 Daily Debriefs

EGRA field management team conducted daily debriefing sessions with QCOs both remotely and in person. Online meetings were organized for each cluster daily to address and resolve technical and field-level issues encountered by the field teams. These debriefing sessions provided a platform to review the progress of the enumerators and field teams. They served as an effective forum for identifying and discussing issues faced by the field teams and allowed the EGRA team to communicate any concerns regarding the submitted data.

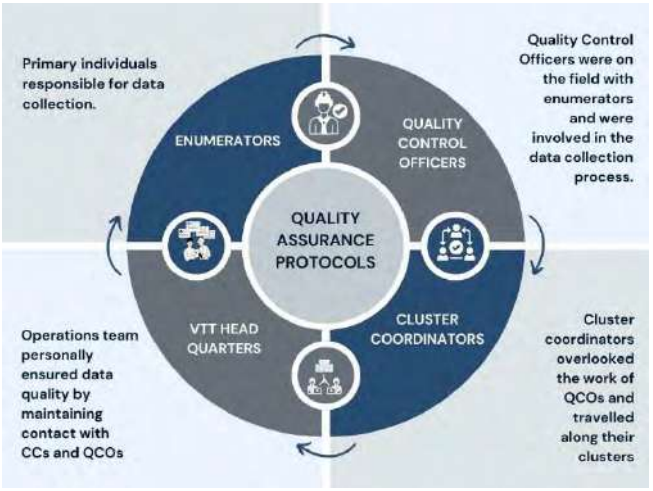


Figure 15 Data Quality Assurance Protocols

2.5.3 Daily Data Check

The data submitted on Tangerine and SurveyCTO was checked daily for timely reporting of any discrepancies and the QCOs were asked to submit a separate google form sharing their daily progress update. This progress was cross-checked with the information on the Survey CTO and Tangerine to verify QCO and enumerator data. The cluster coordinators also maintained contact with QCOs in their respective clusters. The QCOs in turn, were actively working with the enumerators. In addition to this, the relevant stakeholders also monitored the progress through an accessible online dashboard (**Figure 16** shows the screenshot of the dashboard).

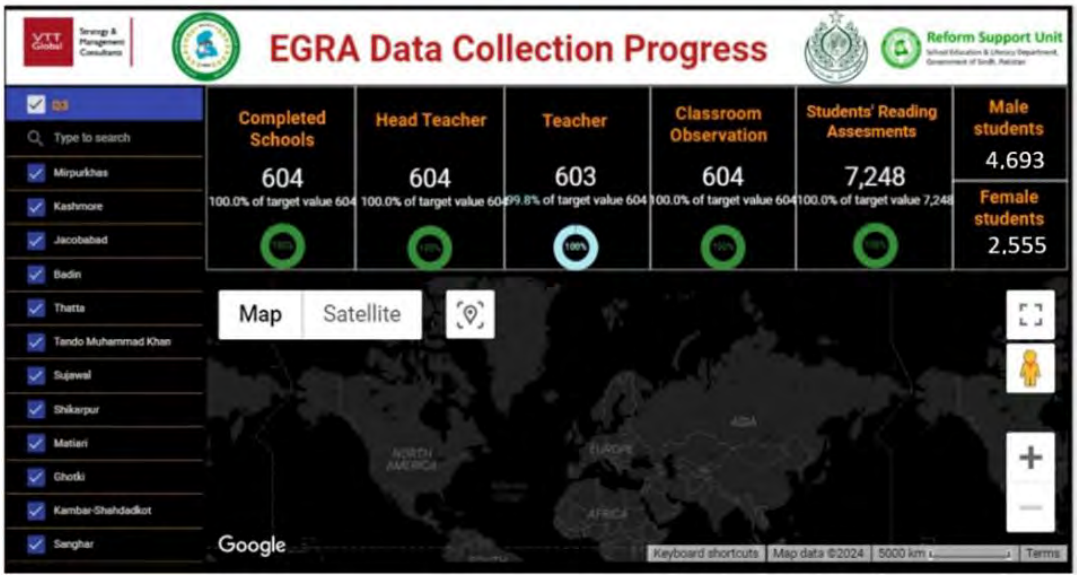


Figure 16 Live Progress Dashboard Interface

2.5.4 Inter-Rater Reliability

Inter-Rater Reliability (IRR) was used to assess the consistency or agreement between different enumerators assessing the same student. In EGRA contexts, IRR ensures that different enumerators interpret and score students' responses similarly. This process helps verify that the assessment results are not biased by subjective differences between raters.

The primary purpose of IRR in the EGRA context was to confirm that enumerators scoring tasks like phonemic awareness, reading fluency, and comprehension produce consistent results. Given that EGRA is often conducted in diverse linguistic contexts (as seen in this example, comparing Urdu and Sindhi mediums assessments), it is crucial to ensure that the results are comparable across raters and is essential for the validity of findings.

In addition to the data check by EGRA management team VTT, the QCOs and enumerators were also performing Inter Rater Reliability (IRR) tests. The IRRs were useful to compare how different enumerators ranked the students and to pick up any deviation from the original protocols. High IRR scores reflect the reliability of the assessment process which ensures that different enumerators administer students' performance consistently. This reduces subjectivity and potential bias.

In the study described, **7,248 assessments** were conducted, with an additional **1208 IRR tests**. The IRR process involved two enumerators observing and coding the same responses. In a team, enumerator-1 observes and scores enumerator-2 and vice versa. After collecting the data, the responses from both enumerators were matched for consistency.
IRR analysis was conducted using the percentage agreement method. For each pair of ratings (two raters evaluating the same students). Analysis was conducted by computing the proportion of agreements by checking whether the ratings were the same (True/False). The total number of agreements (True) was divided by the total number of comparisons, and the result was multiplied by 100 to obtain the percentage agreement.

Figure 17 shows the IRR findings for both Urdu and Sindhi medium enumerators. It shows that all values approach 90% reliability. The IRR scores range from 88% to 97%, with "non-Word Reading" showing the highest agreement at 95% for Urdu and 97% for Sindhi, while Expressive Vocabulary presents the lowest score for Urdu at 88%. Tasks like Passage Reading and Listening Comprehension exhibit strong

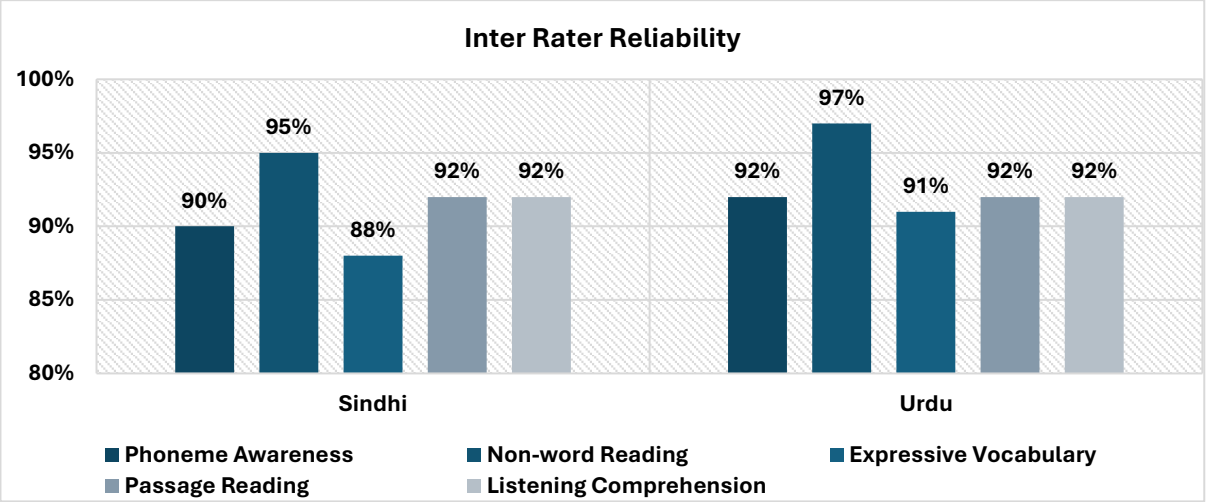


Figure 17 IRR Findings

consistency with both languages achieving a 92% reliability score. These results indicate that the enumerators were well-trained and adhered to standardized scoring protocols.

2.5.5 Spot Visits

EGRA core teams also conducted in-person visits to 20% of randomly selected schools across 12 sampled districts to validate field checks and assess the performance of the field teams. During these visits, the field teams were monitored, and debrief meetings were attended. This exercise facilitated the validation of the data collection process and verification of the field teams' performance. In addition to core team visits, technical experts and Cluster Coordinators were also involved in spot check visits, who were responsible for visiting schools within their clusters to verify the work of the enumerators. The SELECT Project team from RSU also visited schools and participated in debriefing and feedback sessions. This combined approach of school visits by the Core team, Cluster Coordinators, Technical Experts, and SELECT Team enabled the incorporation of feedback and facilitated the immediate resolution of technical and field-level issues.

2.5.6 Backcheck Calls

In addition to the 20% spot-check visits, the EGRA management team also made 100% back-check calls to the head teachers of the 604 sample schools. These calls were made to verify the data collected. All 604 schools were rechecked through verification calls, and the data was verified to prevent any discrepancies in the submitted information. The back-check questions involved the verification of school visits, the number of enrolments in primary and Grade-02 classes, the number of primary teachers, and, more importantly, the verification of assigned activities. These activities included reading assessments for 12 Grade-02 students, a classroom observation, and interviews with the head teacher and Grade-02 teacher.

2.6 CHALLENGES FACED DURING FIELD AND RESOLUTION

- **Change in Target Grade:**
  During the tool development workshop from April 1-3,2024, a shift in approach was agreed upon with the SELECT Project team, changing the focus from Grade 03 to Grade 02. This required an updating of the grade 2 survey tool and an updated list of schools with grade 2 enrolment. Workshop participants redrafted the required tools and RSU provided a list of grade 2 students.

- **Enrolment Verification Process:**
  Before fieldwork, QCOs and Enumerators contacted headteachers through the SELECT Project team and district education authorities to verify Grade 02 enrolment, teacher status, and school functionality. Challenges included delayed or non-responses from schools and officials, compounded by outdated contact information from the SELECT Project team, which led to delays and team fatigue. Maintaining an updated database and improving communication channels are essential for smoother future fieldwork. Despite these challenges, the field teams collaborated with head teachers and district-based education officials to effectively complete the data collection process.
- **Security Situation in Kashmore and Shikarpur**:
  The security issues in Kashmore impacted the surveying process in the district. To address this challenge, additional teams were mobilized from nearby districts and replaced the schools as suggested by district-based SELD officials. A total of 18 schools in Kashmore and 04 in Shikarpur were replaced due to the security situation. Additionally, 07 schools in Sujawal and 04 schools in TMK were replaced due to low enrolment. This approach enabled the survey to be completed within 10 days in these districts, ensuring the safety of the team and the quality of data.

S#	District	Schools Replaced	Reason
1	Kashmore	18	Security Risk
2	Shikarpur	04	Security Risk
3	Sujawal	07	Low Enrolment
4	Tando Muhammad Khan	04	Low Enrolment

Table 4 Replacement Schools

- **Adapting the Workplan due to Low Attendance:**
  Field teams encountered issues such as low attendance that hindered the team's ability to conduct the survey. The survey was conducted in May after the annual exams conducted in April, students' and teachers' attendance remains low after annual exams in public schools of Sindh. Knowing this fact, RSU, LSUs, and EGRA field teams coordinated with school heads and taluka and district education officers well before school visit dates and asked them to ensure attendance of the minimum required number of grade-2 students on the school visit date. However, EGRA teams faced the issue of low attendance and quickly changed their work plan by picking back up schools nearest to the sampled school and continuing the activity as per the target of the day.
- **Network Issues During School Visits**
  Network connectivity issues at some schools complicated real-time data updates. Enumerators documented observations and updated the survey server when internet access was restored.
- **Extreme Weather**
  Working conditions were severely impacted by elevated temperatures averaging 45°C during survey time. To cope with the weather, teams followed protocols such as using umbrellas, sunglasses, and caps and ensuring adequate water intake.
- **Infrastructure Issues**
  Most schools lacked adequate infrastructure, unavailability of separate spaces for EGRA assessments and interviews forced teams to conduct surveys in suboptimal conditions like sitting floors, verandas, or play areas under shady trees.

2.7 LESSONS LEARNED

1. **Flexibility in Tool Development:** The shift from focusing on Grade 03 to Grade 02 highlighted the importance of flexibility in project planning. Effective collaboration with the SELECT Project team allowed for the rapid updating of the survey tools and student sampling lists. Future projects should include contingency plans for similar changes to ensure swift adjustments without significant delays.
2. **Importance of Accurate Enrolment Verification:** The enrolment verification process revealed the critical need for updated contact information and effective communication channels with schools and educational authorities. Establishing and maintaining an accurate database can prevent delays and reduce team fatigue during fieldwork. Regular updates and pre-survey communication with stakeholders are essential for smoother operations.
3. **Crisis Management in Security Situations:** The ability to mobilize additional teams and replace schools due to security risks demonstrated effective crisis management. Planning alternative schools in advance, particularly in areas prone to security issues, is vital for ensuring the safety of survey teams and maintaining project timelines. Future surveys should incorporate risk assessments to identify and address potential security challenges proactively.
4. **Proactive Planning for Attendance Challenges:** The challenge of low attendance after annual exams emphasized the necessity of proactive planning and coordination with school officials. Engaging with headteachers and local education authorities ahead of survey dates can significantly improve student attendance. Implementing reminders and follow-up communication is critical for ensuring that the required number of students is present.
5. **Adaptation to Extreme Weather Conditions:** Working in extreme temperatures necessitated adjustments to ensure the safety and well-being of survey teams. Establishing protocols for extreme weather conditions, including proper gear and hydration strategies, is crucial. Future projects should consider seasonal factors in planning fieldwork schedules to mitigate weather-related challenges.

3

EGRA RESULTS

3 EGRA RESULTS

3.1 SUBTASK-1: PHONEME AWARENESS

Phonemic awareness is the foundation of reading development with a total score of 10 phonemes. Children who can effectively manipulate individual phonemes, the smallest units of sound, are better equipped to decode words, read fluently, and understand the connections between sounds (phonemes) and letters (graphemes). Strong phonemic awareness significantly enhances reading proficiency, especially when integrated with other literacy skills such as vocabulary, comprehension, and fluency. Early interventions aimed at developing phonemic awareness play a crucial role in mitigating potential reading challenges and fostering long-term reading success.

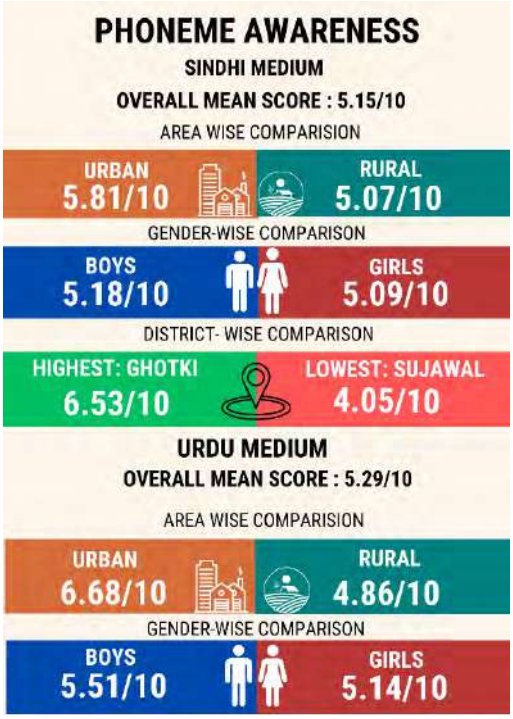


Figure 18: Phoneme Awareness Key Results

Before looking at the results, it is important to note that Subtask 1 focuses on Phonemic Isolation, where students were asked to separate the first or starting sound in a word e.g., ***b'*** in boy. This is categorized as the most basic stage of phonemic awareness at pre-reading or kindergarten level. Rhyming alliteration, phonemic segmentation, phonemic blending are some of the other stages for pre-readers, the higher the ability to perform each function, the higher the reading proficiency for that specific level. Thus, the data presented below should be interpreted with a caveat that Grade 2 students were performing on a task much below their level (1st stage of pre-readers).

3.1.1 Sindhi Medium Schools/Students

Results shown in **Table 5** present the average performance and standard deviations (SD) indicating how much variation there is among students' scores. Sindhi medium school students had a mean score of 5.15 (SD = 4.01) which indicates that on average, students could identify around five phonemes (initial sound) of a word.

Phoneme Awareness		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	**Total**	6975	5.15	4.01	0	10
	Non-Zero	4918	7.30	2.66	1	10
Urban	Total	727	**5.81***	3.83	0	10
	Non-Zero	575	**7.34***	2.70	1	10
Rural	Total	6248	5.07	4.02	0	10
	Non-Zero	4343	7.29	2.65	1	10
Girls	Total	2396	5.09	4.01	0	10
	Non-Zero	1673	7.29	2.65	1	10
Boys	Total	4579	5.18	4.01	0	10
	Non-Zero	3245	7.31	2.66	1	10

Note: Asterisks (*) indicates a statistical significance of $p < 0.01$

Table 5 EGRA Results - Phoneme Awareness

When excluding students who scored zero, the mean score for Sindhi medium school students increased to 7.30 (SD = 2.66) which indicates that those who could identify at least one phoneme were able to identify around 07 phonemes on average.

3.1.1.1 Area-wise comparison

The analysis reveals that students enrolled in urban schools performed better than those in rural schools. In urban areas, students enrolled in Sindhi medium schools achieved a mean score of 5.81 (SD = 3.83) which indicates the ability to identify nearly six phonemes on average. Students enrolled in rural Sindhi medium schools exhibited a lower mean score of 5.07 (SD = 4.02).

Excluding zero scorers, students enrolled in urban Sindhi medium schools recorded a mean score of 7.34 (SD = 2.70), while those in rural Sindhi medium schools achieved a mean score of 7.29 (SD = 2.65). The differences in scores between urban and rural students for both mediums were found to be statistically significant ($p<0.01$).

3.1.1.2 Gender-wise comparison

In the overall score category, girls achieved a mean score of 5.09 (SD = 4.01) in Sindhi medium schools while boys scored slightly higher with a mean of 5.18 (SD = 4.01). When considering only non-zero scores, girls enrolled in Sindhi medium schools achieved a mean score of 7.29 (SD = 2.65) while boys scored a mean of 7.31 (SD = 2.66) which demonstrates similar performance levels among both groups. These results indicate that no significant statistical difference was found among boys and girls in phoneme awareness.

3.1.1.3 District-wise Comparison

Figure-19 presents a district-wise comparison of mean scores in phoneme awareness for students enrolled in Sindhi medium schools. The data highlights significant variations in phoneme recognition

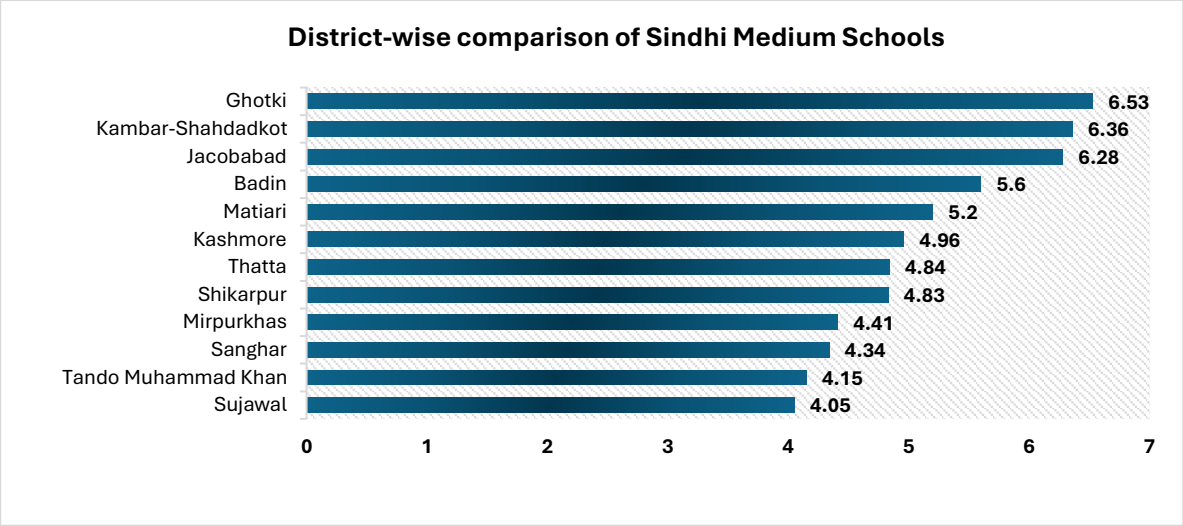


Figure 19 District-wise comparison of Sindhi Medium Schools

abilities across different districts. In the Sindhi medium schools, Ghotki is ranked as the highest-performing district with a mean score of 6.53 based on 588 students assessed. In contrast, Sujawal exhibits the lowest mean score at 4.05, with 576 students assessed. It is difficult to draw district wise comparison in Urdu medium schools owing to overall small sample size and uneven distribution across districts.

3.1.1.4 Percentage of Zero Scorers

Figure 20 illustrates the percentage of students who scored zero in phoneme awareness. In the Sindhi medium schools, 29% of students scored zero which means nearly one-third of the students were unable to identify any phonemes. This highlights significant difficulties in basic phoneme awareness among a substantial portion of students.

Area-wise zero scorers' percentages reveal that rural schools had the highest percentage of zero scorers as compared to urban areas. In Sindhi medium schools, 21% of students enrolled in urban schools did not recognize phonemes or initial letters and scored zero. In contrast, the situation is more concerning in rural areas, where 30% of rural students face similar challenges. This indicates that nearly

one-third of students in rural Sindhi medium, a substantial proportion of both genders struggle with initial sound identification.

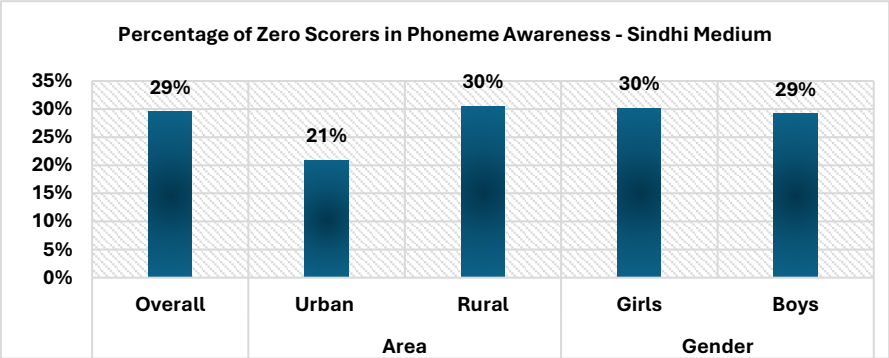


Figure 20 Zero Scorers in Phoneme Awareness - Sindhi Medium

3.1.2 Urdu Medium Schools/Students

Table 6 shows Urdu medium school students had a slightly higher mean score of 5.29 (SD = 3.98). The high standard deviation suggests a wide variation in abilities with scores ranging from 0 to 10. For Urdu medium school students, the mean without zero scorers was 7.23 (SD = 2.77) which reflects a similar level of performance after removing zero scorers.

Phoneme Awareness		Urdu				
		N	Mean	SD	Min	Max
Overall Score	**Total**	273	5.29	3.98	0	10
	Non-Zero	200	7.23	2.77	1	10
Urban	Total	65	**6.68***	3.92	0	10
	Non-Zero	53	**8.19***	2.51	2	10
Rural	Total	208	4.86	3.91	0	10
	Non-Zero	147	6.88	2.78	1	10
Girls	Total	159	5.14	3.94	0	10
	Non-Zero	117	6.98	2.85	1	10
Boys	Total	114	5.51	4.05	0	10
	Non-Zero	83	**7.57***	2.62	1	10

Note: Asterisks (*) indicates a statistical significance of $p < 0.01$

Table 6 Urdu – Phoneme Awareness overall results

3.1.2.1 Area-wise comparison

In the context of Urdu medium schools, urban students performed better with a mean score of 6.68 (SD = 3.92), while rural Urdu medium schools scored a mean of 4.86 (SD = 3.91). The observed differences in scores between urban and rural areas for both Sindhi and Urdu medium school students are statistically significant ($p<0.01$). For Urdu medium schools, urban students demonstrated a mean score of 8.19 (SD = 2.51), compared to a mean score of 6.88 (SD = 2.78) for students enrolled in rural areas. The differences in scores between urban and rural students for both mediums were found to be statistically significant ($p<0.01$).

3.1.2.2 Gender-wise comparison

In Urdu medium schools, girls recorded a mean score of 5.14 (SD = 3.94), compared to boys who had a mean score of 5.51 (SD = 4.05). For Urdu medium schools girls had a mean score of 6.98 (SD = 2.85) whereas boys performed slightly better with a mean score of 7.57 (SD = 2.62). These results indicate that no significant statistical difference was found among boys and girls in phoneme awareness.

3.1.2.3 Percentage of Zero Scorers

In the Urdu medium schools, 27% of students also scored zero which shows that phoneme identification challenges are widespread across both language mediums.

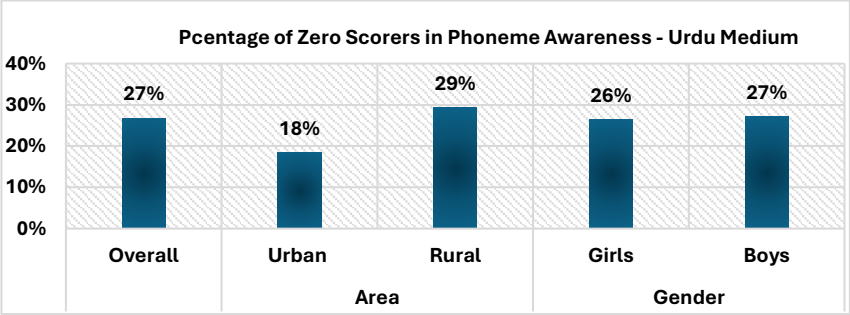


Figure 21 Zero Scorers in Phoneme Awareness - Urdu Medium

Data from classroom observations and interviews with teachers and students were also looked at to find any direct correlations between instructional practices and engagement of students in classroom. EGRA classroom observation looked at 3 different snapshots of classroom, which indicated that more than 80% of students were engaged in a learning activity at all 3 intervals i.e., at 4 mins, 9 mins and 14 minutes, respectively. This seemed impressive and unusual both; however, the snapshots did not provide specific insights about the type of activity students were engaged in. Two other data points related to the nature of activity happening in the classroom, playing with sounds' and 'playing with letters.' Across all the intervals, it was found that over 70% of students in boys, girls and mixed schools were never engaged in playing with sounds, and barely 1% of higher engagement were observed of students and teachers in playing with sounds. The frequency of playing with letters across intervals revealed similar trends with 67% boys, 64% girls and 78% mixed schools never engaging students and teachers in playing with letters. It was further noted that schools in rural areas fared worse (83% and 73%) where no instances of playing with sound and letters took place during the first fifteen minutes of the class. The urban schools looked better in comparison with a maximum of 5%-point difference for each category. The above Graphs present the data from classroom observation on the use of sounds and letters, which have a direct role in building phonemic awareness.

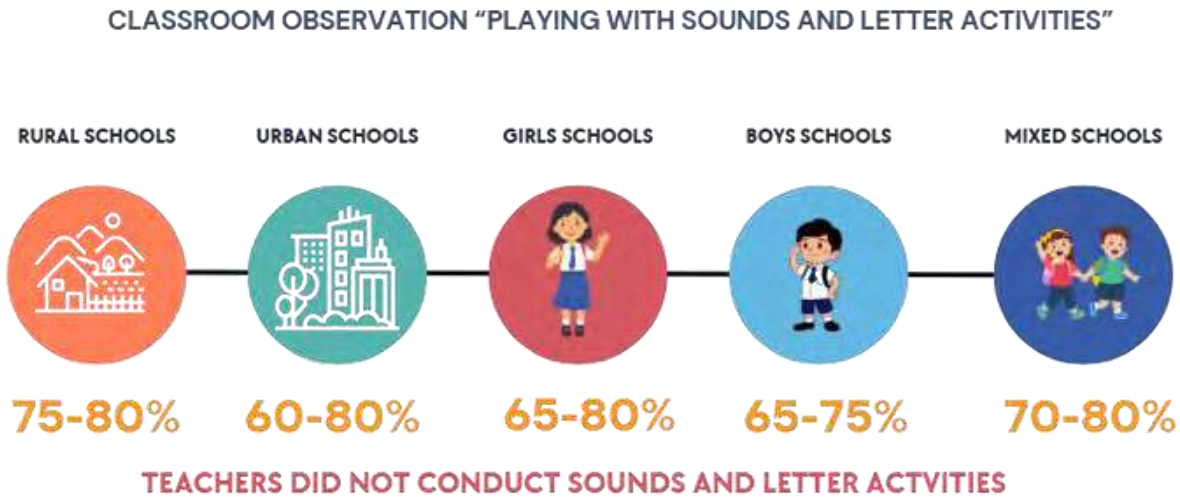


Figure 22 "Playing with Letters and Sounds" activities - Classroom Observation

Rural schools showed a higher percentage of classrooms where both "Playing with Sounds" and "Playing with Letters" activities were not observed, particularly during the last 15 minutes of the class. For "Playing with Sounds," 83% of rural classrooms did not engage in the activity compared to 76% in urban schools. Similarly, for "Playing with Letters," 73% of rural classrooms missed the activity, while 65% of urban classrooms showed no engagement. Despite urban schools performing slightly better,

the differences between rural and urban areas were minimal, with a maximum gap of 5 percentage points in each category.

Teachers indicate that they are not provided with any other reading or teaching and learning material. While this study does not focus on learning materials and physical environment of classroom, other research studies on primary teaching in Pakistan and Sindh identify serious dearth of contextualized and relevant reading resources with an overall print-Impoverished environment in school and outside. Therefore, the culture and support for reading development has diminished (ASER 2023, PRP Reading Approach Document, Sayeed & Farooq, 2008).

Phonemic awareness is closely linked to early reading skills, and the level of phonemic awareness a child has can significantly influence their ability to learn to read. Later in the report, factors contributing to the low levels of reading will be discussed at length, ranging from policy decisions such as that of medium of instruction, teacher education, approach to teaching of reading in mother tongue, and the teacher supervision and community support frameworks for improved learning outcomes.

3.1.3 GENDER AND AREA WISE COMPARISONS FOR THREE EASIEST AND DIFFICULT INITIAL SOUNDS INDENTIFICATION

To delve deeper into the data trends to understand its significance for reading ability development, the words given in Sub task 1 were classified according to level of difficulty of initial sounds for both Sindhi and Urdu. For instance, **'bh'** sound is difficult as compared to 'sa' in Sindhi. Accordingly, it was analyzed whether students were able to identify easy sounds or difficult ones more.

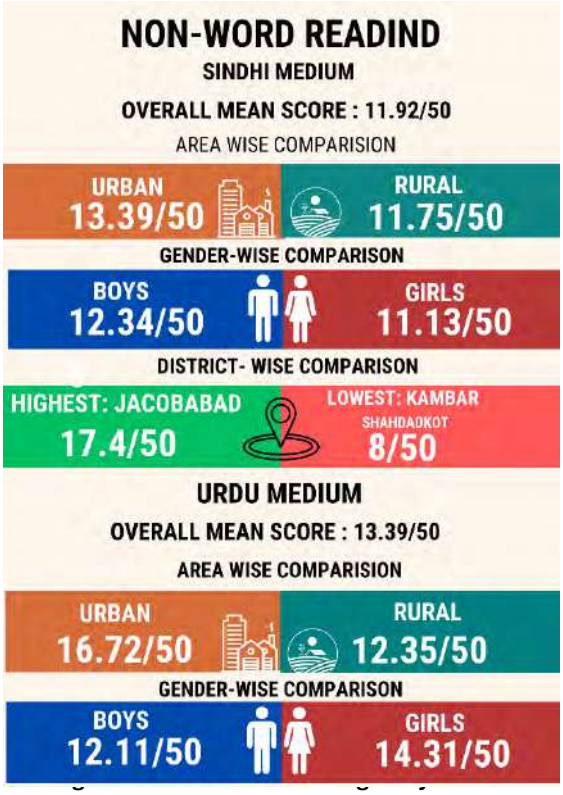
It was interesting to note that results for Sindhi and Urdu difficult and easy sounds were almost identical. The data revealed that urban students generally outperform rural students in pronouncing both difficult and easy sounds, with 41% of urban students being able to pronounce all three difficult sounds compared to 33% of rural students. Similarly, 39% of urban students can pronounce all three easy sounds, versus 34% of rural students. Gender analysis shows no significant difference between boys and girls, with both groups displaying similar proficiency levels regardless of the language.

The analysis of Urdu medium students' performance in identifying all three easiest and most difficult sounds reveals significant disparities based on area, with urban students consistently outperforming their rural counterparts. For the easiest sounds, 52% of urban students successfully identified all three compared to only 24% of rural students. Similarly, 54% of urban students identified all three difficult sounds, while only 35% of rural students managed the same.

Gender disparities, on the other hand, are minimal. For the easiest sounds, boys (32%) and girls (30%) showed near parity, while for the most difficult sounds, boys slightly outperformed girls, with 45% of boys identifying all three compared to 35% of girls.

Overall, about one-third of students can pronounce all three sounds in both categories, indicating a proficient level of proficiency among these students when viewed in isolation. However, when considering the age and grade wise reading standard, it becomes alarming that over 70% of grade 2 students have not been able to correctly identify the starting sound in the primary medium of instruction. As mentioned earlier, weak phonemic awareness equals difficulty with Word recognition: children who struggle with phonemic awareness may have trouble decoding words, leading to slower reading and lower reading comprehension in later years.

3.2 SUBTASK-2: NON-WORD READING



Non-word reading is another important skill in phonics teaching with a range of 0 to 50 words maximum. Though it falls under the broader category of decoding skills, it is quite a distinct technique compared to breaking up of words into smaller parts/sounds or joining words that students are familiar with or those words that exist in a language. Non-words are not real but coined simply on sound or spelling patterns of real words. The concept is that early readers will be able to apply their phonemic awareness and rules learned to spell a complex word whether or not they have heard or read it earlier. Therefore, students can decode new words fluently and with confidence by applying sound and written spelling patterns to attack the unfamiliar words.

Stanovich (2000) [15]conducted a comprehensive review of the cause-and-effect relationship between children's overall reading ability and their ability to decode nonsense words. He concluded that the ability to fluently decode nonsense words is discovered to be a "potent predictor of reading ability at all levels" (ibid, p. 100). While there is a substantive number of research studies on the benefits of phonics reading in the English language, empirical evidence on its use or significance for Urdu or Sindhi is hard to find. In fact, famous children's literature in English such as "Alice in Wonderland" by Lewis Carrol or "Charlie and the Chocolate Factory" by Roald Dahl have extensively used the non-words both in songs, dialogues, and descriptions. This can still be seen in Urdu (e.g., ***tout batout***), examples of non-words used in classrooms of Urdu or Sindhi reading is rare if not entirely extinct.

The additions of non-word exercises in the textbooks are also only recently (post SRP & PRP) included in Sindhi Language textbook of grade 2 (only one exercise in entire textbook), whereas Urdu language textbooks does not have any such exercise for teachers and students to practice non-word reading. A fact that can be easily established by looking at textbook editions of 2023. Still, later in the section, data from classroom observations and teacher interviews will also be analyzed to interpret the score of Subtask-2 across medium of schools, gender, and area.

As mentioned in Chapter 1, non-word reading was a timed task where students had 60 seconds to read as many words as possible from a stimulus sheet (with 50 words written on it). Presented below are the students' scores on non-word task with respect to Sindhi and Urdu medium schools. These are further disaggregated by gender and area.

3.2.1 Sindhi Medium Schools/Students

Sindhi medium students achieved a mean score of 11.92 (SD = 14.03) which indicates that on average, students could read approximately 12 non-words per minute out of 50 words. The substantial SD reflects considerable variability in students' performance with scores ranging from 0 to 50.

[15] *Stanovich, K.E. (2000). Progress in understanding reading. New York, NY: Guilford.*

Non-Word Reading		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	Total	6975	11.92	14.03	0	50
	Non-Zero	4092	20.32	12.84	1	50
Urban	Total	727	**13.39***	13.78	0	50
	Non-Zero	484	20.11	12.25	1	50
Rural	Total	6248	11.75	14.05	0	50
	Non-Zero	3608	20.35	12.92	1	50
Girls	Total	2396	11.13	13.61	0	50
	Non-Zero	1340	19.89	12.51	1	50
Boys	Total	4579	**12.34***	14.23	0	50
	Non-Zero	2752	20.52	13.00	1	50

Note: Asterisks (*) indicates a statistical significance of $p < 0.01$

Table 7 Non-Word Reading - Gender, Area, and Language wise analysis

When excluding students who scored zero, the mean score for Sindhi medium school students increased to 20.32 (SD = 12.84) which suggests that those who could read at least one non-word were able to read an average of 20 non-words per minute.

3.2.1.1 Area-wise Comparison

The analysis indicates that urban schools performed better as compared to rural Sindhi medium schools. Urban schools achieved a mean score of 13.39 (SD = 13.80) while rural schools had a lower mean score of 11.75 (SD = 14.052). The differences in scores between urban and rural for Sindhi medium schools were statistically significant. Excluding zero scorers, urban schools recorded a mean score of 20.11 (SD = 12.20), compared to 20.35 (SD = 12.90) for rural schools.

3.2.1.2 Gender-wise Comparison

In terms of overall scores, girls in Sindhi medium schools achieved a mean score of 11.13 (SD = 13.6), while boys scored slightly higher with a mean of 12.34 (SD = 14.2). The observed difference is statistically significant. When excluding zero scorers, girls achieved a mean score of 19.89 (SD = 12.5), whereas boys scored a mean of 20.52 (SD = 13.0), demonstrating similar performance levels.

3.2.1.3 District-wise Comparison

Figure 24 presents a district-wise comparison of mean scores in non-word reading for students enrolled in Sindhi medium schools. The data indicates significant variations in reading abilities across different districts. Jacobabad ranks as the highest-performing district with a mean score of 17.40 based

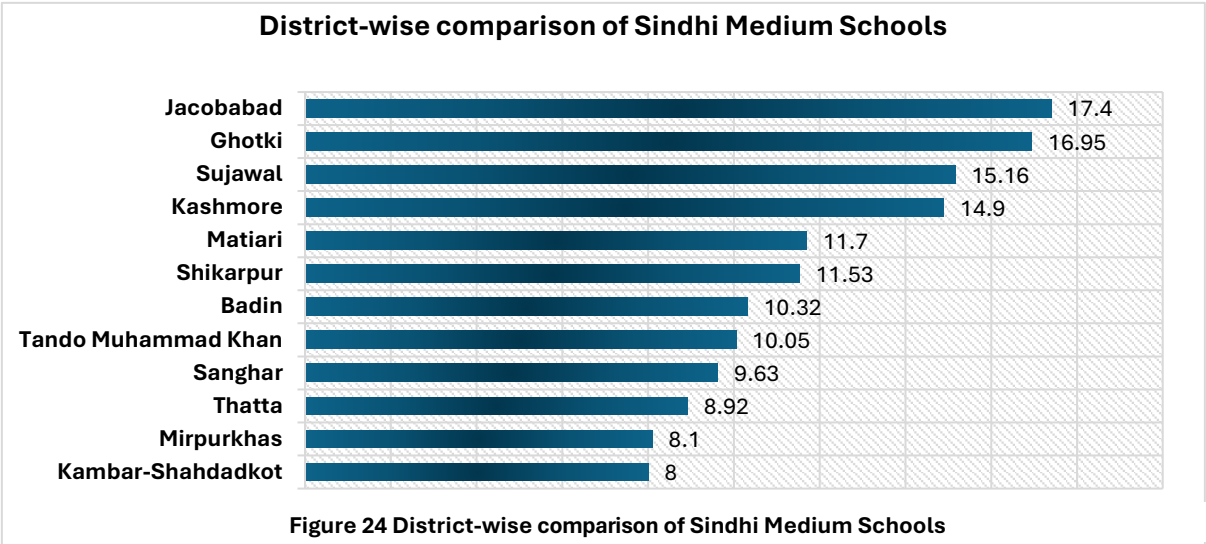


Figure 24 District-wise comparison of Sindhi Medium Schools

on 588 students assessed. Conversely, Kambar-Shahdadkot shows the lowest mean score at 8 with 636 students assessed.

3.2.1.4 Percentage of Zero Scorers

Figure 25 shows the percentage of zero scorers in the non-word reading subtask for Sindhi and Urdu medium schools across different categories, including area (urban and rural) and gender (girls and boys) The percentage of zero scorers in "Non-word Reading" for Sindhi medium schools highlights significant gaps in decoding skills. Overall, 41% of students were unable to read any non-words, indicating

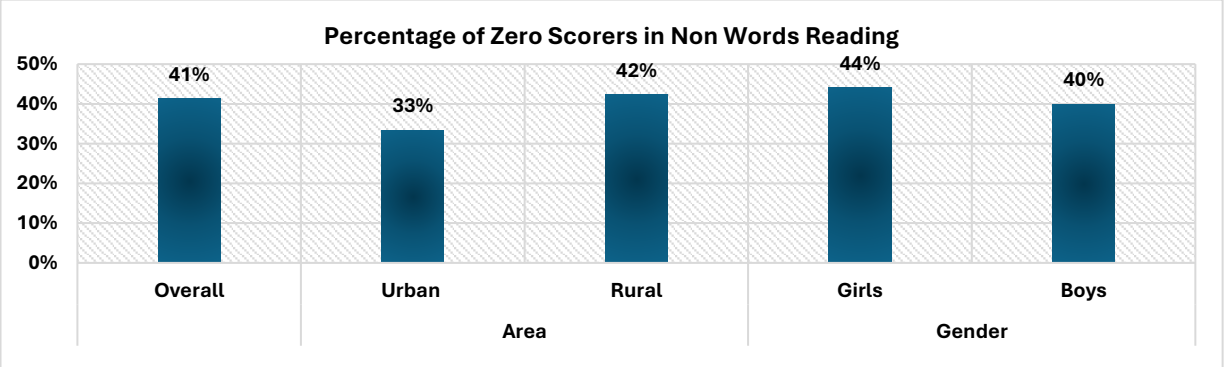


Figure 25 Percentage of Zero Scorers in Non-Words Reading - Sindhi

widespread challenges. When analyzed by area, urban schools reported 33% zero scorers, while rural schools performed worse, with 42% of students scoring zero. This disparity suggests that rural students face greater difficulties in developing foundational reading skills. Gender-wise, the results show that girls struggled more, with 44% scoring zero compared to 40% of boys. These findings point to a critical need for targeted support, particularly in rural areas and for girls, to strengthen non-word reading abilities.

3.2.2 Urdu Medium Schools/Students

Urdu medium students had a mean score of 13.39 (SD = 13.47) showing considerable variability in performance of the students. The mean score without zero scorers was 19.14 (SD = 12.21) which indicates that a student could read up to 19 non-words if first word was read correctly.

Non-Word Reading		Urdu				
		N	Mean	SD	Min	Max
Overall Score	Total	273	13.39	13.47	0	50
	Non-Zero	191	19.14	12.21	1	50
Urban	Total	65	16.72	14.29	0	50
	Non-Zero	51	21.31	12.71	1	50
Rural	Total	208	12.35	13.06	0	50
	Non-Zero	140	18.35	11.96	1	50
Girls	Total	159	14.31	13.66	0	50
	Non-Zero	115	19.78	12.22	1	50
Boys	Total	114	12.11	13.14	0	50
	Non-Zero	76	18.17	12.2	1	50

Note: Asterisks (*) indicates a statistical significance of $p < 0.01$

Table 8: Non-Word Reading – Urdu Medium Schools

3.2.2.1 Area-wise Comparison

For Urdu medium schools, urban schools performed better by achieving a mean score of 16.72 (SD = 14.29), whereas rural schools had a mean score of 12.35 (SD = 13.06). Excluding zero scores, the urban areas demonstrated a mean score of 21.31 (SD = 12.71) versus 18.35 (SD = 11.96) for rural schools. The performance differences between urban and rural schools were statistically significant ($p<0.01$). Given the small sample size of Urdu medium schools and their uneven distribution across districts, drawing any conclusions about their performance risks being unrepresentative or skewed analysis.

3.2.2.2 Gender-wise Comparison

In Urdu medium schools, girls recorded a mean score of 14.31 (SD = 13.66), compared to boys with a mean score of 12.11 (SD = 13.14). These results for Urdu medium schools indicate no statistically

significant performance difference among boys and girls in non-word reading ($p<0.01$). With the exclusion of zero scorers, girls had a mean score of 19.78 (SD = 12.22), while boys scored lower with a mean of 18.17 (SD = 12.20).

3.2.2.3 Percentage of Zero Scorers

For Urdu medium schools, the overall percentage of zero scorers in "Non-word Reading" was 30%, which indicates a notable challenge. In urban areas, 22% of students scored zero, while rural areas

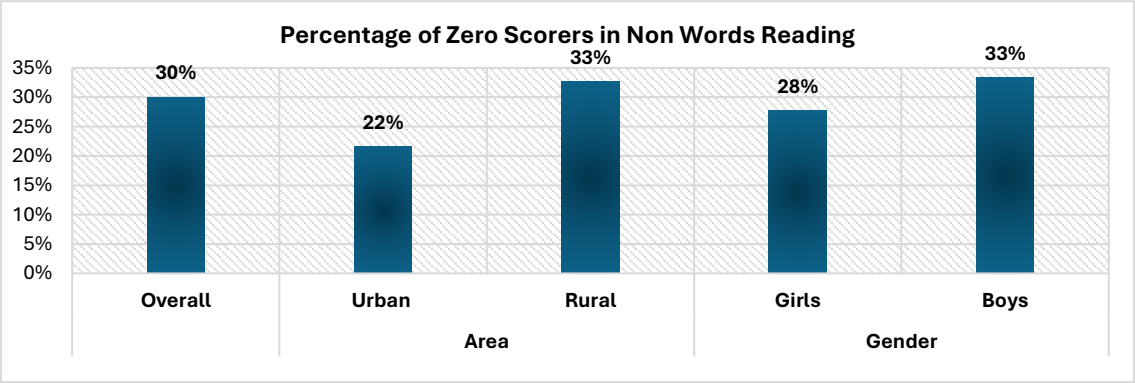


Figure 26 Percentage of Zero Scorers in Non-Words Reading - Urdu

showed a higher percentage at 33%, underscoring the persistent struggle for rural learners. Gender-wise, the results revealed that 28% of girls scored zero, compared to 33% of boys.

3.2.3 TEACHERS' PERCEPTIONS OF THEIR PRACTICES FOR NON-WORD READING

Research established that students cannot comprehend if they cannot decode words. In this connection, teachers often use non-word reading as a means of assessment to determine students' ability to attack unfamiliar words using spelling and sound patterns. The survey data makes it fairly clear that over 50% of students are struggling with non-word reading irrespective of the medium of school, area, or gender.

On the contrary, teachers' interview data provides different findings as approximately 72% of teachers reported that they use unfamiliar words reading/sounding in their classrooms twice a week to six-times per week frequency. Teachers' self-reported use of non-word reading practice shows that phonics approach is well- entrenched in teaching of Urdu and Sindhi languages grade-2 textbooks. Whereas the results of both mediums of schools do not correspond with the teachers' report. Similarly, a quick review of the textbooks (published 2023) of both languages shows that instructions and list of non-words are provided just one time in grade-2 Sindhi medium textbook (Lesson No. 24, Exercise No. 6, Page No. 77) not all or majority of lessons. Whereas grade-2 textbooks of Urdu medium do not provide even a single instruction or list of non-words for teachers and students to practice decoding or phonemic awareness during classroom teaching.

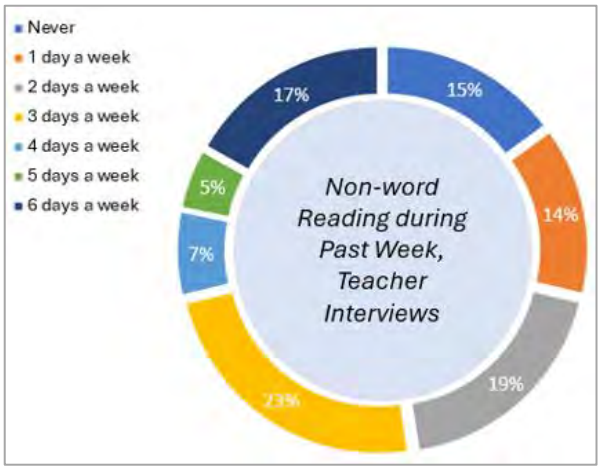


Figure 27 Non-Word Reading, Insights from Teachers' Interviews

However, when studying responses on "when non-word reading" should be introduced, it became evident that teachers' understanding of the very concept is superficial (if at all). Only 8% of teachers thought it should be introduced before grade 1 while 41% mentioned grade 2 (**Figure 28** provides the detailed breakdown). This also reflects teachers' understanding of reading standards developed by SELD. The question is whether the reading standards are available to all the teachers?

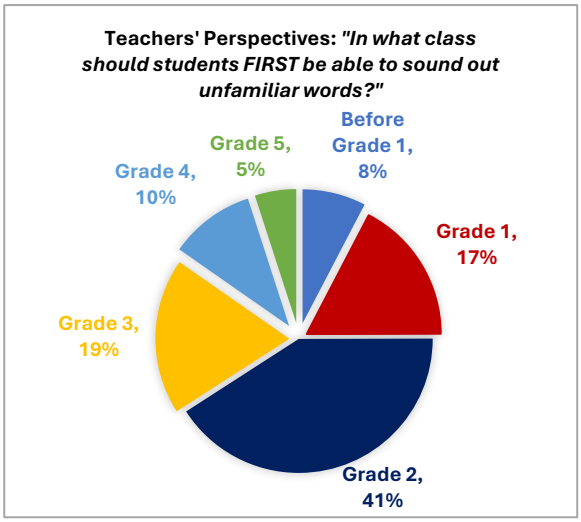


Figure 28 Teachers' Perspectives

As described earlier in Subtask-1 (Phoneme Awareness), there are critical gaps in foundational activities, especially "Playing with Sounds" and "Playing with Letters," which were rarely implemented in classrooms. Over 70% of students in boys', girls', and mixed schools reported never participating in "Playing with Sounds," and similar trends were observed with "Playing with Letters." The lack of consistent exposure to these essential phonics activities directly correlates with lower proficiency in decoding.

3.3 SUBTASK-3: EXPRESSIVE VOCABULARY

Vocabulary involves not only the ability to understand words when we hear or read them (receptive) but also to use them when we speak or write (productive). Reading experts suggest that knowing the meanings of between 90 and 95 percent of the words in a text is necessary for comprehension (Nagy & Scott, 2000)[16].

This subtask was an untimed activity where students were given a stimulus sheet containing a total of 10 expressive vocabulary pictures and were asked to recognize action pictures and express their vocabulary for as many pictures as they could. Students were scored solely based on their ability to correctly identify the action word (verb). Typically, all descriptive words that a child uses to share emotions, feelings, and situation are included in the expressive vocabulary. Thus, nouns, adjectives, adverbs along with verbs used collectively determine how extensive the pool of expressive vocabulary is.

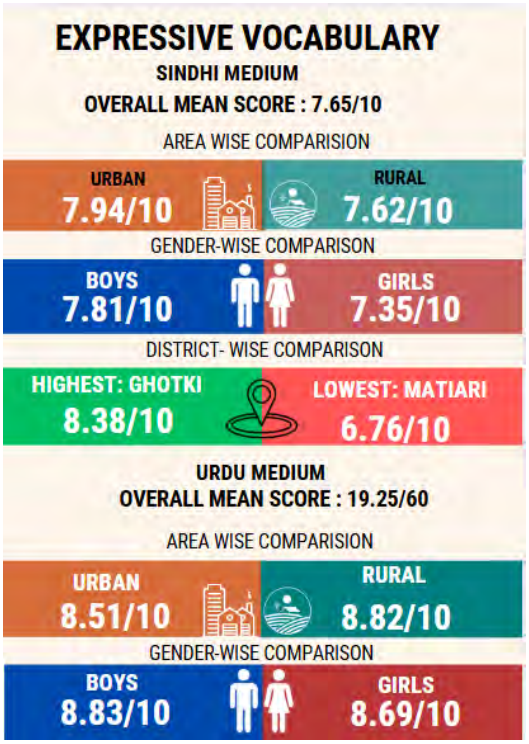


Figure 29: Expressive Vocabulary – Key Results

Studies indicate that a child's receptive vocabulary can often be more extensive than their expressive vocabulary – the words they actively use in speech and writing[17]. While there may be variations within an age group, typically, the developmental milestone for a 4–5-year-old child is that s/he possesses a receptive vocabulary of around 7500 words and an expressive vocabulary of around 1750 words.[18]

[16] Quoted in EGRA Framework: tool kit for Zambia, USAID. Available at: https://pdf.usaid.gov/pdf_docs/PA00TZM8.pdf

[17] See https://getgoally.com/blog/neurodiversopedia/what-is-receptive-vocabulary/#treatments

[18] https://www.asha.org/public/speech/development/?ref=communicationcommunity.com

As mentioned in the methodology section, the stimulus used depicted actions through pictures or photographs. For instance, following pictures **(Figure 30)** are excerpted from Sindhi EGRA Tool stimulus card, where students were asked to describe the actions shown in the pictures.

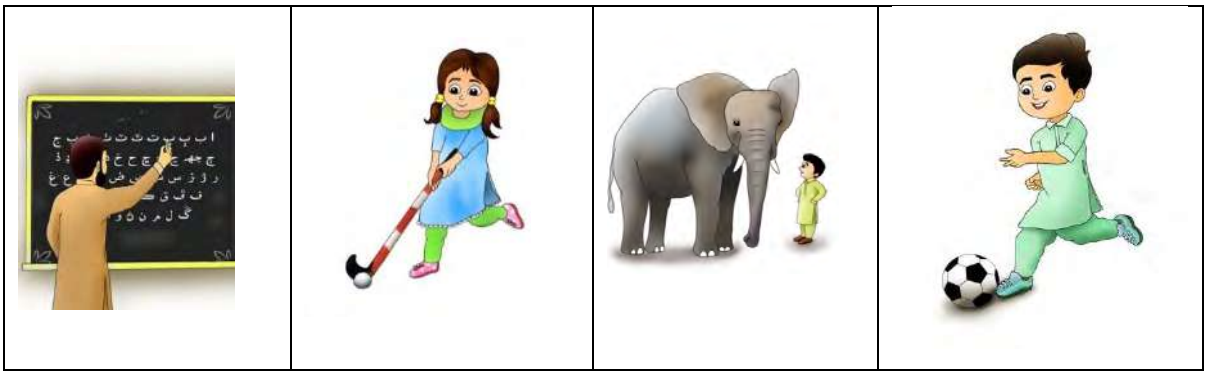


Figure 30: Pictorial cues.

To assess the expressive vocabulary, the assessment in this case was done using pictorial cues as above. This may be considered as a factor aiding children's comprehension, making it similar to sight reading.

3.3.1 Sindhi Medium Schools/Students

3.3.1.1 Overall Scores

Table-09 below presents the overall results for the "Expressive Vocabulary" subtask. Sindhi medium school students achieved a mean score of 7.65 (SD = 2.36) which indicates that on an average, Sindhi medium school students were able to recognize around 7 pictures out of 10. The score variability indicates a wide range in students' performance with some students scoring as low as zero (0) and others achieving a perfect score of ten (10). When excluding students who scored zero, the mean score for Sindhi medium school students increased to 8.02 (SD = 1.71) which means that students who recognized at least one picture were able to identify around 8 pictures in total.

Expressive Vocabulary		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	Total	6975	7.65	2.36	0	10
	Non-Zero	6661	8.02	1.71	1	10
Urban	Total	727	**7.94***	2.25	0	10
	Non-Zero	701	**8.23***	1.68	1	10
Rural	Total	6248	7.62	2.37	0	10
	Non-Zero	5960	7.99	1.71	1	10
Girls	Total	2396	7.35	2.57	0	10
	Non-Zero	2241	7.86	1.75	1	10
Boys	Total	4579	**7.81***	2.22	0	10
	Non-Zero	4420	**8.10***	1.68	1	10
Note: Asterisks (*) indicates a statistical significance of $p < 0.01$						

Table 9 Expressive Vocabulary – Sindhi Medium Schools/Students

3.3.1.2 Area-wise comparison

The area-wise comparison shows notable differences between urban and rural students. Urban Sindhi medium school students scored higher with a mean score of 7.94 (SD = 2.25) while students at rural medium schools scored 7.62 (SD = 2.37). The observed difference between urban and rural Sindhi medium schools is statistically significant. When excluding zero scorers, urban Sindhi medium school students achieved a mean score of 8.23 (SD = 1.68), slightly higher than rural students who scored 7.99 (SD = 1.71).

3.3.1.3 Gender-wise comparison

Gender-wise, boys in Sindhi medium schools significantly performed better than girls, with boys achieving a mean score of 7.81 (SD = 2.22), while girls scored 7.35 (SD = 2.57). This difference is statistically significant. Excluding zero scorers, boys and girls in Sindhi medium schools performed similarly, with boys achieving a mean score of 8.10 (SD = 1.68) and girls scoring 7.86 (SD = 1.75).

3.3.1.4 District-wise Comparison

Figure 31 reveals substantial variations in expressive Vocabulary scores among Sindhi medium school students across different districts. Ghotki (mean = 8.38) and Badin (mean = 8.25) recorded the highest average scores, while Matiari (mean = 6.76) had the lowest.

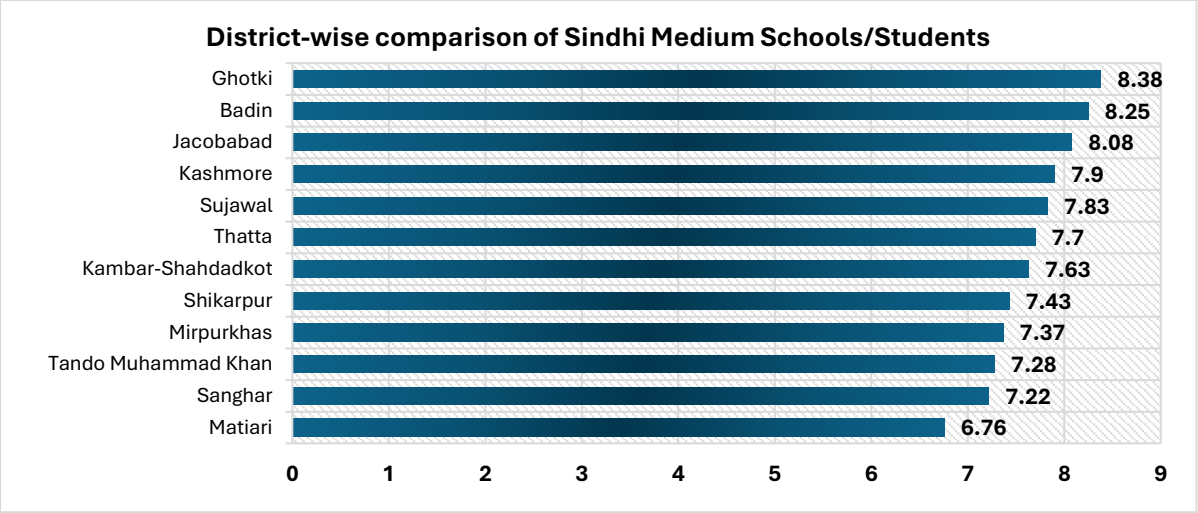


Figure 31 District-wise comparison of Sindhi Medium Schools/Students

3.3.1.5 Percentage of Zero Scorers

Figure 32 shows the percentage of zero scorers in the expressive Vocabulary subtask. Sindhi medium students had 314 zero scorers (5%) of the total. This means that 5% of the students were unable to identify any of the pictures provided in the task. In Sindhi medium schools, urban students had 04% zero scorers, while rural students had a slightly higher percentage at 5%. Likewise, 6.5% of girls scored zero, which is almost double than that of boys (3.5%) in Sindhi Medium Schools.

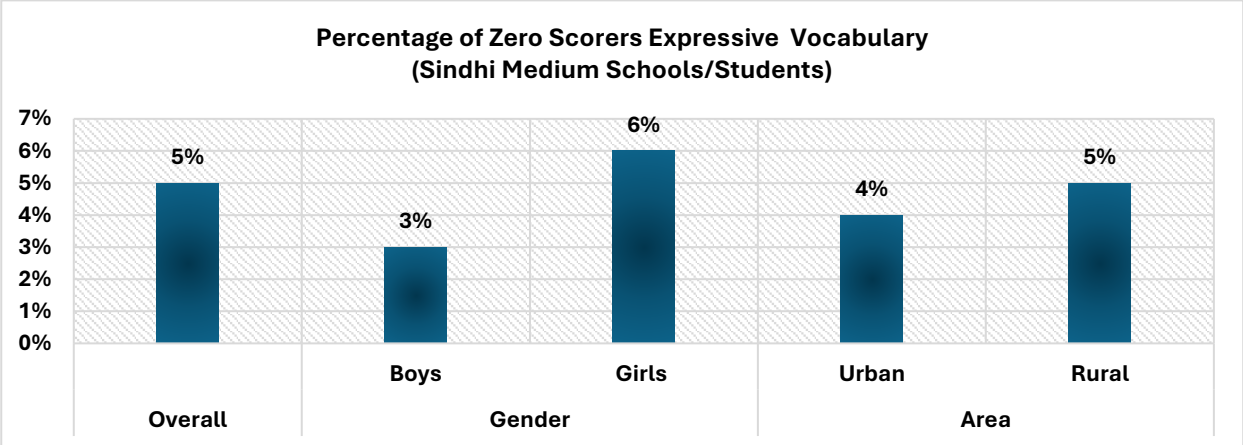


Figure 32 Percentage of Zero Scorers in Expressive Vocabulary (Sindhi)

3.3.2 Urdu Medium Schools/Students

3.3.2.1 Overall Scores

Table-10 shows that Urdu medium school students acquired a mean score of 8.75 (SD = 1.71), meaning they could recognize approximately around 9 pictures on average. The mean score of non-zero scorers was 8.84 (SD = 1.44) which reflects somewhat similar performance. This may be because the number of zero scorers in this task is minimal compared to other sub tasks.

Expressive Vocabulary		Urdu				
		N	Mean	SD	Min	Max
Overall Score	Total	273	8.75	1.71	0	10
	Non-Zero	270	8.84	1.44	3	10
Urban	Total	65	8.51	1.78	0	10
	Non-Zero	64	8.64	1.43	4	10
Rural	Total	208	8.82	1.68	0	10
	Non-Zero	206	8.91	1.44	3	10
Girls	Total	159	8.69	1.62	0	10
	Non-Zero	158	8.74	1.46	3	10
Boys	Total	114	8.83	1.83	0	10
	Non-Zero	112	8.99	1.4	4	10
Note: Asterisks (*) indicates a statistical significance of p < 0.01						

Table 10 Expressive Vocabulary - Urdu Medium Schools/Students

3.3.2.2 Area-wise comparison

Urdu medium students in rural areas performed slightly better than urban Urdu medium schools, with rural students scoring 8.82 (SD = 1.68) compared to 8.51 (SD = 1.78) for urban students. However, no statistically significant difference was found among the area-wise Urdu medium schools.

Similarly, non-zero scorers in Urdu medium rural schools performed slightly better than their urban peers, with rural students achieving a mean of 8.91 (SD = 1.44) compared to 8.64 (SD = 1.43) for urban students. Interestingly, urban schools scored higher in Subtask 1 & 2, whereas their rural counterparts scored better in Subtask 3 (expressive vocabulary). The difference is not statistically significant but can generate important insights for teaching and teachers' education. If the slight advantage in Subtask 3 of rural students can be converted into better performance on other aspects of reading and eventually overall learning outcomes, it would have long term implications for classroom instruction and Continuous Professional Development frameworks.

3.3.2.3 Gender-wise comparison

Overall, boys' and girls' performances were similar with boys achieving a mean score of 8.83 (SD = 1.83) and girls scoring 8.69 (SD = 1.62). When excluding zero scorers, boys slightly outperformed girls, with boys scoring 8.99 (SD = 1.40) compared to girls' 8.74 (SD = 1.46). No statistically significant difference was found in the performance between boys and girls in In Urdu medium schools.

3.3.2.4 Percentage of Zero Scorers

In Urdu medium schools, only 3 students (1%) scored zero, reflecting a much smaller percentage of students who struggled with the expressive vocabulary task. The proportion of zero scorers in urban and rural areas was 2% and 1%, respectively. In Urdu medium schools, 0.6% of girls and 1.8% of boys were zero scorers which shows better performance and fewer zero scorers for girls across areas and genders.

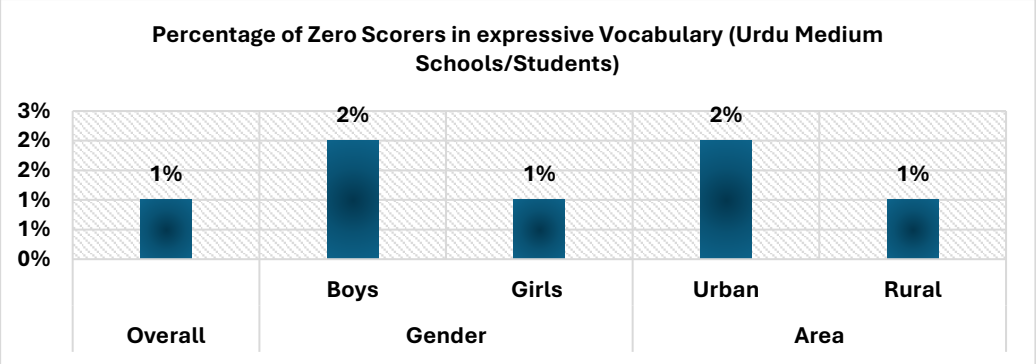


Figure 33 Percentage of Zero Scorers in expressive Vocabulary - Urdu

Overall scores are higher than other subtasks, however, the challenge lies in figuring out the factors contributing to higher scores and translating them into better performance in other subtasks and application of reading skills. A detailed inquiry may be undertaken in this regard to being able to design classroom and community-based interventions. As discussed above, Subtask 3 is gauging only one aspect of expressive vocabulary i.e., verbs or action words. The measure of expressive vocabulary encompasses aspects such as emotions, responsiveness to situations, etc. in addition to action words, other alternates such as "Expressive Vocabulary Test" may be used for specifically looking at the impact/result of SELECT input to improve expressive vocabulary. The data collected through classroom observations, teacher and student interviews was combed through to find any correlation or explanation. Students, when asked about their engagement in classroom activities, specified that over 65% of the time, they are reading aloud from textbooks, whereas around 20% of the times teachers read out to them. Classroom observation included story time as an element, which looked at how effectively the teacher used storytelling to engage students, encouraged discussion, and developed reading fluency and comprehension. Forty five percent (45%) of schools fall into the low and low-medium quality category whereas the majority of schools fall into the categories of medium and medium-high. Data suggests a general trend towards moderate quality and frequency of story time; indicating that while story time is being implemented, there is potential for many schools to enhance the quality and frequency of their sessions.

3.4 SUBTASK-4: PASSAGE READING

Passage Reading was a time bound activity which was designed to assess students' oral reading fluency (ORF) and comprehension skills.

In the Passage Reading Subtask, students were first asked to read a short passage aloud within 60 seconds. After this, they were asked comprehension questions about the passage, which were not time-bound. This subtask provided a measure of students' ORF by looking at how many words were read correctly in 60 seconds out of total **60 words**. Their ability to understand a text as well as its relationship with fluency was assessed through the number of questions answered correctly.

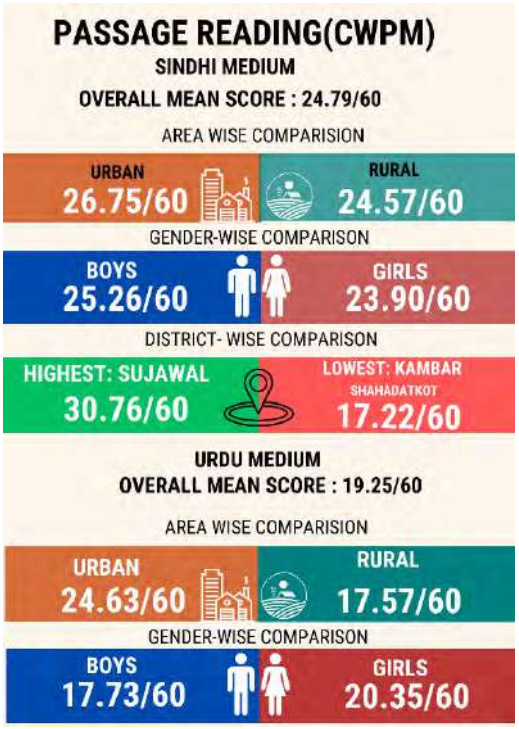


Figure 34: Passage Reading CWPM – Results

Reading fluency is a comprehensive concept that goes beyond merely counting the number of words correctly read per minute. It consists of three key components: accuracy, speed, and expression. These elements collectively define ORF which plays a vital role in comprehension. Fluent readers can seamlessly connect the text they read with their prior knowledge, enabling better understanding[19]. Non- fluent readers not only struggle with decoding sound and text patterns, but they also forget what they read earlier thus making it difficult for them to make connections quickly. Students may automatically recognize words, but they are not considered as fluent unless they read with expression. To read with expression means that words are divided into chunks with proper phrasing, punctuation, inflection, and mood, sounding natural as spoken words.

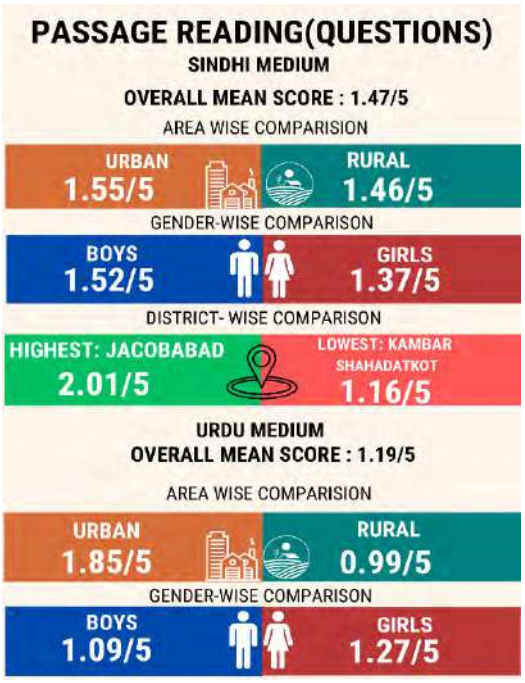


Figure 35: Passage Reading Questions - Results

For Grade 2 students, reading 70-100 CWPM (Correct Words Per Minute) is considered as an average fluency standard. The Grade 2 reading standards established by the Sindh Reading Standards Committee (for Sindhi) and the Reading Commission (for Urdu), formed by the Government of Sindh in 2015 specify that students should achieve a fluency of 50–80 correct words per minute (CWPM) and accurately answer at least 4 out of 5 comprehension questions. Out of the 05 comprehension questions, four were literal questions and one was inferential in nature. These benchmarks apply to both Urdu and Sindhi languages[20]. However, it is important to note that the Words Per Minute (WPM) provided in the assessment instrument comprised of 60 words i.e., the lower range of the standard set for grade level 2.

[19] Bredekamp, S., Copple, C., & Neuman, S.B. (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington: DC. National Association for the Education of Young Children.

[20] P20, Reading performance standards for Urdu and Sindhi, ECE to grade 5 [available at : https://pdf.usaid.gov/pdf_docs/PA00TFWG.pdf]

3.4.1 Sindhi Medium Schools/Students

3.4.1.1 Overall Results in Passage Reading (CWPM)

Table-11 shows the overall results for the Passage Reading subtask. Sindhi medium school students achieved a mean score of **24.79 CWPM** (SD = 23.23). This indicates that Sindhi medium school students could read around 24 words correctly per minute out of 60 words. The variability (SD) suggests a wide range of performance with some students scoring zero and others reaching the maximum of 60 words per minute.

Passage Reading (CWPM)		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	Total	6975	24.79	23.23	0	60
	Non-Zero	5013	34.50	20.40	1	60
Urban	Total	727	26.75	22.65	0	60
	Non-Zero	562	34.61	19.78	1	60
Rural	Total	6248	24.57	23.29	0	60
	Non-Zero	4451	34.49	20.48	1	60
Girls	Total	2396	23.90	23.29	0	60
	Non-Zero	1659	34.51	20.42	1	60
Boys	Total	4579	25.26	23.19	0	60
	Non-Zero	3354	34.49	20.40	1	60
Note: Asterisks (*) indicates a statistical significance of p < 0.01						

Table 11 Passage Reading (CWPM) – Sindhi Medium Schools

When excluding zero scorers the average score for Sindhi medium school students increased to 34.50 CWPM (SD = 20.40). This indicates that students who managed to read at least one word correctly could read around 34 words per minute on average, Thus, the performance of majority of students tested was well below the lower range of minimum reading standard set. Only 6% of students could read all 60 words correctly, although it could be ascertained if the passage was read with correct expressions and punctuation?

3.4.1.2 Area-wise Comparison in Passage Reading (CWPM)

The area-wise analysis reveals notable differences between urban and rural students in Sindhi medium schools. Urban Sindhi medium students performed slightly better than rural schools with an average score of 26.75 CWPM (SD = 22.65) while rural schools had a mean score of 24.57 CWPM (SD = 23.29). There was a higher percentage of zero scorers in rural areas (29%) as compared to urban schools (23%).

3.4.1.3 Gender-wise Comparison in Passage Reading (CWPM)

In Sindhi medium schools, boys performed slightly better than girls with boys achieving an average score of 25.26 CWPM (SD = 23.19) and girls scoring 23.90 CWPM (SD = 23.29) but this difference is not statistically significant (<0.01). There was a higher percentage of zero scorers among girls compared to boys.

3.4.1.4 District-wise Comparison (CWPM)

Figure-36 shows a district-wise analysis. There were slight to significant variations in Passage Reading scores across districts. Among Sindhi medium school students, Sujawal and Jacobabad performed the

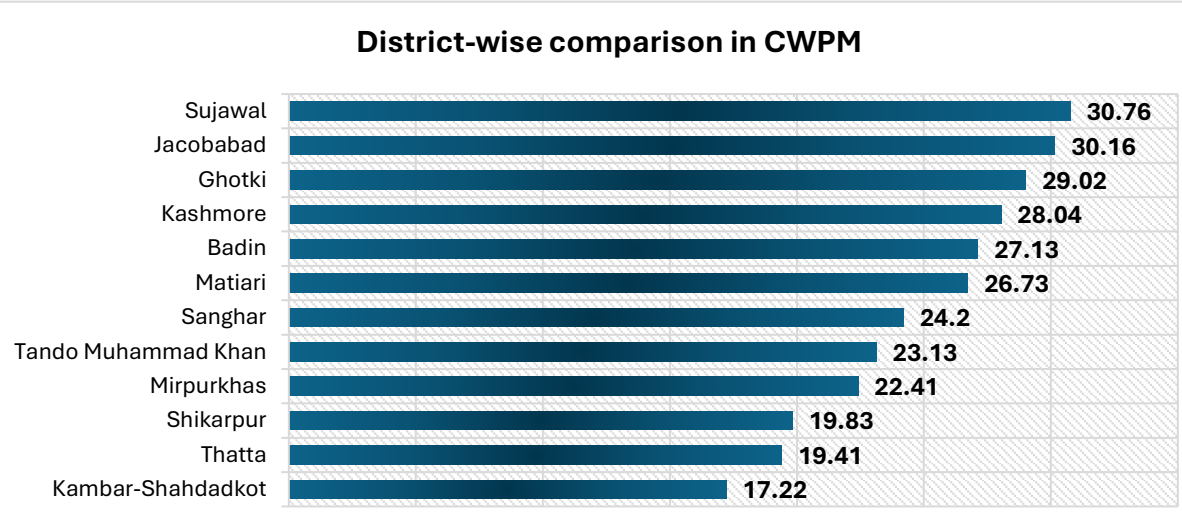


Figure 36 District-wise comparison (CWPM) - Sindhi Medium

best, while Kambar-Shahdadkot, Thatta, and Shikarpur recorded the lowest performance. Across the different subtasks, schools in Kambar-Shahdadkot faced significant challenges in terms of both girls' and boys' performance. It would be worthwhile to explore the contributing factors by comparing other variables, such as demographics, teachers' profiles, attendance levels, classroom observations, and interview data.

3.4.1.5 Percentage of Zero Scorers in Passage Reading (CWPM)

Figure 37 shows the percentage of zero scorers in the passage reading (CWPM) assessment for students across various categories. Around 28% of students were unable to read any correct words

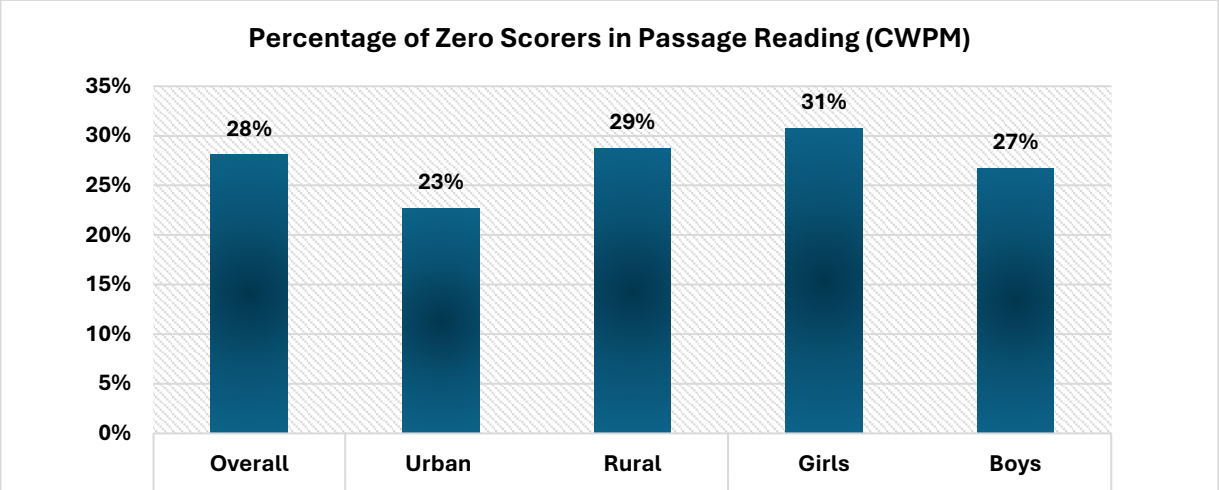


Figure 37 Zero Scorers (CWPM) - Sindhi Medium

during the passage reading task. Moreover, there was a higher percentage of zero scorers in rural areas (29%) as compared to urban schools (23%). The percentage of girls who scored zero was also higher than that of the boys.

As mentioned earlier, Subtask-4 has two parts to it. After the Passage Reading (CWPM), students were asked five questions related to the passage. Four of these were literal while the final question required students to make inferences. The analysis below summarizes the performance of Sindhi medium students in responding to these questions.

3.4.2 Overall Results in Passage Reading (Questions)

The overall average score for Sindhi medium school students was 1.47 (SD = 1.68) indicating that students answered approximately one to two questions correctly on average. The maximum score achievable was five with some students scoring zero. When focusing on non-zero scorers the average score for Sindhi medium students increased to 2.70 (SD = 1.37) indicating that students who answered at least one question correctly scored about three questions correctly on average.

Passage Reading (Questions)		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	Total	6975	1.47	1.68	0	5
	Non-Zero	3799	2.70	1.37	1	5
Urban	Total	727	1.55	1.68	0	5
	Non-Zero	421	2.68	1.37	1	5
Rural	Total	6248	1.46	1.68	0	5
	Non-Zero	3378	2.70	1.37	1	5
Girls	Total	2396	1.37	1.64	0	5
	Non-Zero	1253	2.61	1.37	1	5
Boys	Total	4579	**1.52**	1.70	0	5
	Non-Zero	2546	**2.74**	1.37	1	5

Note: Asterisks (*) indicates a statistical significance of p < 0.01

Table 12 Passage Reading (Questions) - Sindhi Medium

Whereas only 9% of students met the reading standard and correctly responded to four out of five questions, 08% students of Sindhi medium schools exceeded the reading standards and correctly responded to all five questions from the passage while only 14% students of Sindhi medium schools were able to infer the information from the given passage.

3.4.2.1 Area-wise Comparison in Passage Reading (Questions)

The area-wise analysis shows distinct performance differences between urban and rural schools. Urban Sindhi medium students scored an average of 1.55 (SD = 1.68) while rural students had a slightly lower average score of 1.46 (SD = 1.68). No statistically significant difference was found among urban and rural Sindhi medium schools.

3.4.2.2 Gender-wise Comparison in Passage Reading (Questions)

Regarding gender, boys in Sindhi medium schools performed better as compared to girls with a mean score of 1.52 (SD = 1.70) while girls scored slightly lower with an average of 1.37 (SD = 1.64). This difference is statistically significant.

3.4.2.3 District-wise Comparison in Passage Reading (Questions)

In **Figure-38**, district-wise analysis shows significant variations in scores across districts. Sindhi medium students in **Jacobabad** performed better while **Kambar-Shahdadkot** and **Thatta** showed the lowest performance. The trends for both parts of Subtask 4, i.e., passage reading and answering comprehension questions are identical with the same low and high performing districts.

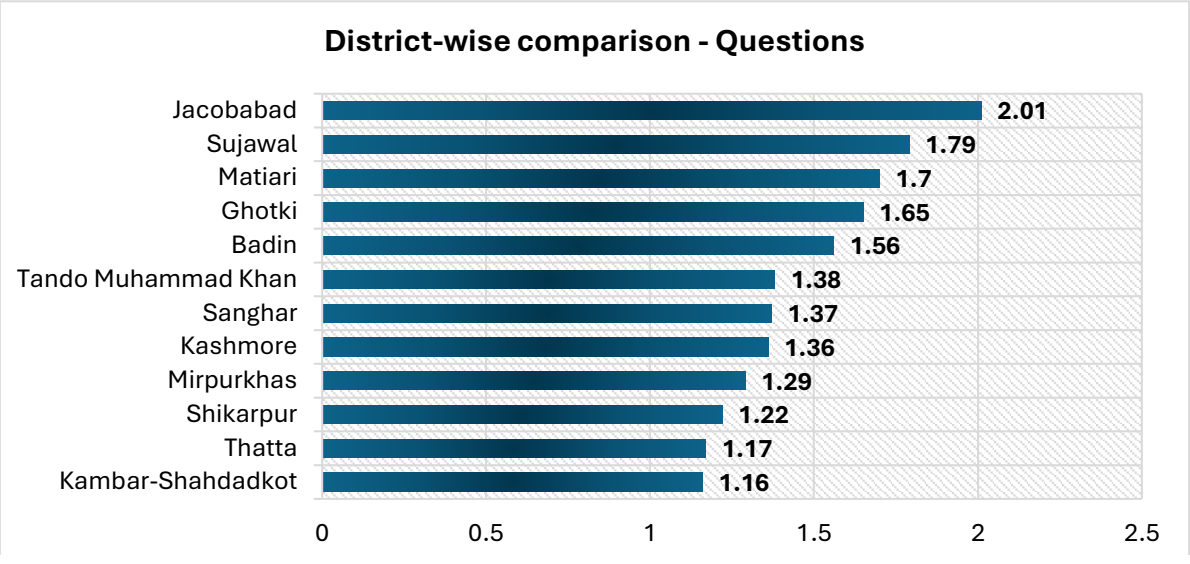


Figure 38 District-wise comparison - Questions.

3.4.2.4 Percentage of Zero Scorers in Passage Reading (Questions)

Figure 39 shows the percentage of zero scorers in Passage Reading (Questions). Overall results show that Sindhi medium schools had 46% of students scored zero on the questions which reflects a

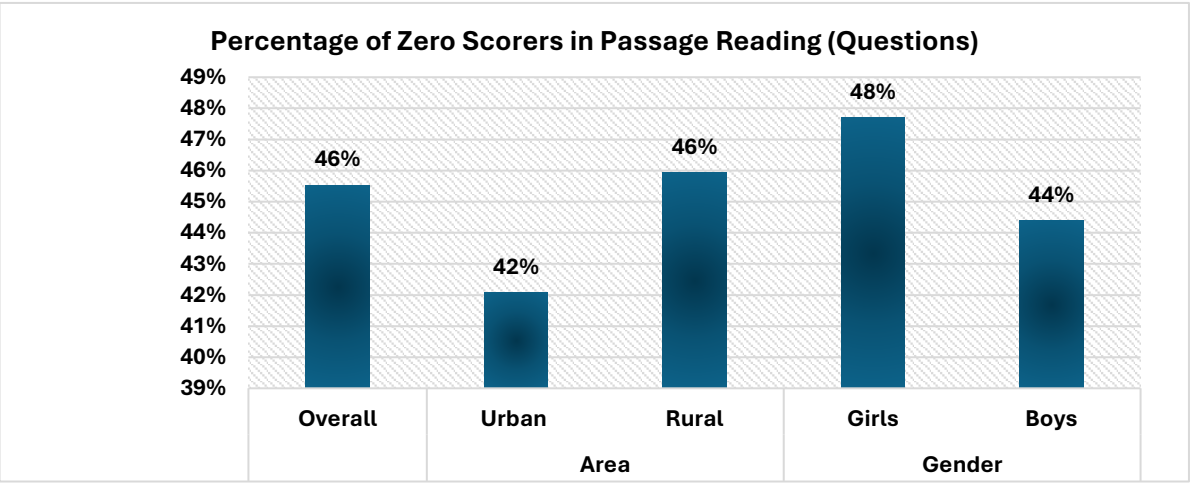


Figure 39 Percentage of zero scorers in passage reading.

significant number of students who could not answer any questions correctly. The percentage of zero

scorers was higher among rural areas (46%) as compared to urban areas (42%). While zero-scorer percentage for girls was also higher (48%) as compared to boys (44%). On the whole, students' performance across gender, districts and areas is fairly alarming with approximately 50% students unable to understand simple questions in their medium of instruction which also happened to be their home language or mother tongue. Also, the ability to read fluently or even accurately is not at par considering 75% of students could not meet the reading standard set for their grade and age (i.e., 50-80 CWPM).

3.4.3 Urdu Medium Schools/Students

3.4.3.1 Overall Results in Passage Reading (CWPM)

Table 13 shows the overall results for the Passage Reading subtask for Urdu medium schools. Students achieved a mean score of 34.81 CWPM (SD = 19.38). This indicates that Urdu medium school students could read around 34 words correctly per minute out of 60 words. The variability (SD) suggests a wide range of performance with some students scoring zero and others reaching the maximum of 60 words per minute.

Passage Reading (CWPM)		Urdu				
		N	Mean	SD	Min	Max
Overall Score	Total	273	19.25	22.53	0	60
	Non-Zero	151	34.81	19.38	1	60
Urban	Total	65	24.63	24.15	0	60
	Non-Zero	41	39.05	18.87	1	60
Rural	Total	208	17.57	21.79	0	60
	Non-Zero	110	33.23	19.42	1	60
Girls	Total	159	20.35	23.00	0	60
	Non-Zero	91	35.55	19.54	1	60
Boys	Total	114	17.73	21.88	0	60
	Non-Zero	60	**33.68***	19.25	1	60

Note: Asterisks (*) indicates a statistical significance of p < 0.01

Table 13 Passage Reading (CWPM) - Urdu Medium Schools

3.4.3.2 Area-wise Comparison (CWPM)

The area-wise analysis reveals notable differences between urban and rural students for Urdu medium schools. Urban students performed better with an average score of 24.63 CWPM (SD = 24.15) while rural students had a lower average score of 17.57 CWPM (SD = 21.79). The percentage of zero scorers was also higher in rural areas (47%) as compared to urban schools (37%).

3.4.3.3 Gender-wise Comparison (CWPM)

In Urdu medium schools, girls performed better than boys with an average score of 20.35 CWPM (SD = 23.00) compared to boys who scored 17.73 CWPM (SD = 21.88). This is a statistically significant difference.

3.4.3.4 Percentage of Zero Scorers (CWPM)

Figure 40 shows the percentage of zero scorers in the passage reading (CWPM) assessment of Urdu medium schools across various categories. Around 45% of students in Urdu medium schools scored zero, indicating a significantly higher percentage of students who were not fluent readers.

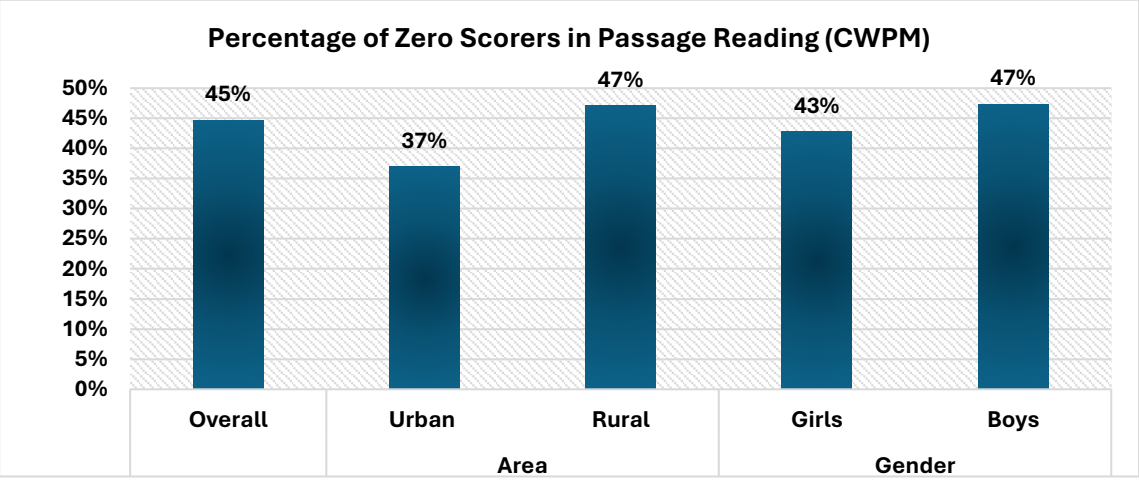


Figure 40 Percentage of Zero Scorers (CWPM) in passage reading - Urdu Medium

3.4.3.5 Overall Results in Passage Reading (Questions)

In Urdu medium schools, the average score of students was 1.19 (SD = 1.70) suggesting that majority of students only replied to 1-2 questions correctly out of the total of 5 questions. Only 6% of students were able to answer all five comprehension questions correctly. Notably, only 20% of students provided the correct response to question No. 5, which was inferential in nature.

Passage Reading (Questions)		Urdu				
		N	Mean	SD	Min	Max
Overall Score	Total	273	1.19	1.70	0	5
	Non-Zero	110	2.96	1.37	1	5
Urban	Total	65	**1.85***	1.88	0	5
	Non-Zero	37	**3.24***	1.28	1	5
Rural	Total	208	0.99	1.58	0	5
	Non-Zero	73	2.82	1.41	1	5
Girls	Total	159	1.27	1.69	0	5
	Non-Zero	69	2.93	1.32	1	5
Boys	Total	114	1.09	1.70	0	5
	Non-Zero	41	3.02	1.47	1	5

Note: Asterisks (*) indicates a statistical significance of $p < 0.01$

Table 14 Passage Reading (Questions) - Urdu Medium

Removing zero scorers, students had a mean score of 2.96 (SD = 1.37). it implies that students who answered at least one question correctly scored about three questions correctly on average.

3.4.3.6 Area-wise Comparison in Passage Reading (Questions)

The area-wise analysis shows distinct performance differences between urban and rural students in Urdu medium schools. Urban students scored an average of 1.85 (SD = 1.88) while rural students scored 0.99 (SD = 1.58) which demonstrates a noticeable performance gap. This difference is statistically significant.

3.4.3.7 Gender-wise Comparison in Passage Reading (Questions)

In Urdu medium schools' girls outperformed boys with a mean score of 1.27 (SD = 1.69) compared to boys who scored 1.09 (SD = 1.70). However, this difference is not statistically significant.

3.4.3.8 Percentage of Zero Scorers in Passage Reading (Questions)

Figure 41 shows the percentage of zero scorers in Passage Reading (Questions). It was observed that 60% of students in Urdu medium schools were zero scorers, indicating a higher percentage of students struggling to respond correctly even to one literal question. Urdu medium schools' boys had a higher percentage of zero scorers (64%).

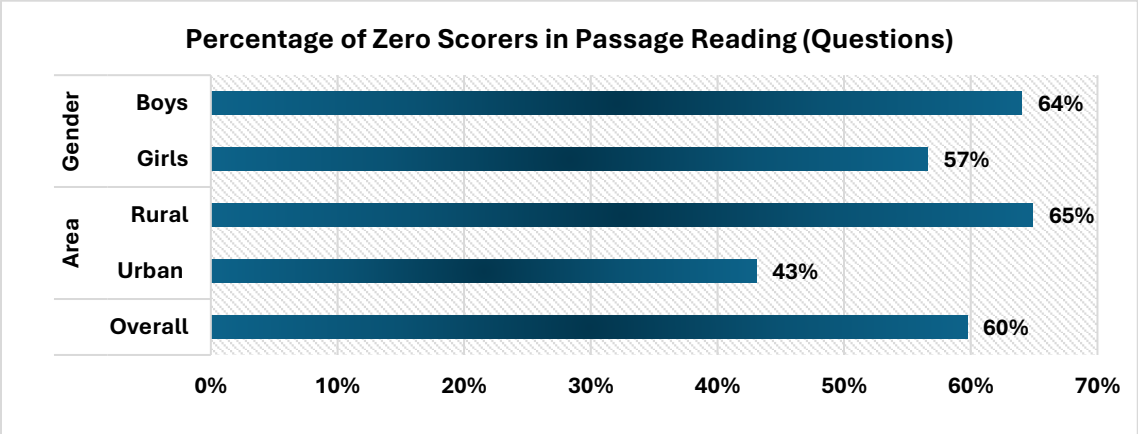


Figure 41 Zero Scorers (Questions) - Urdu Medium

These results show that students in both mediums face challenges in responding to questions asked after passage reading. Overall, oral reading fluency including CWPM and Questions is an important subtask, it shows students' ability to understand what the text is saying in a timed task. The findings showed 28% and 45% zero scorers in CWPM and 46% and 60% in the Question section of the task across all categories in Sindhi and Urdu medium schools, respectively.

3.4.4 DISCUSSION ON DATA INSIGHTS FROM CLASSROOM OBSERVATIONS & INTERVIEWS

The oral reading fluency, including CWPM and Questions, is an important subtask. The alarmingly low performance in ORF merits a deeper study of classroom observation data as well as the self-reported information by teachers and students on the reading practices and resources used by them. Students report that they are engaged in reading aloud 70% of the time or teachers maintaining that newspapers and stories comprise 75% of reading material is not resulting in the desired effect.

In the classroom observation there were two elements directly informing about the reading activities. These included: "LET's READ FASTER" and "LET's READ TOGETHER."

The data on both elements revealed remarkably interesting patterns, it is not surprising that majority of Grade 2 students performed poorly on ORF. For instance, in the "LET's READ FASTER" element where 30.5% teachers did not perform this activity during first segment of the classroom observation, even where the activity under this element was observed, 21.5% schools were rated as "Low Medium" which indicates the low engagement. During the second segment of the classroom observation, the "Not Observed" category increased to 44.7%, suggesting further decline in engagement.

In the "LET's READ TOGETHER" element, the first segment's result showed 27.3% of teachers did not engage the class in this activity. The same percentage (27.3%) of the classrooms were scored as "Medium Low," again showing low engagement. During the second segment for this element, the "Not Observed" percentage increased to 39.1% which shows further decline of the engagement.

Across both mediums i.e., Sindhi, and Urdu classroom observations, there was a noticeable drop in engagement from the first to the second round of observation for both elements. The "Not Observed" category was significantly higher in the second rounds of both elements, indicating potential issues with maintaining student interest or participation over time. The highest ratings in both segments were moderate (2 or 3), suggesting room for improvement in reading engagement strategies.

3.5 SUBTASK-5: LISTENING COMPREHENSION

This was an untimed activity where students listened to a story and then answered questions based on that story. A total of 03 questions were asked to the students after storytelling by enumerators. The main purpose was to assess students' understanding of spoken language.

Before a child can speak, s/he learns to listen and draw meanings out of the sounds and words heard in the surroundings. Listening skills are critical to literacy development, with a well-established correlation between reading and listening comprehension[21]. The better the listening understanding, the more fluent and good reader a child will become and vice versa. This is essentially because the process of listening and reading employ similar strategies such as predicting what is coming next, associating meaning while using the prior context knowledge of the idea and language both[22].

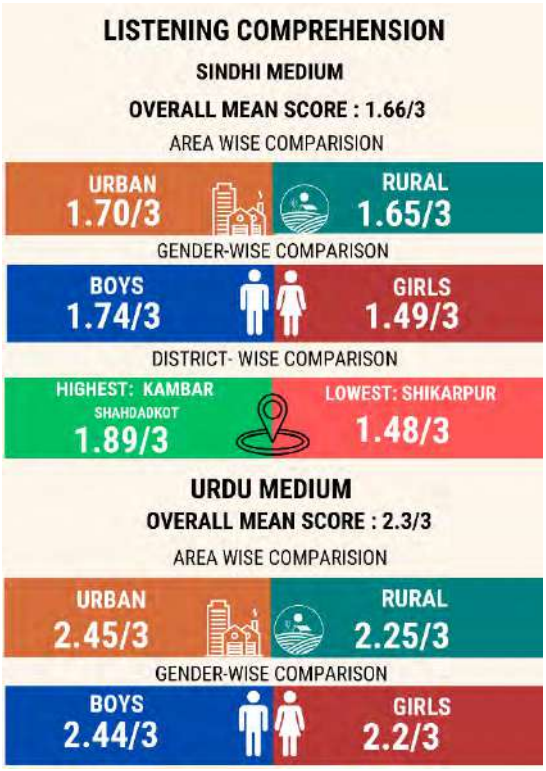


Figure 42: Listening Comprehension - Results

By the age of 7–8 years, or around Grade 2, children typically demonstrate well-developed listening comprehension skills. They can understand familiar words and contexts, follow narrative structures, and sentence construction, and recognize that a story has a beginning, middle, and end. They can also predict and express their own views about what might or should happen in a story, drawing on their knowledge of the world. However, these abilities can vary significantly depending on factors such as exposure to language, opportunities for engaging in conversations, the frequency of being read to, the quality of the listening environment, and overall language enrichment.

Grade 2 students can generally focus on a spoken passage or story for 10–15 minutes, during which they are able to respond to inferential questions and share the information and ideas they have gathered. While listening, they often make connections, imagine scenarios, and predict outcomes. However, EGRA Subtask-5 primarily assessed their understanding of literal information from the passage (2 questions) and their ability to infer meaning (1 question). The passage used for this assessment was deliberately kept simple, concise, and was tailored to the specific grade-02 level.

3.5.1 Sindhi Medium Schools/Students

3.5.1.1 Overall Results in Listening Comprehension

Table-15 shows the overall, area and gender wise analysis of Sindhi medium schools. Students demonstrated varying levels of understanding with a mean score of 1.66 (SD: 0.98).

When zero scorers were excluded, the mean score for Sindhi medium students increased to 1.92 (SD: 0.78). This suggests that students who answered at least one question correctly averaged nearly two correct responses.

21 Carlisle, J.F. & Felbinger, L. (1991). Profiles of listening and reading comprehension, Journal of Educational Research, 84(6): 345-354.

22 See Bredekamp, S., Copple, C., & Neuman, S.B. (2000). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Washington: DC. National Association for the Education of Young Children.

Subtask-5 scores are higher compared to the scores of other subtasks, especially of Subtask 4 where reading comprehension was assessed. It may indicate that students are more exposed to oral reading and listening activities compared to reading written texts or sight-reading.

Listening Comprehension		Sindhi				
		N	Mean	SD	Min	Max
Overall Score	Total	6975	1.66	0.98	0	3
	Non-Zero	6024	1.92	0.78	1	3
Urban	Total	727	1.70	1.00	0	3
	Non-Zero	628	1.97	0.79	1	3
Rural	Total	6248	1.65	0.98	0	3
	Non-Zero	5396	1.91	0.78	1	3
Girls	Total	2396	1.49	0.98	0	3
	Non-Zero	1976	1.81	0.77	1	3
Boys	Total	4579	**1.74***	0.97	0	3
	Non-Zero	4048	1.97	0.78	1	3

Note: Asterisks (*) indicates a statistical significance of p < 0.01

Table 15 Listening Comprehension - Sindhi

3.5.1.2 Area-wise Comparison

The area-wise analysis revealed distinct performance differences between urban and rural students. Urban Sindhi medium school students achieved a mean score of 1.70 (SD: 1.00), while rural students scored slightly lower at 1.65 (SD: 0.98). Excluding zero scorers, urban Sindhi medium students scored a mean of 1.97 (SD: 0.79), while rural students achieved 1.91 (SD: 0.78). Although a minor difference was found among urban and rural students, this difference was not statistically significant (P<0.01).

The scores demand a deeper inquiry into the factors that are contributing to the same level of low scores across urban and rural schools, which is a departure from the trend of rural students struggling across different subtasks.

3.5.1.3 Gender-wise Comparison

Although girls were found to spend more time on tasks and their level of engagement was higher as shown through classroom observation data, the listening comprehension scores were significantly lower for girls than that of boys in Sindhi medium schools. Boys in Sindhi medium schools recorded a mean score of 1.74 (SD: 0.97), while girls scored lower at 1.49 (SD: 0.98). This difference is statistically significant. The same trend was seen when zero scorers were excluded, boys in Sindhi medium schools performed better with a mean score of 1.97 (SD: 0.78) compared to girls at 1.81 (SD: 0.77)

3.5.1.4 District-wise Comparison

Figure-43 shows the district-wise comparison of Sindhi medium schools in Subtask-4. The district-wise analysis showed notable variations among Sindhi medium students. Kambar-Shahdadkot had the highest mean score of 1.89, whereas Kashmore, Matiari and Shikarpur showed the lowest mean scores.

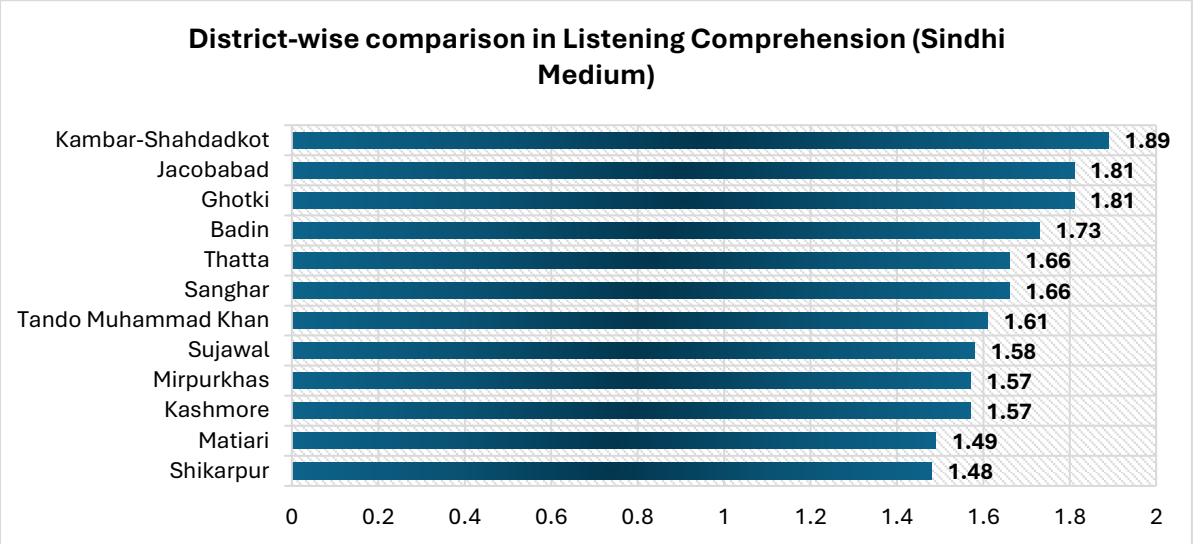


Figure 43 District-wise comparison in Listening Comprehension - Sindhi

Marking a distinction from other subtasks, Kambar-Shahdadkot scored the highest of 1.89 mean, whereas Shikarpur continued to rank in the lower category with 1.48 mean score. Although, district

comparison generates an impression that schools of one district have performed better than the other, however, in reality the scores of all districts should be a cause of concern as it basically means that students were not even able to respond to one literal question. This becomes even more alarming since children learn to listen and comprehend first before they can decode and make meaning of written text. So, letter recognition or other aspects of improved performance in reading comprehension may well be indicative of rote learning or lower level of tasks/challenges set for Grade 2 students resulting in their higher scores in that particular aspect, for instance letter recognition.

3.5.1.5 Percentage of Zero Scorers in Listening Comprehension (Sindhi Medium)

Figure 44 shows the percentage of zero scorers in listening comprehension. Overall, 14% of students from Sindhi medium schools scored zero in listening comprehension indicating that a significantly higher proportion of students in Sindhi medium schools struggled with listening comprehension.
Area-wise analysis indicated no variation in the proportion of zero scorers, with 14% reported in both urban and rural areas, highlighting a consistent challenge across districts.

Gender-wise, the gap is more pronounced among girls, with 18% of girls from Sindhi medium schools scoring zero. This suggests that girls in Sindhi medium schools face significant challenges in listening comprehension. Among boys, 12% of students from Sindhi medium schools scored zero, reflecting a similar trend of higher difficulties in listening comprehension among boys in Sindhi medium schools. These results consistently show that students from Sindhi medium schools, particularly girls, have a higher rate of zero scores in listening comprehension across both urban and rural settings. As discussed above, listening skills along with decoding skills make the central tenets of developing reading skills and fluency in early grades. These findings are concerning and make it imperative to launch targeted

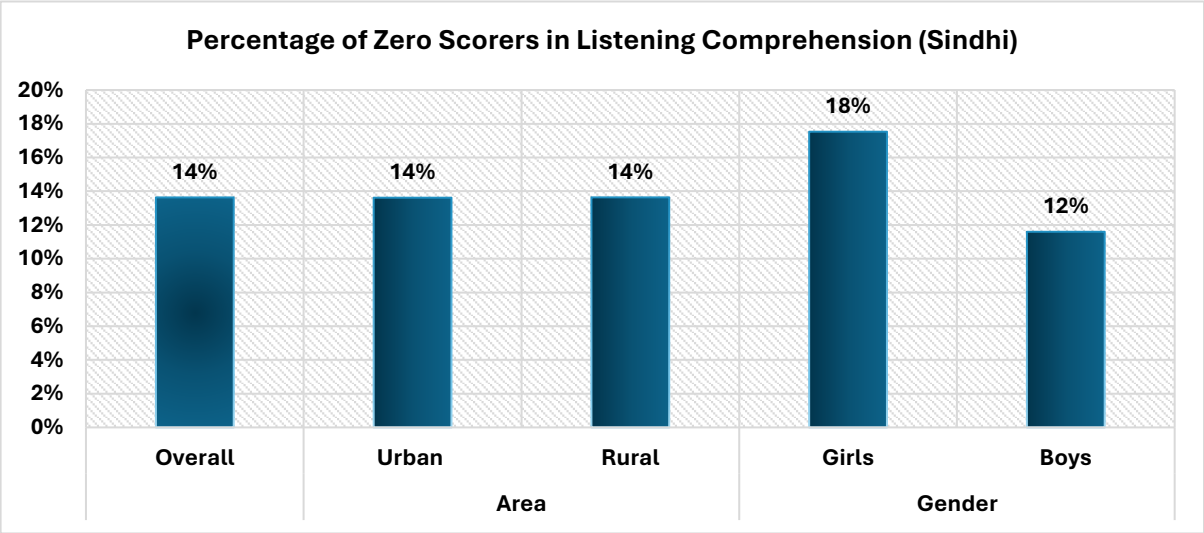


Figure 44 Percentage of Zero Scorers in Listening Comprehension (Sindhi)

interventions to enhance listening comprehension skills, especially in Sindhi medium schools, with a particular focus on supporting girls and urban students who are disproportionately affected.

3.5.2 Urdu Medium Schools/Students

3.5.2.1 Overall Results in Listening Comprehension

In the Listening Comprehension subtask, students demonstrated varying levels of understanding. Listening comprehension results of Urdu medium students showed a mean score of 2.30 (SD: 0.88).

When excluding zero scorers, In the Urdu medium, non-zero scorers achieved a mean score of 2.42 (SD: 0.71), reflecting a particularly good comprehension level.

Listening Comprehension		Urdu				
		N	Mean	SD	Min	Max
Overall Score	Total	273	2.3	0.88	0	3
	Non-Zero	259	2.42	0.71	1	3
Urban	Total	65	2.45	0.75	1	3
	Non-Zero	65	2.45	0.75	1	3
Rural	Total	208	2.25	0.91	0	3
	Non-Zero	194	2.42	0.7	1	3
Girls	Total	159	2.2	0.91	0	3
	Non-Zero	149	2.35	0.73	1	3
Boys	Total	114	2.44	0.81	0	3
	Non-Zero	110	2.53	0.67	1	3

Note: Asterisks (*) indicates a statistical significance of p < 0.01

Table 16 Listening Comprehension - Urdu Medium

3.5.2.2 Area-wise Comparison

The area-wise analysis revealed distinct performance differences between urban and rural students. Urban Urdu medium school students excelled with a mean score of 2.45 (SD: 0.75), compared to their rural peers who scored 2.25 (SD: 0.91).

Excluding zero scorers, in Urdu medium schools, both urban and rural students scored the same mean score of 2.45 (SD: 0.75). It is interesting to note that the mean scores are the same despite major differences in the demographics as well as infrastructure and teacher availability in the schools in urban and rural areas.

3.5.2.3 Gender-wise Comparison

Regarding gender performance, In Urdu medium schools, boys had a mean score of 2.44 (SD: 0.81), while girls scored 2.20 (SD: 0.91). However, this difference was not statistically significant. When analyzing non-zero scorers, in Urdu medium schools, boys achieved a mean score of 2.53 (SD: 0.67), while girls scored 2.35 (SD: 0.73).

3.5.2.4 Percentage of Zero Scorers in Listening Comprehension

Figure 45 shows the percentage of zero scorers in listening comprehension. Overall, only 5% of students from Urdu medium schools scored zero in listening comprehension. In urban areas, all students answered listening comprehension questions correctly, while 7% of rural students scored zero. Gender-wise, a 2% difference was observed, with 6% of girls and 4% of boys scoring zero in Subtask-5. This disparity was primarily seen in rural areas, as urban areas showed no zero scorers.

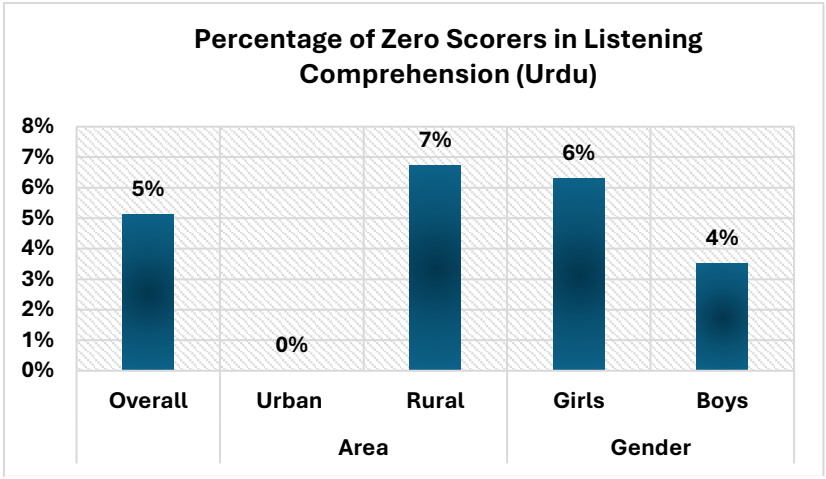


Figure 45 Percentage of Zero Scorers in Listening Comprehension (Urdu)

3.5.3 HIGHLIGHTS FROM CLASSROOM OBSERVATIONS AND INTERVIEWS WITH TEACHERS AND STUDENTS' DATA:

When looking at self-reported data by teachers and students, choral reading, reading aloud at home and classes, and use of storybooks are identified as some of the key strategies for developing reading skills. For instance, over 38% of children have mentioned that they get to read aloud and practice the same at their homes while 28% of teachers have identified that choral reading is done in class. By implication, it

means that students' exposure to spoken language and the frequency of them listening to and following direction is quite high. However, Subtask-5 scores indicate poor ability to comprehend spoken language amongst both mediums, especially in rural areas.

As specified above, targeted interventions are critical for developing this basic and fundamental skill of listening. Improving listening comprehension in Grade 2 students can be both fun and effective with a few key strategies. One helpful approach that the teachers can adopt is to ask questions during and after reading aloud, encouraging children to share their thoughts and engage actively with the story. Visual aids, such as pictures or props, can also enhance understanding by providing context and keeping students focused. It is also important to improve the listening environment of the students for them to be able to focus on what is being said by the teacher or peers. Reducing noisiness and distractions from the environment would contribute to improving the concentration skills that in turn will help with their listening comprehension.

3.6 AGE-WISE ANALYSIS OF MEAN SCORES

3.6.1 Trends in Sindhi Medium Schools

The age-wise frequency distribution of Sindhi medium students reveals that the majority are concentrated in the younger age groups. Specifically, the highest representation was seen at age 8, with 1,923 students (28%), followed by age 10 with 1,587 students (23%), age 9 with 1,469 students (21%), and age 7 with 755 students (11%). Collectively, these four age groups account for a substantial 83% of the total 6,975 students. It is interesting to note that the net age for Grade 2 i.e., age 7 only forms 11% of the sample whereas there were around 200 students in 14–15 (year) age group who should have completed their middle education. While this reflects on the unevenness of net enrolment across the public sector, it also points at the challenge for teachers to cater to multi-age multi-grade learning environment with varying readiness and cognition levels of students.

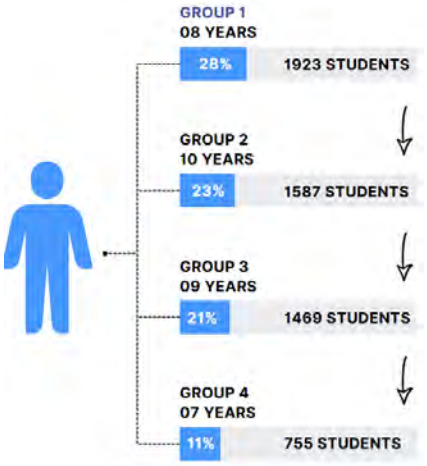


Figure 46: Age Wise Distribution -

Table-17 below illustrates a heat map for mean scores of students from different age groups in all five subtasks across ages 5 to 15 years. For Sindhi medium students, the data reveals a steady progression in most of the areas as age increases, although there are some inconsistencies in certain skills. In terms of **Phoneme Awareness**, students demonstrate a consistent improvement starting at age 5 with a mean score of 4, reaching a peak of 9 at age 16. **Non-Word Reading** shows a rising trend initially, from a score of 9 at age 6 to 16 at age 13, but then experiences a sharp decline at age 16, where it drops to zero. This sharp decrease in later ages suggests a potential gap in skills development at higher ages, possibly due

Subtasks	Age											
	5	6	7	8	9	10	11	12	13	14	15	16
Phoneme Awareness	4	4	5	5	5	5	6	6	6	6	6	9
Non-Word Reading	9	7	9	10	12	13	14	15	16	14	11	0
Expressive Vocabulary	7	7	8	7	8	8	8	8	8	8	7	8
Passage Reading (CWPM)	25	17	21	22	25	26	29	30	33	32	26	14
Passage Reading (Questions)	1	1	1	1	1	2	2	2	2	2	2	2
	1	1	1	2	2	2	2	2	2	2	2	3

Table 17 Age wise analysis of Mean Scores - Sindhi Medium

to less focus or increased difficulty in this area. **Expressive Vocabulary** remains stable across ages, with a mean score consistently around 7 to 8, indicating no notable change or development in this area. The **Passage Reading** (measured in CWPM) improves gradually from 25 words at age 5 to 33 words at

age 13, before declining again to 14 at age 15. This suggests that while reading fluency improves with age, it stagnates or regresses at the higher age range, possibly due to disengagement or difficulty with higher-level reading tasks. For **Passage Reading (Questions)**, students show minimal progress, with scores ranging from 1 to 2, indicating that comprehension skills in relation to reading passages are not significantly advancing with age. Finally, **Listening Comprehension** also shows only minor improvement, from a score of 1 at age 5 to 3 at age 15 years, signaling that this area remains underdeveloped compared to others.

3.6.2 Trends in Urdu Medium Schools

The age-wise frequency distribution for Urdu medium students reveals that the majority are concentrated in the 8- to 10-year age range. Specifically, the largest group consists of 86 students aged 8, accounting for 31% of the total enrolment. This is followed closely by age 9, which includes 61 students (22%), and age 10, with 60 students (22%) as well. Age 7 has 29 students (11%), making these four age groups collectively represent 86% of the total 273 students in the Urdu medium program. **Table-18** shows the heat map of the performance of Urdu medium students in all five subtasks across ages 6 to 15. Phoneme Awareness shows a modest increase, peaking at age 13. In contrast, non-Word Reading exhibits an upward trend, especially from ages 11 to 15, which indicates substantial growth in this area as students mature. Expressive Vocabulary remains relatively stable with minor variations which implies a gradual development process compared to the other skills.

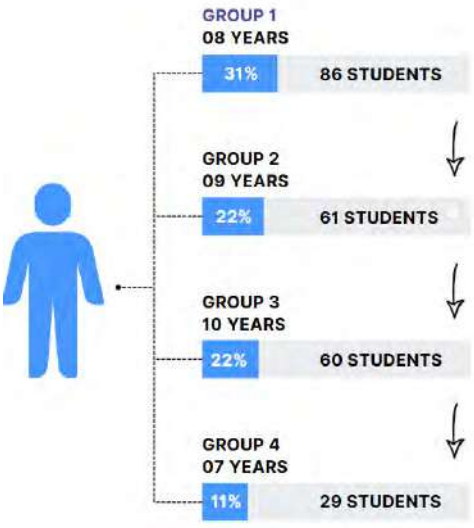


Figure 47: Age Wise Distribution - Urdu

Subtasks	Age									
	6	7	8	9	10	11	12	13	14	15
Phoneme Awareness	5	4	5	6	5	7	6	9	8	10
Non-Word Reading	14	7	11	15	12	21	28	10	31	35
Expressive Vocabulary	9	8	9	9	9	9	9	10	9	10
Passage Reading (CWPM)	21	14	17	19	18	31	34	7	28	56
Passage Reading (Questions)	1	1	1	1	1	2	2	0	2	5
Listening Comprehension	2	2	2	2	2	2	2	3	3	3

Table 18 Age wise distribution of Urdu Medium Students

Urdu medium students showed a generally more stable and positive trend in skill development across the various measures. Phoneme Awareness scores exhibit minor fluctuations, starting at 5 at age 6, rising to 10 at age 15. Although there is some inconsistency, overall, students showed a steady improvement, suggesting a greater grasp of phoneme recognition as they age. The "non-Word Reading" score is low in younger ages (7 at age 7) but increases significantly at age 11 (21) and continues to peak at age 15 with a score of 35, suggesting better fluency and decoding abilities. Expressive Vocabulary remains stable throughout, with students averaging scores of 9, signaling a consistent command over vocabulary. The Passage Reading (CWPM) score showed a more varied pattern, with a significant increase from 21 words at age 6 to a peak of 56 at age 15, indicating a major improvement in reading speed and fluency as students mature. Passage Reading (Questions) also showed gradual improvement, rising from 1 at age 6 to 5 at age 15, suggesting that while students do not engage deeply with reading comprehension questions at younger ages, their ability to do so improves with age.
Listening Comprehension remained relatively consistent across ages, with a slight increase from 2 at age 6 to 3 at age 15. While there is some growth, this area remains fairly stable, with little dramatic improvement compared to other skills. Overall, Urdu medium students showed a more balanced development, particularly in reading and non-word decoding skills.

3.7 COMPARISON OF EGRA SCORES WITH READING STANDARDS OF SINDH

This section analyses and compares the scores of Sindhi and Urdu medium school students against the reading standards developed by the Sindh Education and Literacy Department (SELD). In 2015, SELD notified the Sindh Reading Committee, which introduced the "Reading Performance Standards from ECE to Grade 5" for Sindhi and Urdu languages. These standards define grade-specific performance benchmarks across seven critical reading skill areas, emphasizing the minimum mastery required for students to meet grade-level expectations.

Aligned with national and provincial education objectives, the standards provide clear guidance on key reading components, including fluency, comprehension, vocabulary, and phonetics. They are designed to assist teachers, schools, and parents in monitoring reading progress, identifying learning gaps, and delivering targeted support to help students achieve the desired outcomes.

For this study, the grade-specific standards relevant to Grade 2 were mapped to the five subtasks of the EGRA assessment. Baseline results were compared against these benchmarks, and targeted recommendations were proposed to address identified gaps and improve overall student performance.

3.7.1 SUBTASK 1: PHONOLOGICAL AWARENESS [READING SKILL 2 (RS2)]

This subtask assessed a specific aspect of phoneme awareness, requiring students to identify the beginning sound of a word. As outlined in the Grade 2 standards, the skill of blending sounds to form new words was not included in EGRA subtask 1. Consequently, it is challenging to determine the extent to which students from Sindhi and Urdu medium schools met the full benchmark. However, performance in identifying initial sounds fell significantly below the expected 75% achievement score, with only 31% of students correctly identifying the initial sounds.

Grade-2	RS2 – Phonological Awareness		Overall Mean
Sindhi	Correctly remove, 70% to 80% of the time, an initial sound in a word to produce a new word.	Correctly blend, 70% to 80% of the time, individual phoneme sounds together to form a word.	**5.15**
Urdu	Same as above	Same as above	**5.25**

Table 19 READING SKILL 2 (RS2)

A number of factors contribute to the low level of achievement in this subtask, with significant policy implications for curriculum design, classroom instruction, teacher education, and community support mechanisms aimed at improving early grade reading outcomes. In this context, studying successful practices from the region, such as the Pratham reading program in India, could inform meaningful changes in teaching approaches. To effectively support Grade 2 students struggling with phonemic awareness, a skill that ideally should have been mastered at the preschool level is essential to group them according to their current skill level. This approach to differentiated instruction ensures that students receive tailored support, enabling them to strengthen foundational skills. Exposing students prematurely to higher-level cognitive and reading challenges before they have developed basic phonemic awareness not only hinders their learning progress but also risks demotivating them. This can result in disengagement, potentially leading to school dropouts.

3.7.2 SUBTASK 2: ALPHABETIC KNOWLEDGE [READING SKILL 4 (RS4)]

Students across language mediums and genders performed poorly in non-Word Reading (subtask 2), which relates to Alphabetic Knowledge (RS4). In non-Word Reading, 49% of Sindhi medium school students failed to meet the standard, while only 10% met or exceeded it. Similarly, 61% of Urdu medium school students did not meet the required standards, and just 8% managed to meet or exceed them. Although the standard does not explicitly specify blending of sounds, alphabetic knowledge is foundational for decoding strings of letters in syllables or words. This involves sounding out letters and blending them together to form readable words. Teaching students how to blend these sounds effectively can significantly enhance their ability to read and comprehend written material.

Grade 2	RS4 – Alphabetic Knowledge		Overall Mean
Sindhi	Read, with 70%-80% accuracy, the 70 highest frequency or most common words in Sindhi.	Correctly read 30 to 50 high frequency syllables per minute. Correctly read 25 to 35 invented one to four syllable words per minute. Correctly read 50 to 70 common or high frequency words per minute.	**11.92**
Urdu	Same as above	Correctly read 30 to 50 high frequency syllables per minute. Correctly read 25 to 35 invented one to four syllable words per minute. Correctly read 50 to 80 common or high frequency words per minute.	**13.39**

Table 20 READING SKILL 4 (RS4)

Children who can quickly identify letter sounds and use this knowledge to decode or read words are generally more proficient readers than those who cannot. With nearly 50% of students failing to meet the minimum standard for non-Word Reading, it is crucial to conduct an in-depth analysis of current teaching practices. Additionally, the integration of phonics-based approaches in both Sindhi and Urdu medium schools should be thoroughly examined to address these gaps.

3.7.3 SUBTASK 3: VOCABULARY [READING SKILL 5 (RS5)]

In the Expressive Vocabulary subtask, 64% of Sindhi medium school students and 84% of Urdu medium school students exceeded the benchmark, indicating robust performance in this area. However, it is important to note that the benchmark standard encompasses more than just using picture cues or illustrations to identify action words. Therefore, these results do not imply that the majority of Sindhi and Urdu medium students have mastered all aspects of vocabulary, such as adjectives, nouns, and other expressive words.

Grade 2	RS5 –Vocabulary	Overall Mean
Sindhi	When presented with a simple Grade 2 level text containing three newly encountered words, correctly explain what two of the words mean (sometimes with support from the teacher) by looking at contextual clues in illustrations or within the sentence or by examining clues in the word itself (root word, prefixes or suffixes, word endings).	**7.65**
Urdu	Same as above	**8.75**

Table 21 VOCABULARY [READING SKILL 5 (RS5)]

3.7.4 SUBTASK 4: READING COMPREHENSION (INCLUDING FLUENCY) READING SKILL 6 (RS6)

For Passage Reading (CWPM), 46% of students in Sindhi medium schools failed to meet the required standard. Similarly, 37% of Sindhi medium school students fell short of the benchmark for answering

Passage Reading questions. In comparison, 37% and 23% of Urdu medium school students did not meet the standards for CWPM and Passage Reading (Questions), respectively. Across both mediums—Sindhi and Urdu—a noticeable decline in performance was observed, with Sindhi medium students reading an average of 24 out of 60 words correctly, while Urdu medium students managed 19.25 out of 60 words.

Grade 2	RS6 – Reading Comprehension (Including Fluency)		Overall Mean Score
Sindhi	Correctly answer, orally, 4 out of 5 literal comprehension questions on a Grade 2 level text or story read independently or with support from teacher. Make a reasonable connection between a character or event in a story or information in a text and his/her own life.	Read Grade 2 level text at a rate of 50 to 80 correct words per minute.	**24.79**
Urdu	Same as above	Same as above	**19.25**

Table 22 READING SKILL-6 (RS6)

3.7.5 SUBTASK 5: LISTENING COMPREHENSION [READING SKILL 1 (RS1)]

The subtask required students to answer two literal, and one inferential question based on a three-line story read aloud to them. Comparing the scores with the standard is challenging, as the benchmark requires students to correctly answer 4 out of 5 literal questions and demonstrate the ability to connect the story to their own lives. In Sindhi medium schools, 30% of students failed to meet the standard, answering an average of 1.66 out of 3 questions correctly.

Grade 2	RS1 – Listening Comprehension		Overall Mean Score
Sindhi	Correctly answer, orally, 4 out of 5 simple literal comprehension questions on a grade-2 level text or story read aloud or told by the teacher.	Make a reasonable connection between a character or something that happened in the story to his/her own life (e.g., I got lost once in the market, too, but my mother found me.)	**1.66**
Urdu	Same as above	Same as above	**2.30**

Table 23 READING SKILL 1 (RS1)

3.8 PERFORMANCE ANALYSIS OF SINDHI MEDIUM SCHOOL STUDENTS

Figure 48 illustrates the performance of Sindhi medium students against the established performance standards. The results highlight a varied range of outcomes, with some students exceeding expectations in certain areas while others faced challenges in meeting the standards. In Phoneme Awareness, 60% of students were zero scorers or failed to meet the benchmarks, and in non-Word Reading, 90% of students scored zero or did not meet the standards, reflecting significant struggles with foundational reading skills. Similarly, for Passage Reading (CWPM and Questions), over 70% of students scored zero or fell short of the required standards, underscoring the need for targeted interventions to address these critical gaps.

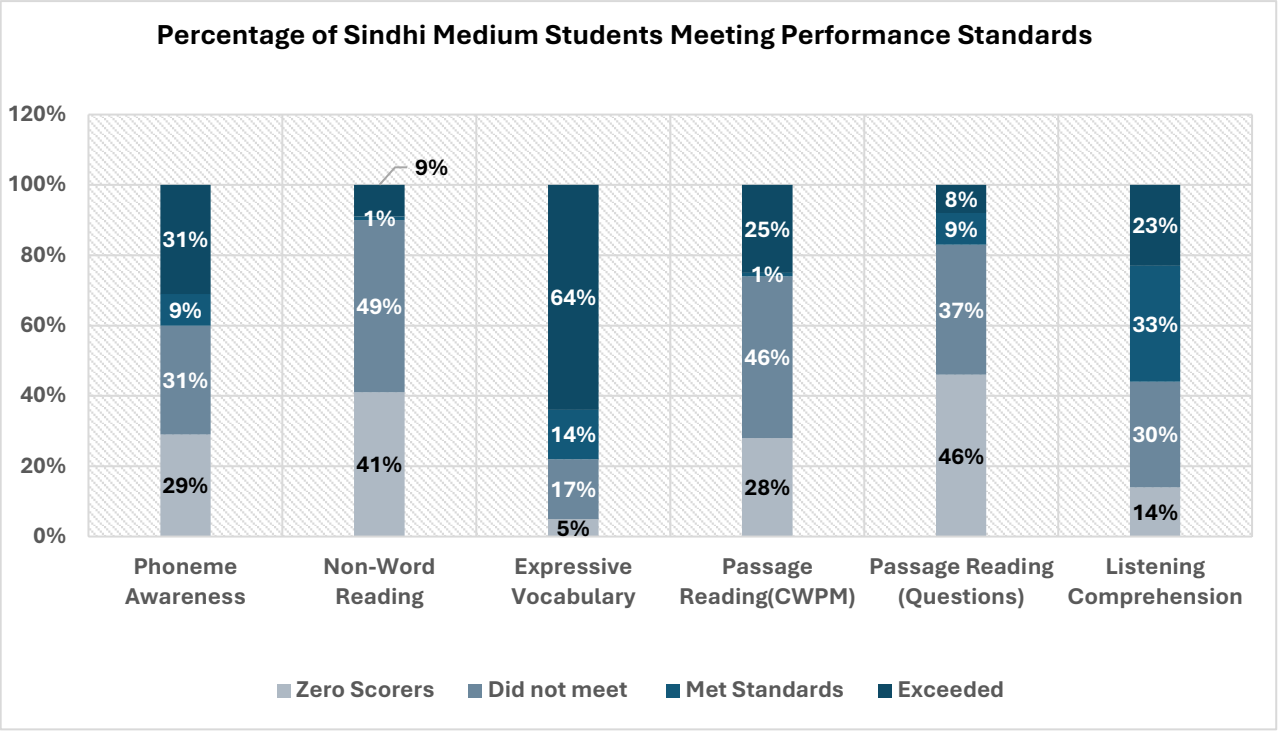


Figure 48 Percentage of Sindhi Medium Students Meeting Performance Standards

3.8.1 Area-wise Performance Analysis of Sindhi Medium School Students

Table 24 presents an area-wise performance analysis of Sindhi medium school students in urban and rural settings. Urban students outperformed their rural counterparts in Phoneme Awareness, with 36% exceeding the standards compared to 31% of rural students. However, significant challenges were observed in non-Word Reading, where 57% of urban students and 48% of rural students failed to meet the standards. In Expressive Vocabulary, urban students demonstrated notable strength, with 70% exceeding the benchmarks, while rural students followed closely at 63%. Performance in Passage Reading (CWPM and Questions) was similar for both groups, with 25% of students in each group exceeding the standards. Overall, urban Sindhi medium school students performed better across most areas, particularly in Expressive Vocabulary, while both groups struggled significantly in Non-Word Reading and Passage Reading (CWPM).

	Did not meet		Met Standards		Exceeded	
Subtasks	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
Phoneme Awareness	32%	30%	11%	9%	36%	31%
Non-Word Reading	57%	48%	1%	1%	15%	10%
Expressive Vocabulary	14%	18%	13%	15%	70%	63%
Passage Reading (CWPM)	51%	45%	1%	1%	25%	25%
Passage Reading (Questions)	40%	37%	10%	9%	8%	8%
Listening Comprehension	28%	30%	32%	33%	26%	23%

Table 24 Area-wise comparison of Sindhi Medium Students Meeting Performance Standards

3.8.2 Gender-wise performance analysis of Sindhi Medium School Students

Table 25 presents a gender-wise performance analysis of Sindhi medium school students. In non-Word Reading, 48% of girls and 49% of boys failed to meet the standards, indicating significant challenges with decoding skills among both genders. In Passage Reading (CWPM), 44% of girls and 47% of boys did not meet the standards, highlighting that nearly half of the students across genders struggle with reading fluency. This trend persists in Passage Reading (Questions), where 37% of girls and 38% of boys failed to answer more than one question correctly, underscoring difficulties in comprehension and alignment with established standards. These findings raise concerns about the overall literacy development among Sindhi medium school students.

In contrast, Expressive Vocabulary showed better performance across both genders, with 59% of girls and 67% of boys exceeding the standards. In Listening Comprehension, 34% of girls and 28% of boys failed to meet the standards. Notably, 26% of boys exceeded the standards, compared to 18% of girls, suggesting a disparity in listening skills. Overall, while there are areas of strength, the data highlights persistent gaps in foundational literacy skills that need targeted interventions.

	Did not meet		Met Standards		Exceeded	
Subtasks	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Phoneme Awareness	30%	30%	10%	9%	30%	32%
Non-Word Reading	48%	49%	1%	1%	7%	10%
Expressive Vocabulary	20%	16%	15%	14%	59%	67%
Passage Reading (CWPM)	44%	47%	1%	1%	25%	25%
Passage Reading (Questions)	37%	38%	8%	10%	7%	8%
Listening Comprehension	34%	28%	30%	34%	18%	26%

Table 25 Gender-wise comparison of Sindhi Medium Students Meeting Performance Standards

3.9 PERFORMANCE ANALYSIS OF URDU MEDIUM SCHOOL STUDENTS

Figure 49 illustrates the performance of Urdu medium students in meeting established reading performance standards across six assessment domains, highlighting key areas of challenge. In Phoneme Awareness, 59% of students either scored zero or failed to meet the standards, while in non-Word Reading, this figure rises to a concerning 91%. These results indicate substantial struggles with foundational reading skills, particularly in decoding and phonemic awareness. Similarly, in Passage Reading (CWPM) and Passage Reading (Questions), more than 80% of students scored zero or did not meet the standards. These findings emphasize significant gaps in reading fluency and comprehension

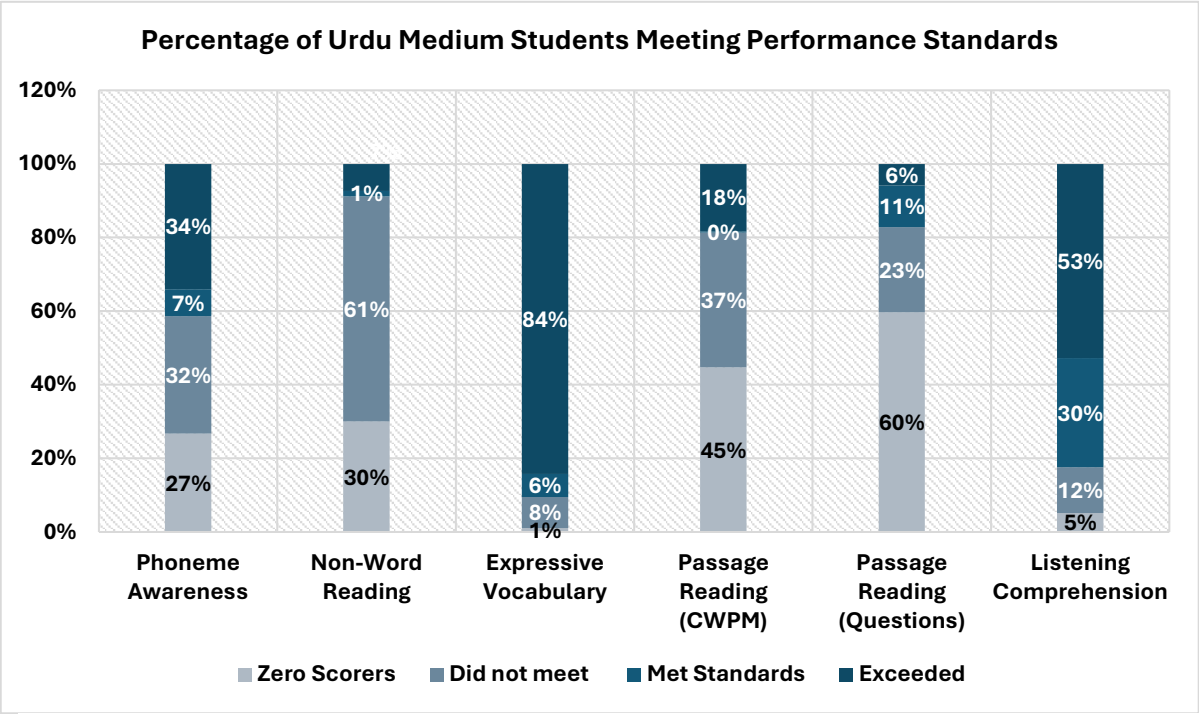


Figure 49 Percentage of Urdu Medium Students Meeting Performance Standards

among Urdu medium students, underscoring the need for targeted interventions to address these foundational literacy challenges.

3.9.1 Area-wise Performance Analysis of Urdu Medium School Students

Table 26 provides a comparative analysis of literacy skills among urban and rural Urdu medium students across all subtasks. Urban students demonstrated relatively stronger performance, particularly in Phoneme Awareness and Expressive Vocabulary, with higher percentages exceeding the established standards. Conversely, rural students encountered significant difficulties, especially in Non-Word Reading and Passage Reading, highlighting persistent challenges in foundational and advanced reading skills.

Subtask	Did not meet		Met Standards		Exceeded	
	Urban	Rural	Urban	Rural	Urban	Rural
Phoneme Awareness	20%	36%	9%	7%	52%	28%
Non-Word Reading	68%	59%	2%	1%	9%	7%
Expressive Vocabulary	8%	9%	9%	5%	82%	85%
Passage Reading (CWPM)	35%	37%	2%	0%	26%	16%
Passage Reading (Questions)	28%	22%	20%	9%	9%	5%
Listening Comprehension	15%	12%	25%	31%	60%	50%

Table 26 Area-wise Comparison of Urdu Medium Students

3.9.2 Gender performance analysis of Urdu Medium School Students

Table 27 presents a gender-based analysis of performance standards across various subtasks. Boys demonstrated a marginally stronger performance in Phoneme Awareness, with a higher percentage exceeding the standard, while girls faced greater challenges in Non-Word Reading and Passage Reading. In Listening Comprehension, boys excelled significantly, with 61% exceeding the standard compared to 47% of girls. Both genders showed notable strengths in Expressive Vocabulary; however, they encountered substantial difficulties in Non-Word Reading, Passage Reading (CWPM), and Passage Reading (Questions), highlighting persistent gaps in advanced literacy skills.

Subtasks	Did not meet		Met Standards		Exceeded	
	Girls	Boys	Girls	Boys	Girls	Boys
Phoneme Awareness	35%	27%	6%	10%	33%	36%
Non-Word Reading	62%	61%	1%	2%	9%	4%
Expressive Vocabulary	9%	8%	8%	4%	82%	87%
Passage Reading (CWPM)	36%	37%	1%	0%	20%	16%
Passage Reading (Questions)	26%	18%	11%	11%	6%	6%
Listening Comprehension	14%	10%	32%	26%	47%	61%

Table 27 Gender-wise Comparison of Urdu Medium Students

3.10 CHRACTERSTICS OF ZERO SCORERS

3.10.1 Zero SCORERS: Trends and Analysis

EGRA study shows a significant percentage of zero scorers across Sindhi and Urdu medium Schools. This section discusses the differences and trends across subtasks, demographics, and challenges, while an attempt is also made to identify actionable insights.

3.10.2 Area wise insights

Rural students consistently showed higher percentages of zero scorers compared to urban students in every subtask across both Sindhi and Urdu medium schools.

For instance:

- Phoneme Awareness: Urban: 21%, Rural: 30%
- Non-Word Reading: Urban: 33%, Rural: 42%
- Passage Reading (CWPM): Urban: 23%, Rural: 29%

Disparity was particularly pronounced in Non-Word Reading and Passage Reading (Questions). While the percentage of zero scorers in Sindhi medium schools in these 2 subtasks was high, for Urdu medium schools, it was tremendously alarming (Passage Reading (Questions): Urban: 43%, Rural: 65%). The gap was more significant in Urdu medium schools when it came to comprehension-related tasks.

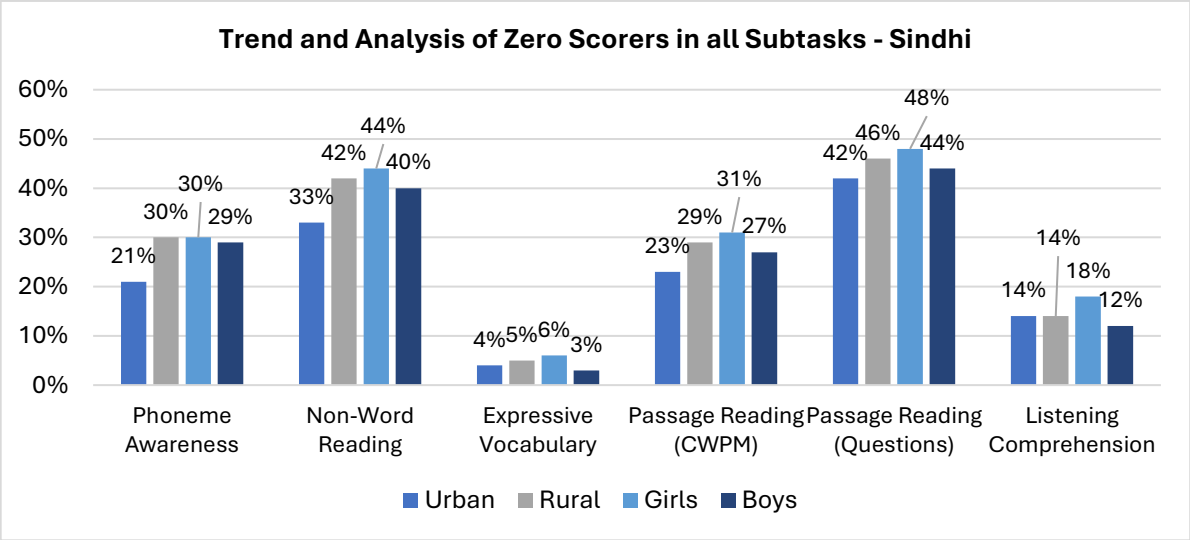


Figure 50:Trend and Analysis of Zero Scorers in all Subtasks - Sindhi

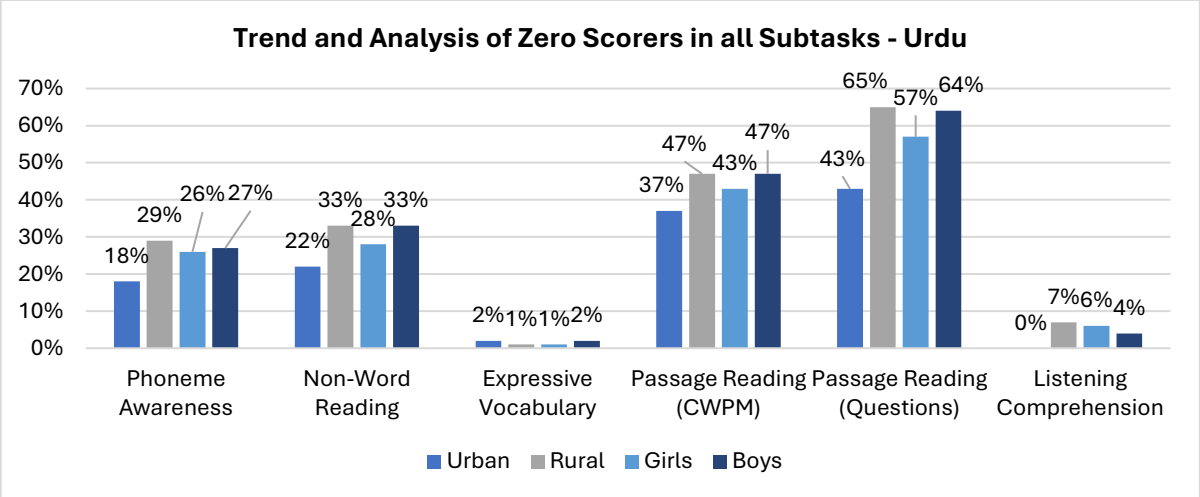


Figure 51: Trend and Analysis of Zero Scorers in all Subtasks - Urdu

3.10.3 Gender wise insights

In Sindhi medium schools' girls performed 5-8% lower compared to the boys in all subtasks for instance Non-Word Reading: Girls: 44%, Boys: 40%, Passage Reading (Questions): Girls: 48%, Boys: 44%. In Urdu medium schools, boys perform slightly lower.

- Boys show higher zero-scorer percentages in certain tasks:
- Non-Word Reading: Boys: 33%, Girls: 28%.
- Passage Reading (Questions): Boys: 64%, Girls: 57%.

While girls faced greater challenges in Sindhi, boys struggled more in specific Urdu tasks like comprehension. These differences underlined the importance of gender-sensitive teaching strategies. The selected team should be mindful of the subtasks where the percentage of zero scorers was exceptionally high, such as Passage Reading (Questions), where 6 out of 10 students scored zero regardless of gender.

Moreover, the subtasks where students performed well across areas and gender should be leveraged to improve weaker aspects. For instance, expressive vocabulary and listening comprehension were two subtasks where zero-scorers remained well below 10%.

In Urdu medium schools, Listening Comprehension had **zero percent** zero-scorers in urban areas and **7%** in rural areas. Teachers should strive to introduce listening exercises that develop phonetic awareness and reading comprehension.

It was not surprising to see that girls performed poorly on most aspects of the EGRA assessment, as gender disparity had been a longstanding issue in public education.

Despite acknowledging it as an important tenet of quality education and making multiple commitments at provincial, national, and international levels, the state of girls' education in Pakistan, particularly in Sindh, remained far from satisfactory.

Discussions had evolved from the simple issue of girls' schooling to more sophisticated frameworks such as the Gender Reform Action Plan, Gender-Based Governance, and Gender-Responsive Budgeting, as reflected in the Poverty Reduction Strategy Paper II. However, little of these localized policies—or even international commitments like Millennium Development Goals (MDGs) and Education for All (EFA) had translated into meaningful change at the field level. Factors contributing to the lower participation of girls remained as basic as the non-availability of female teachers and girls' schools, unsafe school premises, or the lack of basic water and toilet facilities in schools (Sayeed & Akbar, 2007; Zafar, 2005; Mukhtar & Khalid, 2002).

Similarly, numerous studies across Pakistan indicated that financial constraints, coupled with cultural taboos, led to preferential treatment of male children. Perceived as an investment in a prosperous future, the prevalent trend was to prioritize boys' education over girls' (Ghazi et al., 2011; Khattak, 2007; Mohsin et al., 2004).

3.10.4 Characteristics of Zero scorers:

This section used data from Students' interviews to understand the key characteristics of zero scorers. Out of the total sample of 7,248, approximately 30% were zero scorers, totaling 1,962 children (-girls, -boys). The overwhelming majority of zero scorers belonged to Sindhi-speaking backgrounds (79%), with Balochi (7%) and Brahvi (2%) as the next largest groups. Urdu, Punjabi, and Pashto speakers collectively had negligible representation among zero scorers.

			Passage Reading		Zero Scorers (All Subtasks)	
Characteristics	**Question**	**Options**	**N**	**%**	**N**	**%**
Reading at Home	Read stories to you	Yes	634	32%	18	21%
	Read stories aloud	Yes	556	28%	17	20%
	Practice silent reading	Yes	1378	70%	42	48%
Absenteeism (Last week)	Missed any days?	Yes	982	50%	36	41%
	How many days?	1 to 2 days	460	47%	13	36%
		3 to 4 days	314	32%	13	36%
		5 to 6 days	192	20%	9	25%
Teachers' Feedback on Mistakes	Self- correction	Yes	419	21%	2	2%
	Nothing	Yes	289	15%	18	21%
	Corrects me	Yes	483	25%	19	22%
	Makes fun of me	Yes	29	1%	2	2%
	Becomes angry	Yes	458	23%	25	29%
	Punishes me	Yes	934	48%	37	43%
Library and Books	Library at your school?	Yes	69	4%	2	2%

Table 28: Characteristics of Zero Scorer

This may be explained by the fact that data was taken from Sindhi medium and mixed schools, with the sample having a higher representation of Sindhi medium schools (553 Sindhi medium, 32 mixed medium schools, and only 19 Urdu medium).

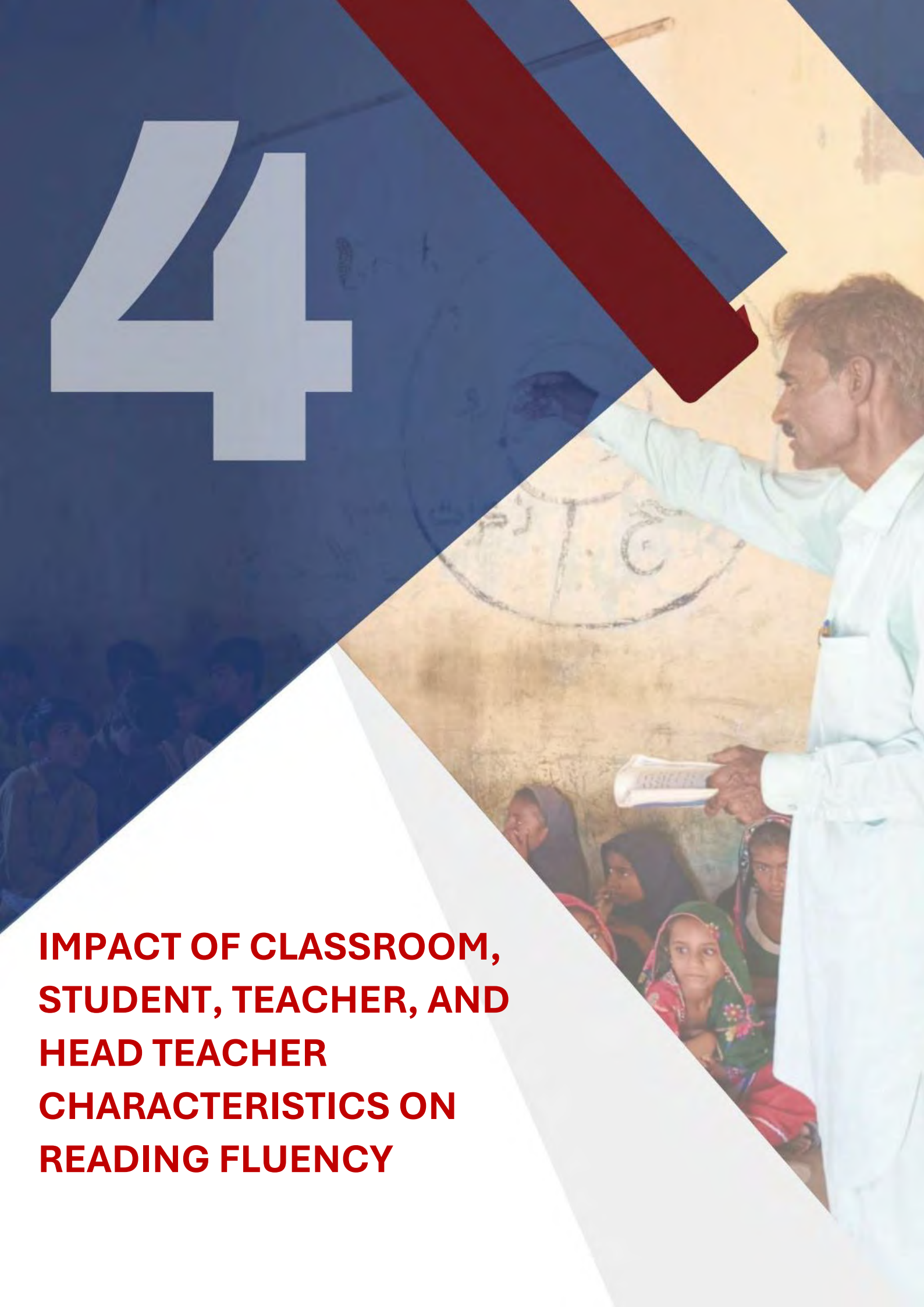
Zero scorers showed a healthy trend of reading at home independently as well as with some support from family members. Silent reading was practiced by 70%, while around 30% reported that storytelling and reading aloud were also done at home.

When inquired about reading resources used at school, a good portion of students used traditional textbooks (35%) and workbooks (41%), but there was minimal engagement with digital or broadcast learning tools (1–8%). The reported trends by children did not explain the high frequency of zero-scorers across subtasks. For example, 79% reported silent reading, yet they were unable to score well in subtask 1 and subtask 2. Therefore, when using this data for designing implementation strategies, a deeper inquiry was required along with reference to secondary research.

When looking at school participation characteristics, half of the zero scorers missed school last week, with 47% missing two days. It was clear that zero scorers needed to attend school regularly, as chronic absenteeism adversely impacted learning outcomes. However, it was also essential to investigate the reasons for absence and devise strategies accordingly. It was very possible that students refused to go to school because of an uninteresting or punitive learning environment. On the other hand, parental and economic pressures or priorities also contributed to high absenteeism.

With respect to classroom practices and teacher feedback, key practices like reading aloud and phoneme recognition were employed daily by about 51% and 40% of zero scorers, respectively. Punitive responses to mistakes (29–48%) outnumbered encouraging approaches like correction or self-reflection (21–25%), which could have hindered a positive learning environment.

4



IMPACT OF CLASSROOM, STUDENT, TEACHER, AND HEAD TEACHER CHARACTERISTICS ON READING FLUENCY

4 IMPACT OF DIFFERENT CHARACTERISTICS ON ORF

Given the distribution of sampled schools, with 553 Sindhi medium, 32 mixed medium, and only 19 Urdu medium, conducting separate regression analyses for each language category would not yield statistically reliable results. Regression models require enough observations to generate stable estimates, and the small sample sizes for Urdu and mixed medium schools limit the statistical power of independent regressions. Running separate regressions for these subgroups would lead to high standard errors, making the findings less reliable and difficult to interpret. To ensure robust analysis, regression was conducted at the overall level, capturing the impact of classroom, teacher, and head teacher characteristics on Oral Reading Fluency (ORF) across all schools. However, separate descriptive analyses for Urdu and mixed medium schools have been provided, allowing for a nuanced understanding of variations across language categories.

The analysis acknowledges certain limitations, including the possibility that the regression model may not account for all factors influencing Oral Reading Fluency (ORF). While key classroom, teacher, and head teacher characteristics were included, other unobserved characteristics may also play a role.

4.1 TEACHERS' INTERVIEWS

4.1.1 TEACHER CHARACTERISTICS IN SINDHI MEDIUM SCHOOL

The demographic analysis of teacher characteristics reveals notable trends in the educational landscape. A significant majority of teachers were male (80%), while female teachers constituted only 20% of the sample. The qualifications of the teachers showed that a majority hold a bachelor's degree (53%), followed by master's degrees (34%). A considerable proportion of the teachers (35%) had over 26 years of experience.

In terms of teaching practices, SELD-provided textbooks were the primary resources utilized by 83% of teachers, while other materials such as newspapers and novels were less frequently employed (51% and 24%, respectively). Additionally, the data highlighted that 62% of teachers frequently meet with parents, indicating an emphasis on parental involvement in education. However, it is concerning that a substantial proportion (71%) of teachers did not receive in-service training in the past year. Despite this, 100% of teachers believed that language teaching with phonics is beneficial for student learning, with 75% implementing phonics in their teaching methods.

Characteristic	Group	N	Percentage
Teacher's Gender	Female	118	20%
	Male	485	80%
Teacher Qualification	Masters	205	34%
	Graduate	320	53%
	Intermediate	54	9%
Years of Experience	1 - 3 years	169	28%
	4 - 7 years	18	3%
	8-11 years	60	10%
	12-25 years	139	23%
	26 + years	211	35%
Job by Choice	Yes	555	92%
Teaching/Reading Material	Textbooks	499	83%
	Teacher guides	107	18%
	Novels / Fiction / Stories	143	24%
	Newspapers	307	51%
	Magazines	105	17%
Frequently Meet parents	Yes	373	62%
Monthly PTM	Monthly	213	35%
Quarterly PTM	Quarterly	207	34%

Characteristic	Group	N	Percentage
Method to update knowledge	Reading Books	467	77%
	Going to Internet	357	59%
	Teacher Inquiry Groups	45	8%
	Through Peer Support	125	21%
	Seminars or Educational Conferences	71	12%
	In Service Trainings	104	17%
Did not receive in-service training last year		425	71%
Use of phonics in teaching		450	75%
Thinking phonics helps students learn better.		603	100%
Preferred Translation Method		223	37%
Preferred Direct Method		145	24%
Preferred Both Methods		235	39%
Classroom Activities	Choral repetition	165	27%
	Students copied text from the blackboard	217	36%
	Unfamiliar words	104	17%
	Learning the meanings of unfamiliar words	151	25%
	Reading aloud	223	37%
	Comprehension questions	138	23%
	Students were assigned reading to do on	212	35%

Table 29 Teacher Characteristics on ORF

4.1.2 TEACHER CHARACTERISTICS IN URDU MEDIUM SCHOOLS

For Urdu medium schools, male teachers dominate the sample at 63.2%, while female teachers make up to 36.8%. Most teachers (84.2%) hold a bachelor's degree (B.A./B.Sc.), with very few possessing advanced qualifications like a Master's (5.3%). In terms of experience, 47% have over 25 years of teaching experience, while 21% are relatively new with 1–4 years of experience. Teaching materials are primarily limited to SELD-provided textbooks (78.9%), with supplementary materials such as newspapers (47.4%) and teacher guides (31.6%) being less common. Teachers maintained that they frequently update their knowledge through internet resources (52.6%) and, to a lesser extent, in-service training, or seminars (15.8%). Despite limited professional development, 68.4% did not receive in-service training last year—all teachers (100%) recognize the value of phonics, with 66.7% stating that they integrate it into their teaching.

Characteristics of Urdu Medium Schools	Group	N	%
Teacher's Gender	Female	7	36.8%
	Male	12	63.2%
Teacher Qualification	M.A / M.Sc.	1	5.3%
	B.A / B.Sc.	16	84.2%
	F.A / F.Sc.	2	10.5%
Years of Experience	1-4 years	4	21%
	5-12 years	2	11%
	13-16 years	2	11%
	17-25 years	2	11%
	25+	9	47%
Teaching/Reading Material	Textbooks?	15	78.9%
	Teacher guides?	6	31.6%
	Novels / Fiction / Stories?	7	36.8%
	Newspapers?	9	47.4%
	Magazines?	4	21.1%
Job by Choice	Yes	17	89.5%
Frequently Meet parents	Yes	8	42.1%

Characteristics of Urdu Medium Schools	Group	N	%
Monthly PTM	Monthly	2	25.0%
Quarterly PTM	Quarterly	3	37.5%
Method to update knowledge	Reading books	14	73.7%
	Going on the internet	10	52.6%
	Teacher inquiry groups (TIG)	2	10.5%
	Through other peer-support	1	5.3%
	Attending seminars or educational conferences	3	15.8%
	In-service training/Face to face training	3	15.8%
Classroom Activities	Choral repetition	5	26.3%
	Students copied text from the blackboard	9	47.4%
	Unfamiliar words	4	21.1%
	Learning the meanings of unfamiliar words	5	26.3%
	Reading aloud	6	31.6%
	Comprehension questions	4	21.1%
	Students were assigned reading	7	36.8%
Did not receive in-service training last year		13	68.4%
Do you think phonics helps your students learn better?	Yes	16	84.2%
Teaching Methodology	Translation method	6	31.6%
	Direct method	6	31.6%
	Translation method, Direct method	7	36.8%

Table 30 Teacher Characteristics in Urdu Medium Schools

4.1.3 TEACHER CHARACTERISTICS IN MIXED MEDIUM SCHOOLS

The demographic profile of teachers reveals that 53.1% are female, while 46.9% are male, indicating a more balanced gender representation. Regarding qualifications, most teachers (56.3%) hold a bachelor's degree (B.A./B.Sc.), with no representation from intermediate-level qualifications (F.A./F.Sc.). In terms of experience, 41% have 1–4 years of teaching experience, but a considerable proportion (28%) have over 25 years, showing a mix of early-career and seasoned educators. Textbooks are the most frequently used teaching material (84.4%), while other resources like newspapers (28.1%) and novels (18.8%) are used sparingly. Teachers expressed that they read books to update their knowledge (75%), while 46.9% use the internet, and 18.8% benefit from in-service training. Although half of the teachers did not receive in-service training last year, 66.7% report using phonics, with 100% believing it aids student learning.

Characteristics in Mixed Medium Schools	Group	N	%
Teacher's Gender	Female	17	53.1%
	Male	15	46.9%
Teacher Qualification	M.Phil	1	3.1%
	M.A / M. Sc	13	40.6%
	B.A / B.Sc.	18	56.3%
	F. A / F.Sc	0	0.0%
Years of Experience	1-4 years	13	41%
	5-12 years	2	6%
	13-16 years	1	3%
	17-25 years	3	9%
	25+	9	28%
Teaching/Reading Material	Textbooks	27	84.4%
	Teacher guides	7	21.9%

Characteristics in Mixed Medium Schools	Group	N	%
	Novels / Fiction / Stories	6	18.8%
	Newspapers	9	28.1%
	Magazines	1	3.1%
Frequently Meet parents	Yes	21	65.6%
Monthly PTM	Monthly	8	38.1%
Quarterly PTM	Quarterly	7	33.3%
Method to update knowledge	Reading books	24	75.0%
	Going on the internet	15	46.9%
	Teacher inquiry groups (TIG)	2	6.3%
	Through other peer-support	7	21.9%
	Attending seminars or educational conferences	3	9.4%
	In-service training/Face to face training	6	18.8%
Job by Choice	Yes	27	84.4%
Classroom Activities	Choral repetition	9	28.1%
	Students copied text from the blackboard	14	43.8%
	Unfamiliar words	10	31.3%
	Learning the meanings of unfamiliar words	12	37.5%
	Reading aloud	14	43.8%
	Comprehension questions	10	31.3%
	Students were assigned reading	11	34.4%
Did not receive in-service training last year	None	16	50.0%
Use of phonics in teaching	Yes	10	66.7%
Do you think phonics helps your students learn better?	Yes	21	100.0%
Teaching Methodology	Translation method	16	50.0%
	Direct method	2	6.3%
	Both	14	43.8%

Table 31 Teacher Characteristics in Mixed Medium Schools

4.1.4 IMPACT OF TEACHER CHARACTERISTICS – FINDINGS FROM REGRESSION ANALYSIS

Table 32 outlines the impact of different teacher characteristics on students' ORF. These characteristics included aspects such as the reading materials that teachers choose, their approaches to teaching knowledge, the instructional resources they employ, and the occurrence of meetings with parents. To analyze the relationship between these teacher characteristics and student ORF, a linear regression analysis was utilized.

Teacher characteristics		Change in Score	SE	R^2
Gender	Female	-0.291	1.465	0
	Male	0.291	1.465	0
Did you receive training last year?		0.632	1.274	0
Reading material	Textbooks	3.251	1.533	0.007
	Teachers Guides	0.284	1.521	0
	Novels / Fiction / Storie	1.644	1.365	0.002
	Newspapers	0.019	1.163	0
	Magazines	0.116	1.533	0
How do you update your knowledge of teaching?	Reading books	0.751	1.39	0
	Going on the internet	-1.097	1.182	0.001
	Teacher inquiry groups (TIG)	0.531	2.212	0

Teacher characteristics		Change in Score	SE	R^2
	Through other peer-support	1.479	1.432	0.002
	Attending seminars	0.281	1.803	0
What instructional materials did you have in your class last year?	Blackboard	-0.303	1.732	0
	Chalk	1.529	1.615	0.001
	Whiteboard	3.994	1.608	0.01
	Marker	5.19*	1.53	0.019
	Writing Paper	5.58*	1.534	0.022
	Textbooks	5.22*	1.625	0.017
	Teaching Kits	4.031	3.507	0.002
	Posters	2.555	1.659	0.004
	Flashcards	6.25*	2.003	0.016
	Syllable charts	3.084	2.28	0.003
	Reading kits	3.74	7.158	0
	Big books	0.7	4.793	0
	Levelled readers	5.292	7.157	0.001
	Reading lesson plans	-2.15	2.257	0.002
Use of phonics in teaching		1.752	1.334	0.003
Classrooms have textbooks		1.979	1.419	0.003
Encouragement in a variety of activities		3.692	1.503	0.01
Give extra time to slow learners.		0.816	1.356	0.001
Have Meetings with Parents		1.551	1.195	0.003
Days for reading period		-0.419	0.304	0.003
Class repeated sentences	Daily	1.63	2.853	0.001
Students copied down text.	Daily	6.337	2.744	0.009
Students retold a story that they read.	Daily	-2.276	2.258	0.003
Students sounded out unfamiliar words	Daily	2.878	1.936	0.006
Meanings of unfamiliar words	Daily	0.738	3.098	0
Read aloud to the teacher or other	Daily	2.239	2.668	0.003
Students answered passage questions	Daily	0.41	2.555	0.005
Students assigned reading	Daily	-2.333	2.515	0.004
Written evaluations/assessments	Daily	-0.668	2.419	0
Oral evaluations/assessments	Daily	-4.177	3.397	0.014
Checking of workbooks	Daily	-1.536	2.023	0.001
Checking of homework	Daily	-4.027	3.868	0.007
Write their name	Daily	-6.803	4.147	0.007
Recognize letters and say letter names	Daily	-5.202	5.022	0.003
Read aloud a short passage	Daily	-2.443	3.855	0.007
Understand the stories they read	Daily	1.314	3.756	0.001
Sound out unfamiliar words	Daily	1.221	3.274	0.01
Understand the stories they hear	Daily	2.38	3.457	0.007
Recite the alphabet	Daily	-2.494	4.2	0.005

Table 32 Impact of Teacher Characteristics on ORF - Regression Analysis

4.1.4.1 Teacher Gender

The analysis revealed that gender did not significantly impact students' ORF scores. There were slight variations for both female and male teachers, but these differences were not significant.

4.1.4.2 Training

Overall, 71% of teachers did not participate in training last year, however, teachers who attended training sessions showed a slight increase in students' scores of 0.632 points, showing a positive association with the improved ORF scores but this change was not significant.

4.1.4.3 Other Characteristics

A variety of other teacher characteristics, such as teaching experience, age, and academic qualifications, showed minimal impact on students' ORF scores. For instance, teachers who taught

Grade 2 last year were associated with a decrease in scores of -2.323 points, while having higher academic qualifications was linked to a small negative change of -0.858 points. Again, these changes are not significant, indicating that these factors do not reliably influence how well students read.

4.1.4.4 Teachers' Reading Material

The type of materials that teachers read have different effects on students' ORF scores. For example, teachers' reading textbooks was associated with a slight increase in scores of 3.251 points, but this change is not statistically significant. Similarly, consulting other materials like teacher guides, novels, newspapers, and magazines showed little to no impact on students' reading fluency. This may also be due to the reason that use of the abovementioned supplementary material was not seen in the classroom observation, thus reflecting a discrepancy in self-reported/perceived approach and actual teaching practice.

4.1.4.5 Teachers' Knowledge of Teaching

The methods teachers use to update their teaching knowledge have mostly minor and non-significant effects on students' scores. While reading books and attending seminars were linked to small increases in scores, these changes are not statistically significant. Interestingly, using the internet for professional development was associated with a slight decrease in scores. Overall, these methods did not have a meaningful impact on how well students read.

4.1.4.6 Instructional Material

This area showed more promise. Using flashcards had a notable positive impact, increasing students' scores by 6.25 points, which is statistically significant. Other materials like the use of writing paper, textbooks, and markers also led to significant score increases. However, some materials, such as teaching kits and posters, showed positive effects but were not significant.

4.1.4.7 Meeting with Parents

Having meetings with parents was associated with a slight increase in student scores of 1.551 points. However, this change was not statistically significant, meaning it does not reliably contribute to improving students' reading fluency.

4.2 HEAD TEACHERS' INTERVIEWS

4.2.1 HEAD TEACHER CHARACTERISTICS IN SINDHI MEDIUM SCHOOLS

Table 33 shows an overview of various characteristics related to head teachers and schools. Most head teachers were male (84%) with most holding either a master's degree (41.7%) or a graduate-level qualification (43%). Their years of experience were relatively balanced across different ranges with 27% having over 26 years of experience.

Training appears to be limited, with 85% of head teachers reporting "no training" in the last year, while only 33.8% received any form of special training. A minority of schools (25%) reported that their teachers had scripted lesson plans, and daily use of these plans was also relatively low (20%).

Characteristic	Group	N	Percentage
Gender	Female	97	16%
	Male	507	84%
Qualification	Masters	252	41.70%
	Graduate	260	43.00%
	Intermediate	62	10.30%
Professional Experience	1 - 3 years	151	25%
	4 - 7 years	139	23%
	8-11 years	72	12%
	12-25 years	79	13%
	26 + years	163	27%
Times you have received training in last year	None	516	85.40%
	One Time	69	11.40%
	Two Times	15	2.50%
Received special training	Yes	204	33.80%

Characteristic	Group	N	Percentage
Supports teachers in teaching reading in Urdu subjects	Yes	247	40.90%
Supports teachers in teaching reading in Sindhi subjects	Yes	381	63.10%
Teachers have scripted lesson plans.	Yes	151	25%
Use of scripted lesson plans	Never	18	3%
	Every two weeks or less	109	18%
	1-2 times per week	290	48%
	3-4 times per week	66	11%
	Daily	121	20%
The school has an active School Management Committees	Yes	513	85%
School Management Committees involved in reading-related activities	Yes	350	58%
School has Electricity	Yes	236	39%
	No	368	61%
Availability of lean drinking water	Yes	314	52%
	No	290	48%
Availability of functional student toilets	Yes	374	62%
	No	230	38%
The school had a separate girl's toilet facility	Yes	278	46%
	No	326	54%
The school has a library or classroom library	Yes	24	4%
	No	580	96%
Schools supported by PRP or SRP	Yes	63	10.40%
	No	541	89.60%
Training/capacity building of school governance structures		211	35%
Community-Managed Reading Grants		181	30%
Reading fairs/festivals/melas		211	35%
Reading competitions		181	30%
Parental engagement/training on the importance of reading		181	30%
SMS-based engagement of parents		242	40%

Table 33 Head Teacher Characteristics

In terms of school infrastructure and resources, only 39% of schools had electricity, 52% had the provision of clean drinking water, and 62% had functional student toilets. Access to separate girls' toilets was available in 46% of schools. School libraries were notably lacking, with only 4% of schools having a library or classroom library. In terms of the School Management Committee (SMC), 85% of schools had active SMCs, and 58% of these were involved in reading-related activities. Various forms of community engagement such as reading fairs and competitions, and parental engagement programs were also implemented in 30-35% of schools.

4.2.2 HEAD TEACHER CHARACTERISTICS IN URDU MEDIUM SCHOOLS

The majority of head teachers interviewed in Urdu-medium schools were male (68.4%), with the most common qualifications being Master's (57.9%) and graduate-level (36.8%). Professional experience was distributed, with 42.1% having 4–7 years of experience, and 36.8% having 1–3 years. Around 84.2% of teachers reported no training was received in the past year, while 31.6% had received special training. Scripted lesson plans were rarely used, as only 15.8% of schools reported having them, with 66.7% of teachers using them daily. In terms of infrastructure, 57.9% of schools had electricity, but only 42.1% had clean drinking water, and functional student toilets were available in 73.7% of schools. Separate girls' toilet facilities were only present in 57.1% of schools. It was reported that only 10.5% of schools had any library facility. Active School Management Committees (SMCs) were present in 78.9% of schools, and 60% of these were involved in reading-related activities. A small fraction (5.3%) of schools were previously supported by PRP or SRP programs.

Characteristic	Group	N	%
Gender	Female	6	31.6%
	Male	13	68.4%

Characteristic	Group	N	%
Qualification	M.A / M. Sc	11	57.9%
	B.A / B.Sc.	7	36.8%
	F. A / F. Sc	1	5.3%
Professional Experience	1 - 3 years	7	36.8%
	4 - 7 years	8	42.1%
	8-15 years	4	21.1%
Times you have received training in last year	None	16	84.2%
	One Time	3	15.8%
Received special training	Yes	6	31.6%
Supports teachers in teaching reading in Urdu subjects	Yes	13	68.4%
Supports teachers in teaching reading in Sindhi subjects	Yes	10	52.6%
Teachers have scripted lesson plans.	Yes	3	15.8%
Use of scripted lesson plans	Never	0	0.0%
	Every two weeks or less	0	0.0%
	1-2 times per week	1	33.3%
	3-4 times per week	0	0.0%
	Daily	2	66.7%
The school has an active School Management Committees	Yes	15	78.9%
School Management Committees involved in reading-related activities	Yes	9	60.0%
School has Electricity	Yes	11	57.9%
	No	8	42.1%
Availability of clean drinking water	Yes	8	42.1%
	No	11	57.9%
Availability of functional student toilets	Yes	14	73.7%
	No	5	26.3%
The school had a separate girl's toilet facility	Yes	8	57.1%
	No	6	42.9%
The school has a library or classroom library	Yes	2	10.5%
	No	17	89.5%
Schools supported by PRP or SRP	Yes	1	5.3%
	No	18	94.7%

Table 34 Head Teacher Characteristics in Urdu Medium Schools

4.2.3 HEAD TEACHER CHARACTERISTICS IN MIXED MEDIUM SCHOOLS

In mixed-medium schools, most head teachers were female (53.1%), with master's qualifications being the most common (68.8%). Professional experience was fairly varied, with 31.3% having 1–3 years and 25% having 15–25 years of experience. Training was even more limited compared to Urdu-medium schools, with 90.6% reporting no training in the last year, while 43.8% had received special training. Scripted lesson plans were used more frequently, with 46.2% using them 1–2 times a week. Regarding infrastructure, 75% of schools had electricity, and 68.8% had clean drinking water, while functional student toilets were available in 87.5% of schools. Only half of the schools had separate girls' toilet facilities. Only 6.3% of the schools had a library. Active SMCs were found in 87.5% of schools, and 46.4% of these committees were involved in reading-related activities. Support from PRP or SRP programs was reported in 12.5% of schools.

Characteristic	Group	N	Percentage
Gender	Female	17	53.1%
	Male	15	46.9%
Qualification	M.A / M.Sc.	22	68.8%
	B.A / B.Sc.	8	25.0%
	F. A / F. Sc	2	6.3%
Professional Experience	1 - 3 years	10	31.3%
	4 - 7 years	6	18.8%
	8-15 years	6	18.8%
	15-25 years	8	25.0%
	25+ years	2	6.3%
Times you have received training in last year	None	29	90.6%
	One Time	3	9.4%
Received special training	Yes	14	43.8%
Supports teachers in teaching reading in Urdu subjects	Yes	18	56.3%
Supports teachers in teaching reading in Urdu subjects	Yes	25	78.1%
Teachers have scripted lesson plans.	Yes	13	40.6%
Use of scripted lesson plans	Never	1	7.7%
	Every two weeks or less	4	30.8%
	1-2 times per week	6	46.2%
	3-4 times per week	2	15.4%
	Daily	0	0.0%
The school has an active School Management Committees	Yes	28	87.5%
School Management Committees involved in reading-related activities	Yes	13	46.4%
School has Electricity	Yes	24	75.0%
	No	8	25.0%
Availability of clean drinking water	Yes	22	68.8%
	No	10	31.3%
Availability of functional student toilets	Yes	28	87.5%
	No	4	12.5%
The school had a separate girl's toilet facility	Yes	14	50.0%
	No	14	50.0%
The school has a library or classroom library	Yes	2	6.3%
	No	30	93.8%
Schools supported by PRP or SRP	Yes	4	12.5%
	No	27	84.4%

Table 35 Head Teacher Characteristics in Mixed Medium Schools

4.2.4 IMPACT OF HEAD TEACHER CHARACTERISTICS – FINDINGS FROM REGRESSION ANALYSIS

Table 36 shows how various head teacher characteristics and school facilities impact students' ORF scores. Several factors related to the head teacher's background and the school environment appeared to influence student performance:

Head Teacher characteristics	Change in Scores	SE	R^2
Received training	3.213	1.220	0.011
Supported teachers in teaching reading in Urdu subjects	0.396	1.180	0.000
Supported teachers in teaching reading in Sindhi subjects	2.432	1.198	0.007
Do your teachers have scripted lesson plans?	1.170	1.342	0.001
The school has an active School Management Committee (SMC)	3.347	1.639	0.007
SMC involved in reading-related activities	1.632	1.159	0.003
School has Electricity	1.091	1.191	0.001
The school has clean drinking water	3.151	1.155	0.012

The school has functioning student toilet facilities	5.07*	1.177	0.030
Does the school have a separate girl's toilet facility	3.189	1.277	0.010
The school has a library or classroom library	8.338	3.150	0.012
Has your school been supported by PRP or SRP Program?	0.766	1.898	0.000

Table 36 Impact of Head Teacher Characteristics on ORF – Regression Analysis

4.2.4.1 Training

Head teachers who received special training for reading programs observed a small improvement in students' ORF scores, with an increase of 3.213 points. However, this effect was not statistically significant.

4.2.4.2 Support for Teachers

Providing support to teachers in teaching reading, especially in Sindhi subjects was associated with a 2.432-point increase in student scores, while support in Urdu subjects showed a smaller increase of 0.396 points. Both effects were positive but not significant.

4.2.4.3 Scripted Lesson Plans

The availability of scripted lesson plans for teachers was associated with a minor improvement of 1.170 points in student scores. However, this effect was also not significant.

4.2.4.4 School Management Committees (SMC)

Schools with SMCs showed a score increase of 3.347 points. Additionally, when these committees were involved in reading-related activities, there was a smaller but positive increase of 1.632 points in student performance. Neither of these effects was statistically significant.

4.2.4.5 School Facilities

Schools with access to clean drinking water showed an increase of 3.151 points in student scores while having a separate girls' toilet was associated with a similar increase of 3.189 points. Although positive, these effects were not statistically significant. The most significant factor was the availability of functional student toilets, which led to a notable and statistically significant increase of 5.07 points in students' reading scores, making it a key factor in improving performance. Schools with a library or classroom library also showed a strong positive impact, with an 8.338-point increase in scores, but this result was not statistically significant.

4.3 STUDENTS' INTERVIEWS

4.3.1 TRENDS IN SINDHI MEDIUM SCHOOLS

Table 37 shows the descriptive data for a comprehensive overview of student characteristics related to their reading environment and practices. The majority of students (75%) were speaking Sindhi at home in the surveyed schools, while Urdu and Balochi were less common, accounting for 2% and 8%, respectively. Regarding household dynamics, most students came from families with a single earner (74%) which indicated a potential correlation between family structure and educational resources available for reading development.

Other characteristics showed that a notable percentage of students own workbooks (89.9%) and receive daily or almost daily reading assignments from their teachers (68.9%). However, only 20.6% reported that their teachers read to them daily, highlighting a potential gap in direct reading engagement from educators. Additionally, almost half of the students (47%) missed school days last week. The low availability of school libraries (6.9%) and other educational resources, such as computer-based learning (2%), indicated a need for increased access to diverse learning materials.

Characteristic	Group	N	Percentage
What language does your family speak most often at home?	Urdu	145	2%
	Sindhi	5436	75%
	Balochi	580	8%
	Saraiki	435	6%
Number of Earners	1	5364	74%
	2	1595	22%
	3	217	3%
	4	72	<1%
Read stories aloud at home?	Yes	2805	38.70%
Practice reading stories aloud at home.	Yes	2761	38.10%
Own workbook	Yes	6516	89.90%
The teacher assigns reading daily	Daily or almost daily	4994	68.90%
How often does your teacher read stories?	Daily or almost daily	1493	20.60%
Someone gave me verbal instructions.		645	8.90%
Your teacher practices sounding out unfamiliar words Daily.		3189	44%
Missed any school days last week	Yes	3407	47%
1-2 days missed		1884	26%
3-4 days missed		942	13%
5-6 days missed		507	7%
Library at School		500	6.90%
Educational TV programming		652	9.00%
Educational Radio programming		94	1.30%
Computer- or tablet-based learning		145	2.00%
Phone- or SMS-based learning/instruction		631	8.70%
Textbooks or storybooks		2406	33.20%
Workbooks		3363	46.40%
Manipulatives or games		1740	24.00%

Table 37 Trends in Sindhi Medium Schools

4.3.2 TRENDS IN URDU MEDIUM & MIXED MEDIUM SCHOOLS

Nearly half of the students, 47.8% in Urdu medium and 46.6% in Mixed medium schools, report engaging in reading stories aloud at home, while 43.9% and 44% practice reading independently, reflecting moderate levels of home-based literacy activities. However, the diversity of languages spoken at home presents challenges for consistent language instruction. For instance, 38.6% of students primarily speak Urdu at home, while 30.7% speak Sindhi, alongside smaller percentages speaking other regional languages. This linguistic variation may create difficulties in aligning home language use with school-based literacy programs.

In the school environment, reading assignments are relatively common, with 69.7% of students receiving daily tasks, supporting regular reading practice. Despite this, access to critical learning resources is limited. Only 16.2% of students report having access to a library, significantly restricting their exposure to a variety of reading materials. Similarly, access to educational programming, such as TV or radio-based learning, ranges from just 4% to 16%, highlighting substantial gaps in supplementary educational opportunities that could enhance learning outcomes.

Student Interviews - Urdu Medium Schools	Group	N	Percentage
What language does your family speak most often at home?	Urdu	88	38.6%
	Sindhi	70	30.7%
	Balochi	12	5.3%
	Saraiki	0	0.0%
Number of Earners	2 Earners	61	26.8%
	3 Earners	7	3.1%
Read stories aloud at home?	Yes	109	47.8%
Practice reading stories aloud at home.	Yes	100	43.9%
Own workbook	Yes	192	84.2%
The teacher assigns reading daily	Daily or almost daily	159	69.7%
How often does your teacher read stories?	Daily or almost daily	68	29.8%
Your teacher practices sounding out unfamiliar words Daily	Daily or almost daily	106	46.5%
Missed any school days last week	Yes	105	46.1%
1-2 days missed	1-2	63	27.6%
3-4 days missed	3-4	18	7.9%
5-6 days missed	5-6	21	9.2%
Library at School	Yes	37	16.2%
Educational TV programming	Yes	37	16.2%
Educational Radio programming	Yes	1	0.4%
Computer- or tablet-based learning	Yes	10	4.4%
Phone- or SMS-based learning/instruction	Yes	12	5.3%
Textbooks or storybooks	Yes	62	27.2%
Workbooks	Yes	82	36.0%
Manipulatives or games	Yes	55	24.1%
Someone gave me verbal instructions.	Yes	17	7.5%

Table 38 Trend in Urdu Medium

Student Interviews – Mixed Medium School	Group	N	Percentage
What language does your family speak most often at home?	Urdu	53	13.8%
	Sindhi	265	69.0%
	Balochi	4	1.0%
	Saraiki	19	4.9%
Number of Earners	**2 Earners**	86	22.4%
	3 Earners	14	3.6%
	4 Earners	1	0.3%
Read stories aloud at home?	Yes	179	46.6%
Practice reading stories aloud at home.	Yes	169	44.0%
Own workbook	Yes	363	94.5%
The teacher assigns reading daily	Daily or almost daily	299	77.9%
How often did your teacher read stories?	Daily or almost daily	98	25.5%
Your teacher practices sounding out unfamiliar words Daily	Daily or almost daily	236	61.5%
Missed any school days last week	Yes	169	44.0%
1-2 days missed	1-2	91	23.7%
3-4 days missed	3-4	46	12.0%
5-6 days missed	5-6	29	7.6%
Library at School	Yes	44	11.5%
Educational TV programming	Yes	59	15.4%
Educational Radio programming	Yes	4	1.0%
Computer- or tablet-based learning	Yes	14	3.6%
Phone- or SMS-based learning/instruction	Yes	38	9.9.%
Textbooks or storybooks	Yes	138	35.9%

Workbooks	Yes	187	48.7%
Manipulatives or games	Yes	88	22.9%
Someone gave me verbal instructions.	Yes	31	8.1%

Table 39 Trend in Mixed Medium

4.3.3 IMPACT OF STUDENT CHARACTERISTICS – FINDINGS FROM REGRESSION ANALYSIS

Table 39 shows the influence of various student characteristics on ORF. These characteristics include factors such as the language spoken at home, the number of earners in the household, reading practices both at home and in school, and the availability of school resources. To better understand the relationship between various student characteristics and ORF, linear regression analysis was applied.

Student's characteristics	Change in Scores		SE	R^2
Language Spoken at Home	Sindhi	-0.626	0.379	0.000
	Urdu	0.292	1.066	0.000
	Balochi	**2.789***	0.604	0.003
Number of Earners	0.414		0.296	0.000
Anyone read stories aloud to you at home	**2.847***		0.336	0.010
Practice reading stories aloud to someone at home	**4.031***		0.336	0.020
Is daily your teacher assigned reading	**2.652***		0.354	0.008
Did your teacher read stories daily?	**1.833***		0.407	0.003
The workbook that you could write in?	**3.614***		0.544	0.006
How many days did you miss last week?	0 days	**1.089***	0.330	0.002
	1-2 days	**0.948**	0.372	0.001
	3-4 days	**-2.076***	0.490	0.002
	5-6 days	**-3.403***	0.643	0.004
Do you have a library at your school?	**3.956***		0.647	0.005
Missed school for more than 1 week because of illness	**0.305**		0.358	0.000
Is the teacher practice sounding out unfamiliar words?	**2.594***		0.330	0.008
P < 0.005				

Table 40 Impact of Student Characteristics on ORF - Regression Analysis

4.3.3.1 Student's Basic Demographics:

These were personal or family-related factors that may influence a child's learning environment.

Language Spoken at Home: The language spoken at home has varying impacts on ORF, with Balochi speakers outperforming others. Balochi-speaking students scored 2.8 points higher than other linguistic groups. While Sindhi-speaking students scored 0.6 points lower on average. Urdu-speaking students showed a slight, non-significant increase of 0.3 points. However, it is important to note that Balochi speakers represented only 8% of the sample, suggesting that their higher mean ORF might not have a substantial impact on overall reading fluency. For Sindhi-speaking students, a slight disadvantage might indicate challenges in aligning their home language with the school curriculum.

Number of Earners in the Household: There was a slight increase of 0.4 points for each additional earner in the family, but this factor did not have a major impact on reading fluency. Family income and economic stability have limited direct impact on reading fluency. However, they might indirectly support access to resources or reduce stress levels.

4.3.3.2 Home Learning Environment:

These factors were related to how much reading practice and support the student receives at home.

Read Stories Aloud at Home: Students who read at home scored 2.8 points higher, showing a significant boost in reading fluency.

Practice Reading Aloud at Home: Practicing reading aloud at home resulted in a significant increase of 4 points in reading fluency, the strongest positive influence in this category.

4.3.3.3 School Environment and Teacher Support:

These factors relate to how teachers and the school environment supported students' reading development.

Daily Reading Assignments: Students who received daily reading assignments scored 2.7 points higher, indicating regular homework had a positive effect on fluency.

Teacher Reads Stories Aloud in Class: When teachers read stories aloud in class, students scored 1.8 points higher. This indicated that practicing reading at home should be included in students at home activities to boost the impact of reading aloud.

Access to Personal Workbooks: Students with personal workbooks for writing scored 3.6 points higher, showing that writing practice alongside reading was equally important.

4.3.3.4 Absenteeism and School Resources:

These factors showed how consistency in students' attendance and school resources impacted reading fluency.

Days Missed from School The more days a student misses, the more their reading fluency declines:

- **No days missed**: Students scored 1.1 points higher.
- **3–4 days missed**: Students score 2.1 points lower.
- **5–6 days missed**: Students score 3.4 points lower.

Access to a School Library: Students with access to a library scored **4 points higher** than those without access. This shows that having access to books and other reading materials boosts reading fluency.

4.3.3.5 Classroom Learning Practices:

These were activities related to how teachers helped students learn reading skills in the classroom environment. Phonics support (e.g., sounding out words) significantly improved scores (+2.6 points), highlighting its role in reading development. Teachers' gender, experience, and training showed minimal impact. However, using instructional materials like flashcards yielded a significant improvement (+6.25 points). Meetings with parents and training showed slight, non-significant gains.

4.3.3.6 Sounding Out Unfamiliar Words:

Students who received regular help for sounding out unfamiliar words scored 2.6 points higher which showed that letters-sound recognition was helping students and impacting the ORF positively.

4.4 IMPACT OF CLASSROOM CHARACTERISTICS ON ORF

4.4.1 STUDENTS' HOME LANGUAGE WITH LANGUAGE OF INSTRUCTION

Figure 53 shows the insights from classroom observations; teachers were asked about the language students speak at home prior to observing the classroom activities. This question aimed to assess how well the students' home language aligns with the language of instruction used in the classroom.

According to the responses, 76% of teachers reported that all their Grade 2 students speak the language of instruction at home. Among these, 74% were from Sindhi medium schools, while 2% were from Urdu medium schools. Further breakdown of responses shows:

- 17% of teachers indicated that more than half of their students speak the language of instruction at home, with 16% from Sindhi medium and 01% from Urdu medium schools.
- 6% of teachers stated that less than half of their students speak the language of instruction at home, with 5% from Sindhi medium and 01% from Urdu medium schools.

These findings showed that a substantial number of students in Sindhi medium schools had a close match between their home language and the classroom language, in contrast to fewer in Urdu medium schools.

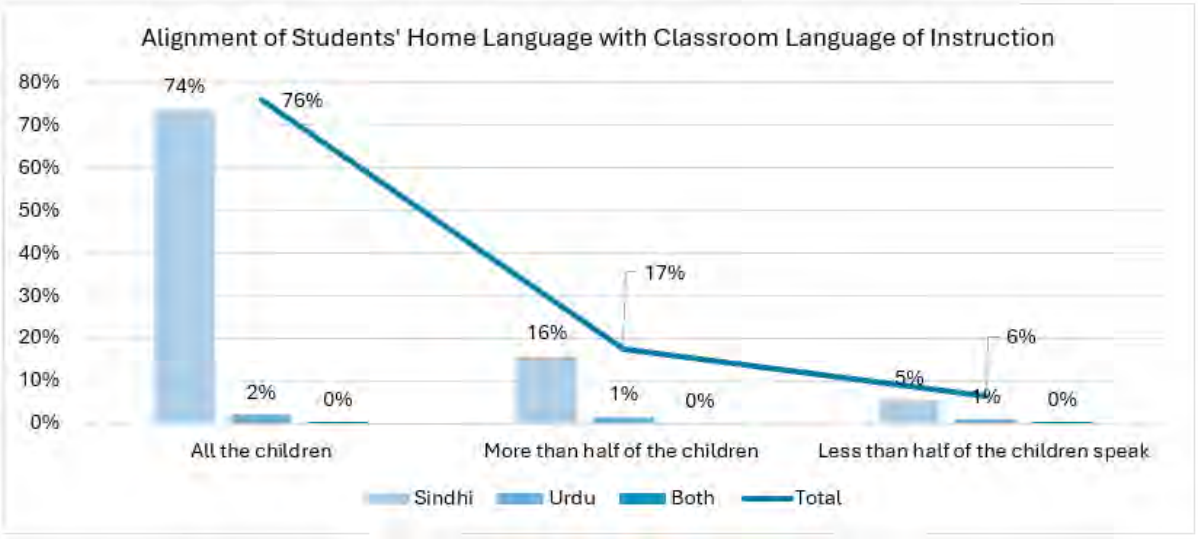


Figure 52 Alignment of Students' Home Language with Classroom Language of Instruction

4.4.2 SINDHI MEDIUM SCHOOLS

4.4.2.1 CLASSROOM CULTURE

Table 41 shows the descriptive of the "Classroom Culture". Analysis showed that the majority of schools (41%) fell into the "Medium High" category for creating a supportive learning environment. This indicated that these schools generally foster a positive atmosphere for learning. However, 27% of schools were in the lower categories (2% in Low and 25% in Low Medium) which showed that there was still room for improvement in how some teachers create respectful and responsive learning environments. In terms of positive behavioral expectations, a sizable portion of schools (36%) were categorized as Low Medium, meaning there was inconsistency in setting and communicating clear behavioral expectations to students. While 6% of schools achieved a high rating which indicated effective management of student Behavior, 16% of schools fell into the Low category which highlights a concern for how teachers handle behavioral expectations in the classroom.

A. Classroom Culture			
Element Name	**Element Score**	**Schools %**	**School #**
SUPPORTIVE LEARNING ENVIRONMENT	LOW	2%	15
	LOW MEDIUM	25%	151
	MEDIUM	30%	183
	MEDIUM HIGH	41%	247
	HIGH	2%	10
POSITIVE BEHAVIORIAL EXPECTATIONS	LOW	16%	98
	LOW MEDIUM	36%	217
	MEDIUM	24%	148
	MEDIUM HIGH	17%	105
	HIGH	6%	38

Table 41 Classroom Observation - Classroom Culture

4.4.2.2 INSTRUCTIONS

Table 42 shows classroom observation insights on various instructional practices employed by teachers such as story-time, phonemic awareness activities, reading practices, checks for understanding, feedback mechanisms, and critical thinking encouragement.

- **Story Time**: A considerable number of schools (36%) fall into the Low Medium category, indicating a moderate approach to integrating story-time into instructions, while only 4% achieve a high rating.
- **Playing with Sounds**: The distribution here was somewhat similar, with 29% of schools in the Low Medium, and Medium High categories. This suggested a moderate emphasis on phonemic awareness activities, but only a small percentage (6%) of schools were rated as High.
- **Playing with Letters**: Instruction related to letters showed a balanced approach, with a similar percentage (30%) of schools rated as Low Medium, and Medium. Here again, only 7% achieve a high rating.
- **Let's Read Faster**: While 13% of schools are in the high category, a considerable proportion (29%) was rated Low Medium, indicating some inconsistency in learning reading fluency.
- **Let's Read Together**: The findings showed that 37% of schools were in the Low Medium category, revealing potential room for improvement in collaborative reading activities.
- **Checks for Understanding**: This area indicated a notable concern, with 24% of schools rated Low and only 9% achieving a high rating. This suggests that many teachers might not be effectively assessing students' understanding during instruction.
- **Feedback**: A significant 35% of schools were rated Low, which highlights a critical area for improvement in providing effective feedback to students.
- **Critical Thinking**: 40% of schools fall into the Low category, indicating a considerable lack of emphasis on fostering critical thinking skills among students.

B. Instructions			
Element Name	**Element Score**	**Schools %**	**School #**
STORY TIME	LOW	9%	54
	LOW MEDIUM	36%	218
	MEDIUM	29%	174
	MEDIUM HIGH	22%	135
	HIGH	4%	23
PLAYING WITH SOUNDS	LOW	13%	76
	LOW MEDIUM	29%	177
	MEDIUM	23%	142
	MEDIUM HIGH	29%	175
	HIGH	6%	35
PLAYING WITH LETTERS	LOW	11%	65
	LOW MEDIUM	30%	183
	MEDIUM	30%	179
	MEDIUM HIGH	23%	137
	HIGH	7%	40
LET's READ FASTER	LOW	7%	43
	LOW MEDIUM	29%	175
	MEDIUM	27%	163
	MEDIUM HIGH	24%	143
	HIGH	13%	79
LET's READ TOGETHER	LOW	13%	77
	LOW MEDIUM	37%	222
	MEDIUM	23%	137
	MEDIUM HIGH	21%	126
	HIGH	7%	43

Table 42 Classroom Observation: Area - Instructions

Instructions			
Element Name	**Element Score**	**Schools %**	**School #**
CHECKS FOR UNDERSTANDING	LOW	24%	144
	LOW MEDIUM	28%	169
	MEDIUM	23%	138
	MEDIUM HIGH	16%	98
	HIGH	9%	57
FEEDBACK	LOW	35%	211
	LOW MEDIUM	13%	76
	MEDIUM	31%	189
	MEDIUM HIGH	10%	60
	HIGH	12%	70
CRITICAL THINKING	LOW	40%	244
	LOW MEDIUM	25%	152
	MEDIUM	13%	81
	MEDIUM HIGH	14%	84
	HIGH	7%	44

Table 43 Classroom Observation - Instructions

4.4.2.3 SOCIOEMOTIONAL SKILLS

Table-44 evaluates key socioemotional skills, such as autonomy, perseverance, and social and collaborative skills. These are recommended skills that help in fostering a holistic learning environment where students not only learn academic content but also develop personal and interpersonal skills.

C. Socioemotional Skills			
Element Name	**Element Score**	**Schools %**	**School #**
AUTONOMY	LOW	32%	192
	LOW MEDIUM	36%	218
	MEDIUM	15%	91
	MEDIUM HIGH	15%	92
	HIGH	2%	12
PERSEVERANCE	LOW	29%	174
	LOW MEDIUM	35%	212
	MEDIUM	19%	117
	MEDIUM HIGH	13%	80
	HIGH	4%	22
SOCIAL & COLLABORATIVE SKILLS	LOW	55%	334
	LOW MEDIUM	24%	145
	MEDIUM	12%	71
	MEDIUM HIGH	7%	41
	HIGH	2%	15

Table 44 Classroom Observation - Area: Socioemotional Skills

- **Autonomy:** A substantial percentage of schools (36%) were in the Low Medium category, while 32% fell into the Low category. This indicated that in many schools, students were not regularly given opportunities to make independent decisions or engage in self-directed learning. Only 2% of schools were rated as High, showing that fostering autonomy is an area that requires considerable improvement in the majority of classrooms.
- **Perseverance:** The majority of schools (35%) fall in the low-medium category, and 29% in the Low category, indicating that a substantial number of students were not being consistently encouraged to persist through challenges. Only 4% of schools were rated as High, highlighting that perseverance as a socioemotional skill is not strongly nurtured in most of the schools.
- **Social & Collaborative Skills:** This is a notable area of concern, with 55% of schools rated as Low, meaning that a majority of students were not regularly engaged in social and collaborative activities that promote teamwork and peer interactions. Only 2% of schools received a high rating, suggesting that very few classrooms effectively promote social collaboration and interpersonal skills among students.

4.4.3 CLASSROOM OBSERVATION IN URDU AND MIXED MEDIUM SCHOOLS

The classroom observations highlight that both Mixed Medium and Urdu Medium schools show low engagement in interactive instructional activities such as "Playing with Sounds", "Playing with Letters" and critical thinking. Most activities are either not observed or scored low, indicating limited active learning. In terms of classroom culture, Mixed Medium schools performed slightly better with higher scores in creating a supportive learning environment and setting positive behavioral expectations. Socioemotional skills like autonomy, perseverance, and collaboration are weak in both types of schools, with a significant percentage scoring in the "Low" or "Low Medium" ranges, especially in Urdu Medium schools.

		Urdu		Mixed	
Element	**Score**	**N**	**%**	**N**	**%**
SUPPORTIVE LEARNING ENVIRONMENT	Low Medium	1	5.30%	3	9%
	Medium	9	47.40%	9	28%
	Medium High	7	36.80%	17	53%
	High	2	10.50%	3	9%
POSITIVE BEHAVIORIAL EXPECTATIONS	Low	3	15.80%	2	6%
	Low Medium	6	31.60%	9	28%
	Medium	2	10.50%	5	16%
	Medium High	5	26.30%	12	38%
	High	3	15.80%	4	13%
STORY TIME	**Not Observed**	**13**	**68.40%**	22	69%
	Low Medium	3	15.80%	2	6%
	Medium	1	5.30%	5	16%
	Medium High	1	5.30%	3	9%
	High	1	5.30%	#N/A	#N/A
PLAYING WITH SOUNDS	**Not Observed**	**14**	**73.70%**	23	72%
	Low Medium	3	15.80%	3	9%
	Medium High	1	5.30%	3	9%
	High	1	5.30%	#N/A	#N/A
PLAYING WITH LETTERS	**Not Observed**	**13**	**68.40%**	24	75%
	Low Medium	2	10.50%	4	13%
	Medium	1	5.30%	2	6%
	Medium High	3	15.80%	2	6%
LET's READ FASTER	**Not Observed**	**6**	**31.60%**	7	22%
	Low	1	5.30%	1	3%
	Low Medium	3	15.80%	6	19%
	Medium	1	5.30%	6	19%
	Medium High	5	26.30%	4	13%
	High	3	15.80%	8	25%
LET's READ TOGETHER	**Not Observed**	**5**	**26.30%**	6	19%
	Low	1	5.30%	3	9%
	Low Medium	4	21.10%	6	19%
	Medium	4	21.10%	6	19%
	Medium High	4	21.10%	7	22%
	High	1	5.30%	4	13%
CHECKS FOR UNDERSTANDING	Low	6	31.60%	4	13%
	Low Medium	3	15.80%	4	13%
	Medium	4	21.10%	7	22%

		Urdu		Mixed	
Element	**Score**	**N**	**%**	**N**	**%**
	Medium High	3	15.80%	9	28%
	High	3	15.80%	8	25%
FEEDBACK	Low	5	26.30%	7	22%
	Low Medium	2	10.50%	2	6%
	Medium	7	36.80%	12	38%
	Medium High	2	10.50%	4	13%
	High	3	15.80%	7	22%
CRITICAL THINKING	Low	10	52.60%	10	31%
	Low Medium	2	10.50%	7	22%
	Medium	3	15.80%	3	9%
	Medium High	2	10.50%	8	25%
	High	2	10.50%	4	13%
AUTONOMY	Low	4	21.10%	5	16%
	Low Medium	8	42.10%	12	38%
	Medium	4	21.10%	10	31%
	Medium High	2	10.50%	4	13%
	High	1	5.30%	1	3%
PERSEVERANCE	Low	3	15.80%	4	13%
	Low Medium	9	47.40%	8	25%
	Medium	2	10.50%	8	25%
	Medium High	4	21.10%	9	28%
	High	1	5.30%	3	9%
SOCIAL & COLLABORATIVE SKILLS	Low	9	47.40%	15	47%
	Low Medium	6	31.60%	5	16%
	Medium	2	10.50%	7	22%
	Medium High	2	10.50%	4	13%

Table 45 Classroom Observation in Urdu & Mixed Schools

4.4.4 IMPACT OF CLASSROOM CHARACTERISTICS ON ORF – FINDINGS FROM REGRESSION ANALYSIS

Table 46 shows the regression analysis on classroom characteristics to further elaborate the relationship between ORF and observed classroom characteristics:

Classroom characteristics		Change in Scores	SE	R^2
Teacher provides learning activities for most children	1ST Snapshot	4.51*	1.295	0.010
	2ND Snapshot	3.26*	1.122	0.007
	3RD Snapshot	4.06*	1.170	0.010
If Children speak Language of Instruction at home	All	-0.272	1.356	0.000
	More than half	2.525	1.528	0.005
	Less than half	-4.336	2.355	0.006
Supportive learning environment		0.847	0.724	0.002
Positive behavioral expectations		1.208	0.554	0.008
Story time		1.77*	0.572	0.016
Playing with sounds		0.963	0.521	0.006
Playing with letters		1.45*	0.474	0.015
Let's Read faster		1.14*	0.381	0.015
Let's Read together		0.730	0.426	0.005
Checks for understanding		0.659	0.498	0.003
Feedback		1.201	0.465	0.011
Critical thinking		1.041	0.480	0.008
Autonomy		1.216	0.585	0.007
Perseverance		0.971	0.563	0.005
Social & collaborative skills		0.072	0.611	0.000

Table 46 Impact of Classroom Characteristics on ORF - Regression Analysis

4.4.4.1 Providing Learning Activities

This practice showed statistically significant improvements in reading scores across all three snapshots. In the first snapshot, students' scores increased by 4.51 points; in the second, scores improved by 3.26 points; and in the third snapshot, scores went up by 4.06 points. **Why it matters:** This indicates that consistently providing learning activities leads to real and meaningful gains in students' reading skills, and the results are statistically reliable.

4.4.4.2 Reading Activities in Classroom

- **Story Time:** Story time led to a 1.77-point increase in ORF scores, which is statistically significant. **Why it matters:** This demonstrates that including story time in lessons is highly effective at improving reading skills, and we can confidently say that it works.
- **Playing with Letters:** The increase in reading scores was 1.45 points and this result is statistically significant.
- **Let's Read Faster:** Scores increased by 1.14 points, and this increase is statistically significant. **Why it matters:** Encouraging students to practice reading faster helps improve their reading proficiency, and this effect is reliable and measurable.

4.4.4.3 Students' home language with Language of Instruction

- **All children speak the same language at home:** The change in scores was -0.27 points, which is not statistically significant.
- **More than half of the children speak the same language:** Scores increased by 2.53 points, but this result is not statistically significant.
- **Less than half of the children speak the same language:** Scores decreased by 4.34 points, but this result is not statistically significant either.

4.4.4.4 Classroom Culture

- **Supportive Learning Environment:** The effect on scores was 0.85 points, which is not statistically significant.
- **Positive Behavioral Expectations:** Scores increased by 1.21 points, but this result is not statistically significant.

While a supportive learning environment is beneficial in many ways, its direct impact on reading scores in this analysis appears small and uncertain. Likewise, setting clear Behavior expectations can create a positive classroom atmosphere, but the impact on reading skills may not be as strong or consistent.

4.4.4.5 Other Activities

- Playing with Sounds: Scores increased by 0.96 points **(not significant).**
- Checks for Understanding: Scores increased by 0.66 points **(not significant).**
- Feedback: Scores increased by 1.20 points **(not significant).**
- Critical Thinking: Scores increased by 1.04 points **(not significant).**
- Autonomy, Perseverance, and Social Skills: None of these effects were statistically significant, meaning we cannot be confident that these characteristics lead to meaningful improvements in reading scores.

5

RECOMMENDATIONS AND NEXT STEPS

5 RECOMMENDATIONS AND NEXT STEPS

This section aims to present actionable recommendations emerging from the EGRA baseline assessment conducted as part of the SELECT Project. It also builds upon a contextual understanding of perennial problems of education in Pakistan, with a particular focus on the educational context of Sindh. Some of the recommendations are related to direct classroom teaching that improve reading and numeracy at the primary level, while others are more conceptual in nature, questioning the very purpose of education delivery by the public sector. This relates to the aim and vision for public education and what it means in achieving the demands for quality and accessible education enshrined in Article 25-A of the Constitution.

5.1 BUILDING ON SUCCESSFUL MODELS AND BEST PRACTICES

EGRA baseline results identified significant challenges for developing early reading skills, and also the need to engage the education community in resolving those challenges. It cannot be overemphasized that reading and numeracy skills in early grades set up the students for success in learning and increased chances for school participation.[23] It is critical to base the design of reforms and interventions as per established research and best practices whenever possible.

Often in public sector reforms, procurement and implementation phases take over conceptual and theoretical framework designs. Moreover, learnings and insights from previous programs as well as international and regional best practices are not incorporated to change the mechanism or school schedules per say. In the case of early grade reading, there are successful regional interventions such as Pratham's Read India Program and Accelerated Reading program by Azeem Premji Foundation, both implemented in South Asia with similar context and challenges. Pratham identified a strategy of Teaching at Right Level, focusing on assessing children's learning levels and grouping them accordingly, rather than by age or grade. This method has effectively improved basic reading and arithmetic skills among primary school children across India.

Debates on educational emergency in Pakistan at various fora in the last 20 years have emphasized that poor learning outcomes at Katchi and Grade 1 level make it essential to redress the situation rather than focusing on automatic promotions in the next Grade or integrated curriculum at early primary level. However, little has been done to make systemic changes in the light of global, regional, and local insights and research findings.

Therefore, the primary step for SELECT is to review current best practices for early grade reading and align its implementation and assessment framework with them. While various sector reviews and progress assessments have been conducted, it is important to acknowledge that the current education sector plan (2018-2024) has not yet achieved a considerable proportion of its set targets (below 25%). Therefore, to ensure the success of sector-wide initiatives such as SELECT, it would be productive to incorporate existing research and conceptual frameworks into their design and implementation mechanisms. In the light of EGRA findings, SELECT should introduce the following:

- Assign academic and language specialists to look at current best practices and create a classroom-based framework that specifically targets foundational skills development. For instance, they should look at the factors that contribute to phoneme awareness and acquisition amongst 7-13 years old, what kind of preparedness is needed on part of the teachers and what kind of exposure to language is required to catalyze the process.
- A similar framework should be designed for each of the sub-tasks (including those that were not used for this study).
- Training should use these frameworks for module development and follow up with teachers.

[23] Various programs for school participation reach this conclusion such as PEQUIP in the 1990s in Balochistan, RCC in Sindh and Balochistan 2003-2011, ASER data, Pakistan Reading Program, cited in PRP Reading Approach, USAID, p.1

5.2 REALIGNMENT AND CONTEXUALIZATION OF THE CURRENT EDUCATION SYSTEM

The stated vision and aim for education are to promote quality learning and foster ethical values and skills in young learners, enabling them to become conscientious and productive citizens within a framework of human development. It is perplexing that while we are active users of innovative technologies like cellular devices, our educational models rely on abstract content knowledge that may quickly become obsolete. This raises the question of why we have been slow to adopt and promote educational models developed nearly two decades ago. Furthermore, it is curious that the prevailing system of education, largely conceived in the 18th century, is still widely considered suitable for navigating the demands of the 21st-century world and its knowledge-based economies.

In the last 20 years, there have been tremendous advancements in the research on science of learning and development. What we know about learning now, how brain functions, the fundamental requirements for conducive learning and cognitive development, is not what the school structure is designed on – whether it is content based 40-minute class periods, focus on memorization, or testing. There is no denying that dismantling an entire system would be messy and challenging, however, when it is directly contradictory to research insights into human learning, then measures must be taken. There is a widely held view that Pakistan's education system has not yet fully realized its potential since its inception in 1947. Despite numerous efforts and interventions aimed at improving the system, significant challenges remain.

While there have been various initiatives of SELD and its development partners focused on a critical problem, there has been a lack of comprehensive approach in terms of re-engineering the delivery of public education. It was expected that the pandemic of COVID-19 that disrupted “normal” functioning of schools and posed unprecedented challenges for learning, would be seized as an opening to reflect on and reconfigure the whole structure. However, despite the global emphasis on return to learning, there has been little or no responsiveness of the system to reflect or change its core. One major evidence comes from the annual development plans and budgeting, which did not even incorporate a line item for school hygiene or masks, let alone continuation of blended learning, internet data provision or use of moving images and media content that proved to be an effective tool for return to learning and generating motivation amongst students. Therefore, it is imperative for all key stakeholders to come together and agree upon a relevant, contextualized, and efficient system of public education delivery that is learner centered and research oriented.

- EGRA assessment shows how multiple factors such as poverty, support, supplementary reading, and time on task contribute to language learning and foundational skills. Perhaps the implementation model should be grounded in these SELECT findings.
- SELECT should experiment with how the school time on task is structured and make it a collaborative learning process at least for 1 hour every day. A pre and post assessment of reading and writing skills, comprehension and critical thinking should be carried out to assess the progress made. Similarly, teachers training should first focus on learning, brain development and debunking beliefs that have no real use for teaching and early learning.

5.3 MEDIUM OF INSTRUCTION VS QUALITY OF INSTRUCTION AND LANGUAGE EXPOSURE:

The choice of medium of instruction remains a topic of debate in Sindh, with discussions focusing on the balance between promoting English for global competitiveness and preserving indigenous languages like Sindhi for cultural identity.

Medium of instruction policy reflects a complex interplay between linguistic heritage and the demands of globalization. While efforts have been made to introduce English-medium instruction, there have been too many and too frequent policy shifts resulting in utter indecisiveness and confusion about what medium should be used for instructions in Sindh at primary level. These often-politicized debates on

medium of instructions have fogged the issue of the nature of language exposure and quality of teaching in the early years, irrespective of the choice of language.

Research on brain development, early childhood education and science of learning clearly establish that using the mother tongue enhances comprehension, cognitive development, and emotional security. Children learn concepts more effectively in a language they understand which is primarily the language used in homes. Moreover, the use of local language has created more participatory classrooms with students actively engaged in learning interactions.[24]

In Sindh, bilingualism is common with Urdu and Sindhi as first or second language with some pockets of Balochi and Seraiki. Therefore, it is integral to understand the difference between first language learning, second language acquisition process and how medium of instruction comes into play with bilingualism. Again, there is ample research evidence that underscores the importance of early exposure to multiple languages. It helps with enhancing cognitive flexibility, problem-solving, and cultural awareness whereas children's level of preparedness to adjust to multi layered, multi-faceted and multilingual social development context becomes higher.

Practical considerations of multilingualism, medium of instruction and the policy priorities need to be clearly understood and articulated to be able to move away from random policy shifts. It is of critical importance that Pakistani linguists as well as other experts from South Asian/multilingual context are engaged to understand the most practical and viable approaches vis-à-vis developing teachers' competence to engage with students coming from diverse socio-linguistic backgrounds.

At classroom level, teachers must introduce the second language through informal activities like songs, stories, and games. Keeping one language for a specific part of the day or subject also promotes children's learning and comfort in switching between the first and second languages.

Before applying EGRA findings at classroom level, GoS along with its development partners should carry out extensive public consultations, informed dialogues, action research and policy reflections and debates. It will be a seminal contribution of SELECT to spearhead the policy formulation on language and medium of instruction. The following outcomes should be aimed at:

- A ten-year policy framework including implementation, budgeting, dissemination and research mechanism for primary urban and rural schools.
- Specific core group of practitioners, teachers, academic institutions, and policy researchers identified to work extensively and exhaustively on language development. It will be their mandate to improve the policy framework and its implementation at all levels.
- Indigenous mode of phoneme teaching or teaching phonetics for Urdu and Sindhi.

5.4 DEMOGRAPHICS AND ROLE OF POVERTY ALLEVIATION IN EARLY GRADE LITERACY DEVELOPMENT:

A sector wide approach to policy reforms has been highlighted for decades now as piecemeal or fragmented response to complex issues such as inclusive and quality education for all, equity, gender parity, etc., do not hold any merit. More recently, multi-disciplinary and multisectoral approaches are emphasized with the realization of the scope for social development. Pakistan in general and Sindh in particular is no stranger to integrated programming, which led to gender responsive budgeting and frameworks for integrated planning. In fact, this recommendation is grounded in an Accelerated Action Plan for Nutrition Improvement in Sindh, supported by World Bank and European Union, **Sehatmund Sindh** with eight sectors working together to reduce malnutrition, stunting, and wasting in Sindh. Stunting is an irreversible damage to human development caused by acute malnutrition in children of age 5 and above. The 2018 National Nutrition Survey estimated 45.5% of the prevalence of Stunting and 23.4% of waste in children above 5 years. That is, almost half of those children enrolled in Katchi or Grade 1 have gone through brain damage that has reduced their cognitive abilities. Although the severity

[24] Evaluation of Khyber Pakhtunkhwa Education Sector Programme 2017-2020 and Releasing Confidence in Creativity programs final impact evaluation provide examples from KP, Sindh and Baluchistan.

and scope of this situation is not limited to early grade literacy, it certainly has direct implications for improving learning outcomes. No amount of learning resources or reading support will make a difference if children's brain functioning is already damaged.

Therefore, pre-emptive measures must be taken to address poverty. The critical role of associated services and overall ecology such as WASH in schools, quality of drinking water, food supply, and mothers' health need to be amplified from all platforms and policy initiatives. Macro level planning for improving educational outcomes will only be effective when issues like stunting and its ramifications for learning are taken into account.

5.5 FOUNDATIONAL LEARNING AND READING RESOURCES

The study findings point towards the lack of reading or learning resources inside and outside of classroom, inadequate teacher training and support, and time on task as the key contributor of poor reading skills amongst children. Considerable time and resources can be saved by taking stock of what has been done and developed. There is a whole repository of well-developed pilots and promising interventions across Pakistan (many of which contain a richness of data on elements of successful as well as elements that worked less well and thus can be drawn upon as lessons). After the 1990s there are examples of successful Teacher Mentoring and PEQUIP programmes (in Baluchistan), and even more recent examples of programmes aimed at Literacy Boost (in KP & Baluchistan), the Associate Degree of Education (ADE) and Pre-STEP Programme initiatives (across provinces), there is a need to draw upon the lessons vis-à-vis teacher development. Similarly, motivational, and nigh visibility implementation strategies such as reading buddies, mobile libraries, street theatres and community camos have generated interest amongst key players at school and community level and monitored by an over-stretched, unconvinced, or ill-equipped.

5.6 FREQUENCY FOCUS AND QUALITY OF TEACHER TRAINING

Teachers interviewed during the EGRA study expressed their dissatisfaction with the frequency and quality of support received during the year. Data indicated that 85% of head teachers and 71% of Grade 2 teachers did not receive any training on teaching reading skills last year and around 83% of teachers mainly used textbooks during teaching sessions. As much as continuous professional development and teacher support is important for teaching effectively, what is more essential is to look at the focus and quality of support provided by various wings/institutions of SELD. For most part, teachers are either trained about classroom management, lesson planning and assessment techniques or they receive 3 to 5 days of training on subject teaching mainly English, Mathematics and Science. Based on the diagnosis and experience in the field, it can be asserted that teacher training or any refresher input rarely focuses on learning dispositions on how children learn or the functioning of brain and cognitive development. While language training programs often cover valuable pedagogical skills, incorporating a deeper understanding of key concepts such as language learning principles, the distinction between first and second language acquisition, the impact of environmental factors and psychosocial support on linguistic development, could further enhance teacher effectiveness in supporting the diverse learning needs of multilingual, multiethnic, and socioeconomically diverse students.

A question that merits deeper reflection is how many teacher educators; research institutions or practitioners have conducted a qualitative or quantitative enquiry into language learning trends and patterns. To the best of our understanding, there has been no case study or cited publication that has come out in the last five years studying the language learning process of young children in Sindh or Pakistan. While the stated objectives of large-scale surveys such as EGRA baseline and endline conducted previously or even in this particular project are focused on measuring impact of program interventions, the findings and insights generated are not reported back to the teachers, let alone translated into actionable findings and recommendations.

Against the historical disengagement of teachers in academic research and knowledge-based discourses, it is recommended that findings of the study are shared at school and community level. Moreover, the training designed for this project, or others offered by PITE etcetera, must include a

module on brain development and language learning. Such training should be made mandatory as the medium of instruction used in classroom settings is the prime source of language learning in early primary breaks.
All training sessions must be interactive and activity-based, with microteaching and simulations as core training strategies.

5.7 ACCELERATED LEARNING AND BRIDGE PROGRAMS FOR EARLY GRADE READING SKILLS DEVELOPMENT:

EGRA baseline findings are alarming to say the least with over 50% of Grade 2 students struggled with all aspects of reading comprehension and fluency. This is not a revelation as all learning assessments or district report developed in the last 10 years identify similar trends with majority of students who have completed primary education till Grade 5 unable to perform simple reading and writing tasks. It is nothing short of mind boggling as to why the regular way of teaching and learning has continued when year in and year out the strategies used have resulted in poor learning outcomes. Also, when children are unable to comprehend a three-letter word or simple passage in their first language, how are they expected to excel or even meet basic standards of higher grades? It is imperative for the system to stop mechanistic completion of syllabi, examinations and churning of primary and secondary pass students, who are unable to read, write, interpret, infer, and analyze content much below their requisite standards. Just like Pratham employed Teaching at the Right Level strategy, both Sindhi and Urdu medium schools in Sindh should have one hour of reading activity across all grades and ages. In fact, this should become an activity implemented as a school and community partnership strategy – everyone comes together and helps each other in developing core aspects of reading and listening comprehension. Until the minimum standards for reading are achieved, there should be no subject teaching, or at least dedicated time should be allocated for daily practice of reading aloud, predictive, and inferential reading discussion and other activities developing the skills and confidence to use L1 and L2 as well as English.

5.8 REPOSITORY OF PRINTABLES AND DIGITAL MATERIAL FOR PROMOTING READING:

A mapping of reading material for early grades among worth teaching ads should be carried out before any new learning resource is worked upon. Again, in the numerous donors funded projects and training initiatives, countless prototypes and teaching and learning aids have been produced. While those materials sent to schools to be used in the classrooms are either gathering dust in some storage cupboard or have been misplaced, pristine records of these materials are available in libraries of institutions such as PITE, UNESCO, BOC, TEIs and other private research institutions such as AKU-IED, TRC and NDIE, Karachi. Private publishers such as Oxford, Kifayat, and Book Group have also developed an entire range of quality teaching resources. The focus of SELD or any development partner should not be on developing yet another set of alphabets, flashcards, or picture stories, but more on acquiring the relevant and quality resources and flooding the schools and households with reading resources. For instance, SELD can partner with local or national news people and start producing large spreads of alphabets, stories, and other reading material on newsprints. These can be distributed via newspaper distribution mechanisms or through schools, SMCs, or religious congregations. Unless printables are accessible to every child, youth and community adult, chances are that another EGRA Baseline study will be conducted in 2035, and the findings will be no different from this study or that conducted as part of SRP and PRP in 2014.

5.9 TEACHER COMPETENCE AND EVALUATIONS:

Both classroom observation and teacher interviewed data point towards issues of teacher competence and understanding of teaching and learning process. In their own conception, teachers maintain that they promote reading comprehension activities by using authentic material and building prior knowledge of children. However, it becomes apparent from looking at classroom observation data that children are rarely engaged in whole class or group discussions or teachers were able to assess the learning needs.

It will be curious to see how teachers perform EGRA tasks or more advanced assessment of knowledge, skills and attitudes towards language learning, early grade reading and ways to engage children. A causal analysis of students' performance and teachers' performance on same assessment tools will be useful in determining the actual teacher competence to teach early grades. Consequently, the training and support mechanisms can be informed by such an analysis. Research on teachers' beliefs and how they translate into their teaching practices is extensive internationally, however, an enquiry in rural Pakistan or Sindh has not been conducted. It is therefore recommended that teachers are not only assessed but also understood better, as it will enable teacher educators and policy makers to generate responsive teacher educations programmes.

5.10 PRACTICAL APPROACH TO CURRRICULLAR COVERAGE

The need to take account of contextual realities is Imperative vis-à-vis key factors such as classroom size, teachers' availability and competence, multi-age multi-grade student groups, parental support, and learning environment, etc. In this regard, it is a foregone conclusion that the current curriculum drawing out for early grades cannot be covered holistically for any academic year. Therefore, identifying core curricular content with specific learning outcomes for each grade can help with rationalizing the load until current skills deficit is controlled or reduced. Reducing emphasis on teaching of content/ topical information would make space for activities that promote critical thinking, information processing, inquiry and project-based learning. Meta cognitive skills development would equip students to become independent and lifelong learners. It entails a paradigm shift in teaching, teachers' education, curriculum development and assessment – Backward planning and International Benchmark Testing are two frameworks that Pakistan can use as reference points.

5.11 PARENTAL INVOLVEMENT:

Key findings showed that better socio-economic status and parental support have a strong correlation with an increase in students' ORF percentages. The RSU and SELECT Project should ensure that families of needy students can get registered in vocational education and income support programs like Sindh STEVTA, Aman Tech, SRSO, Girl's stipend BISP, Ehsaas, etc. Similarly, the structures of SMCs and Cluster Council structure should be engaged in ensuring the participation of parents in school activities and its continuous development process. Under SCP, each cluster hub school is working as a center for the provision of CPD support, such a center can also be equipped and used for non-formal education, parental education, vocational education, and skills development through public-private partnerships modalities. Under such partnerships, parents or siblings of students can be linked with the market or industry to ensure employment and improve the socio-economic status of students' families.

ANNEXURES

EGRA: SINDHI STUDENT RESPONSE BOOKLET

Sindh Early Grade Learning Enhancement Through Classroom Transformation (SELECT) Project

ASSESSMENT FOR READING

GRADE-2

Sindh

ASSESSMENT TOOLS

INSTRUCTIONS AND PROTOCOL

بنيادي معلومات جو پاڻو

A جائزي جي تاريخ	ڏينهن ☐☐ مهينو ☐☐	I شاگرد جو انفرادي ڪوڊ	☐☐
B اسڪول جو انفرادي ڪوڊ (SEMIS)	☐☐☐☐☐☐☐☐☐☐	J شاگرد جي صنف ڪهڙي آهي؟	(1) چوڪري ☐ (2) چوڪرو ☐
C ضلعو			
D تعلقو/ٽائون		K شاگرد جي عمر ڪيتري آهي؟	☐☐ سال
E اسڪول جو نالو		L شروع ٿيڻ جو وقت [__ __] [__ __]	
F ڪلاس جو ڪوڊ		M نگران جو ڪوڊ	☐☐
G جائزي وٺندڙ جو ڪوڊ	☐☐☐	N نگران جو نالو ۽ صحي	
H جائزي وٺندڙ جو نالو ۽ صحي			

SINDHI

عام هدايتون

1. اهو تمام ضروري آهي تہ ڇڻا ڪيل **(Bold)** حصا آهستي آهستي وڌي ۽ واضح آواز سان پڙهيا وڃن.
2. نئين هدايت يا مشق شروع ڪرڻ کان اڳ ۾ ٻارن جا جواب لازمي رڪارڊ ڪيا وڃن.

جن ٻارن جي آزمائش ورتي پئي وڃي، انهن لاءِ سنو ۽ تفريحي ماحول قائم رکڻ تمام ضروري آهي؛ ان لاءِ ابتدائي طور تي ٻارن سان سندن دلچسپيءَ وارن موضوعن تي ڳالهائي سگهجي ٿو، (هيٺ ڏنل مثال کي ڏسو) تہ جيئن ٻار ان کي امتحاني آزمائش بدران هڪ تفريحي راند سمجهن.

ٻارن کي چئو:

السلام عليڪم ! منهنجو نالو _____ آهي. مان _____ ۾ رهندو/ رهندي آهيان. هاڻي مان اوهان کي پنهنجي باري ۾ مختصر نموني ٻڌائڻ چاهيندس/ چاهيندیس.

(گهر ياتين جو تعداد، مشغوليون، دوستن جو تعداد وغيره)

1. **ڇا اوهان مون کي پنهنجي ۽ پنهنجي گهر ياتين جي بابت ڪجهہ ٻڌائيندا؟**

(جواب جو انتظار ڪريو. جيڪڏهن ٻار گهٻرائيندو هجي تہ ڪانئس سوال نمبر 2 ڪريو.

جيڪڏهن ٻار مطمئن هجي تہ زباني راضپو حاصل ڪرڻ لاءِ توهان پنهنجو عمل جاري رکو.)

2. **جڏهن اوهان گهر ۾ هوندا آهيو تہ اوهان ڇا ڪرڻ پسند ڪندا آهيو؟**

زباني راضپو

شاگردن کي چئو:

* **اڇو تہ هاڻي مان اوهان کي ٻڌايان تہ مان اڄ هتي ڇو آيو/ آئي آهيان. اسان ان ڳالهہ کي سمجهڻ جي ڪوشش ڪري رهيا آهيون تہ ٻار پڙهڻ ڪهڙيءَ ريت سکندا آهن.**
* **اسان کي ان سلسلي ۾ اوهان جي مدد جي ضرورت آهي.**
* **اڄ اسان پڙهڻ واريون راندیون کيڏنداسين. مان اوهان کي ڪجهہ لفظ، هڪ مختصر آکاڻي وڌي آواز سان پڙهڻ لاءِ چوندس/چونديس ۽ ڪجهہ تصويرن جي سڃاڻپ ٻہ ڪرائيندس/ ڪرائيندیس.**
* **هن ٽيبليٽ جي مدد سان مان ڏسندس/ڏسنديس تہ اوهان کي مشق حل ڪرڻ ۾ ڪيترو وقت لڳي ٿو.**
* **هي ڪو امتحان ناهي ۽ هن جو اوهان جي امتحاني نتيجن تي ڪو ٻہ اثر نہ پوندو.**
* **مان اوهان جو نالو ڪونہ لکندس/لکنديس.**

* جڏهن اسان هڪ پيرو شروع ڪنداسين ۽ اوهان ڪنهن سوال جو جواب نه ڏئي سگهو، تڏهن به ڪا ڳالهه نه آهي.
* ڇا اوهان جي ذهن ۾ ڪو سوال آهي؟
* ڇا اوهان شروع ڪرڻ لاءِ تيار آهيو؟

عملي ڪر نمبر .1 صوتي ڇيد (شروعاتي آواز)	شاگردن جي مشق لاءِ ڪوبه مواد ناهي.	هن مشق جو وقت مقرر ناهي.	
	جيڪڏهن هر 3 سيڪنڊن تائين بيهي رهي.	جيڪڏهن هر پورين 5 لفظن جو صحيح جواب نه ڏئي ته چئوس، ترسو!	

هيءَ ٻُڌڻ واري مشق آهي. توهان ڇاڪو ٿا ته لفظ آوازن مان ٺهندا آهن. مثال طور: لفظ "ڪڪ" جو شروعاتي آواز /ڪ/ آهي. مان لفظ ۾ دفعا چوندس. لفظ کي غور سان ٻڌي مون کي ٻڌايو ته هن لفظ ۾ شروعاتي آواز ڪهڙو آهي.

1. **مثال طور: هن لفظ جو شروعاتي آواز ڪهڙو آهي "وڻ" - "وڻ" ؟**
   - (جيڪڏهن هر درست جواب ڏئي ته چئوس) **شاباس، "وڻ" جو شروعاتي آواز آهي: /و/**
   - (جيڪڏهن هر درست جواب نه ڏئي ته چئوس) **لفظ "وڻ" جو شروعاتي آواز/و/ آهي.**

   هاڻي توهان جو وارو آهي، ٻڌايو ته لفظ "وڻ" جو شروعاتي آواز ڪهڙو آهي؟ "و"؟

   (5 سيڪنڊن تائين هر جي جواب لاءِ ترسو!)

2. **هاڻي هڪڙي ٻي ڪوشش ڪريو: هن لفظ جو شروعاتي آواز ڪهڙو آهي: "بدڪ" - "بدڪ" ؟**
   - (جيڪڏهن هر درست جواب ڏئي ته چئوس) **شاباس، لفظ "بدڪ" جو شروعاتي آواز آهي:/ب/**
   - (جيڪڏهن هر درست جواب به نه ڏئي ته ٻڌايوس) **"بدڪ" جو شروعاتي آواز آهي:/ب/؛**

   هاڻي توهان جو وارو آهي، ٻڌايو ته لفظ "بدڪ" جو شروعاتي آواز ڪهڙو آهي؟ /ب/

   (5 سيڪنڊ تائين هر جي جواب لاءِ ترسو!).

هاڻي مان توهان لاءِ هرهڪ لفظ ٻه دفعا پڙهندس. مهرباني ڪري غور سان ٻڌو ۽ انهن لفظن جا شروعاتي آواز ٻڌايو. ڇا توهان سمجهيو ته توهان کي ڇا ڪرڻو آهي؟

هن لفظ جو شروعاتي آواز ڪهڙو آهي: "___" - "____" ؟ (هر لفظ ٻه دفعا پڙهو)

1	سج	/س/	☐صحيح	☐غلط	☐ڪوبه جواب نه
2	ادي	/ا/	☐صحيح	☐غلط	☐ڪوبه جواب نه

3	ميڄي	/م/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
4	پاڪستان	/پ/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
5	ريل	/ر/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
6	ڏينهن	/ڈ/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
7	سامان	/س/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
8	شهر	/ش/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
9	ٽٽائي	/پ/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
10	واڌو	/و/	☐صحيح	☐غلط	☐ڪوبہ جواب نہ
✍ صحيح ڏنل جوابن جو تعداد					
☑ جيڪڏهن مشق ان ڪري ختم ڪئي وئي آهي تہ ہار پهرين پنجن لفظن مان ڪوبہ صحيح جواب نہ ڏئي سگهيو، تہ هن خاني ۾ نشان لڳايو.					☐

عملي ڪم نمبر 2 **بي معنيٰ لفظ پڙهڻ**	🕮 عملي ڪم نمبر 2	🕒60 سيڪنڊ
	✋جيڪڏهن ٽائيمر (0) تي اچي وڃي تہ چئو **"ترسو!"**	↻جيڪڏهن ہار ڪنهن لفظ تي 3 سيڪنڊن ڪان وڌيڪ بيهي.	✋جيڪڏهن ہار پهرين ست جو ڪوبہ صحيح جواب نہ ڏئي، تہ چئوس **"ترسو!"**

✍ ڪنهن بہ غلط پڙهيل لفظ تي ڪِلڪ ڪريو.

جيڪڏهن ہار پاڻمرادو درست ڪري ٿو تہ ٻيهر ڪِلڪ ڪريو.

آخري پڙهيل لفظ تي ڪِلڪ ڪريو.

هي ڪجهہ بي معنيٰ لفظ آهن. مان چاهيان ٿو/ ٿي تہ اوهان انهن بي معنيٰ لفظن مان جيترا لفظ پڙهي سگهو ٿا، پڙهو! لفظن جي هِجي نہ ڪريو، رڳو پڙهو. مثال طور: هي بي معنيٰ لفظ "تاپ" آهي، هاڻي هڪڙي بي ڪوشش ڪريو. مهرباني ڪري هي لفظ پڙهو (ٻئي لفظ ڏانهن اشارو ڪندي): "لوم".

(جيڪڏهن شاگرد چئي "لوم" چئو) **شاباس: " لوم"**

(جيڪڏهن شاگرد " لوم" لفظ درست نہ چئي سگهي تہ چئوس): **هي بي معنيٰ لفظ آهي: " لوم".**

هاڻي ٻئي لفظ پڙهڻ جي ڪوشش ڪريو: مهرباني ڪري هي لفظ پڙهو (ٻئي لفظ ڏانهن اشارو ڪندي: **" ويپ ".**

جيڪڏهن شاگرد چئي: "ويپ" تہ چئوس **شاباس: " ويپ ".**

(جيڪڏهن شاگرد "ويپ" لفظ درست نہ چئي سگهي تہ ٻڌايوس) **هي بي معنيٰ لفظ آهي "ويپ" .**

چا اوهان سمجهي ويا تہ توهان کي چا ڪرڻو آهي؟ جڏهن مان چوان "شروع ڪريو" تہ انهن لفظن کي جيترو بهتر طريقي سان پڙهي سگهو ٿا، پڙهو. مان خاموش رهنديس ۽ اوهان کي ٻڌنديس. جيستائين اوهان کي منهنجي مدد جي ضرورت پوي. تيار ٿي وڃو، پڙهڻ شروع ڪريو.

مثال طور: تاپ لوم ويپ

باد	لدا	نيم	وٽو	ماپ
راغ	وجو	راپ	ٽوڪ	ڏاز
يرون	عوت	اوف	راٽ	وتار
گهموڪ	تمحار	روهش	ڪورم	لمول
بارڪ	دوجس	ٽراڪ	پواس	نهاڪ
ماجهہ	ندهو	ڍانچ	دمت	وٽال
شٽطو	ليفو	سيڄ	رگها	ماشپ
حياب	طاغ	ڍوٽ	ظوڳ	وراپ
ڪڙاچ	نراپ	لدام	وراپ	ياسپ
باد	ڏوگ	ازو	ڪيڊ	تماج

عملي ڪم نمبر 3 لفظن جو ذخيرو	🕮 عملي ڪم نمبر3	وقت مقرر ناهي.
	جيڪڏهن ٻار ڪنهن تصوير تي 3 سيڪنڊن کان وڌيڪ بيهي.	جيڪڏهن ٻار پهرين سِٽ جو ڪوبہ صحيح جواب نہ ڏئي، تہ چئوس **"ترسو!"**

✍ ڪنهن بہ غلط جواب تي ڪِلڪ ڪريو.

جيڪڏهن ٻار پاڻمرادو درست ڪري ٿو تہ ان جواب تي ٻيهر ڪِلڪ ڪريو.

آخري ڏنل جواب تي ڪِلڪ ڪريو.

ٻار کي شاگردن جي آزمائشي مشق واري تصويرن وارو صفحو (عملي ڪم 3) ڏيکاريو ۽ چئو:

هي ڪجهہ تصويرون آهن. اهو ٻڌايو تہ هرهڪ تصوير ۾ ڇا ٿي رهيو آهي؟

ڏسو. مثال (' جهاز اڏامي ٿو ' ڏانهن اشارو ڪندي چئو) **هيءُ " جهاز اڏامي ٿو" آهي .**

هاڻي توهان هڪ ڪوشش ڪريو ۽ ٻڌايو تہ : هن تصوير ۾ ڇا ٿي رهيو آهي؟ (" چوڪرا ڪرڪيٽ کيڏن ٿا " جي تصوير ڏانهن اشارو ڪندي)

جيڪڏهن شاگرد چئي " چوڪرا ڪرڪيٽ کيڏن ٿا " تہ ڪيس چئو **شاباس، " چوڪرا ڪرڪيٽ کيڏن ٿا ".**

جيڪڏهن شاگرد درست جواب نہ ٻڌائي سگهي تہ ڪيس ٻڌايو **" چوڪرا ڪرڪيٽ کيڏن ٿا ".**

هاڻي هڪڙي ٻي ڪوشش ڪريو، ٻڌايو تہ هن تصوير ۾ ڇا ٿي رهيو آهي؟ ("چوڪرو سائيڪل هلائي ٿو " جي تصوير ڏانهن اشارو ڪندي)

جيڪڏهن شاگرد چئي " چوڪرو سائيڪل هلائي ٿو " تہ چئوس **شاباس، " چوڪرو سائيڪل هلائي ٿو ".**

جيڪڏهن شاگرد درست جواب نہ ٻڌائي سگهي تہ ڪيس ٻڌايو **"چوڪرو سائيڪل هلائي ٿو".**

ڇا توهان سمجهي ويا تہ توهان کي ڇا ڪرڻو آهي؟ جڏهن مان چوان " شروع ڪريو " تہ توهان ٻڌايو تہ تصوير ۾ ڇا ٿي رهيو آهي؟ جيڪڏهن توهان تصوير نہ ٿا سڃاڻو تہ پوءِ پي تصوير ڏسو. هاڻي توهان پنهنجي آڱر پهرين تصوير تي رکو. پهرين قطار کان شروع ڪندي پي قطار ڏانهن وڌو. مان تيستائين خاموش رهي توهان کي ٻڌندس، جيستائين توهان کي منهنجي مدد جي ضرورت نہ پوي! تيار آهيو؟ شروع ڪريو

مثال طور: جهاز اڏامي ٿو چوڪرا ڪرڪيٽ کيڏن ٿا چوڪرو سائيڪل هلائي ٿو

چوڪرو فٽبال کيڏي ٿو	ٻار هاڻي ڏسي ٿو.	چوڪري هاڪيءَ راند کيڏي ٿي.	گهوڙو ڊوڙي ٿو.	استاد بورڊ تي لکي ٿو.
چوڪري پاڻي پيئي ٿي.	ماڻهو/ ڊرائيور گاڏي/ ڪار هلائي ٿو.	طوطو صوف کائي ٿو.	ٻار ڏند صاف ڪري ٿو.	رازو/ مستري پت/ گهر ناهي ٿو.

عملي ڪم نمبر 4	عملي ڪم 4	60 سيڪنڊ
	جيڪڏهن ٽائيمر (0) تي اچي وڃي تہ چئو **"ترسو!"**	جيڪڏهن هڪ ڪنهن لفظ تي 3 سيڪنڊن کان وڌيڪ بيهي.	جيڪڏهن هڪ پهرين سِٽ جو ڪوبہ صحيح جواب نہ ڏئي، تہ چئوس **"ترسو!"**

ڪنهن بہ غلط پڙهيل جواب تي ڪِلڪ ڪريو.

جيڪڏهن هڪ پاڻمرادو درست ڪري ٿو تہ ان جواب تي ٻيهر ڪِلڪ ڪريو.

آخري ڏنل جواب تي ڪِلڪ ڪريو.

هيءَ هڪ مختصر آکاڻي آهي، ان کي وڏي آواز سان پڙهو، جڏهن توهان پڙهي وڃندؤ تہ مان ان بابت ڪجهہ سوال ڪندس. اوهان سمجهيو تہ اوهان کي ڇا ڪرڻو آهي؟ جڏهن مان چوان، آکاڻي پڙهو تہ سڀني انداز سان پڙهڻ جي ڪوشش ڪريو. مان تيستائين اوهان کي خاموشيءَ سان ٻڌندس، جيستائين اوهان کي منهنجي مدد جي ضرورت پوي! تيار آهيو؟ شروع ڪريو.

هر جي اڳيان رکيل عملي مواد (Stimuli) هڻائي ڇڏيو. هارن کي هدايتون پڙهي ٻڌايو. ان کان پوءِ هر سوال واضح ۽ آهستي پڙهو. هر سوال پڙهڻ کان پوءِ جواب لاءِ هار کي گهٽ ۾ گهٽ **15 سيڪنڊ** ڏيو. هار جي ڏنل جواب کي نوٽ ڪريو، صحيح هجي يا غلط ۽ ٻئي سوال تي هلو.

مان اوهان کان آکاڻيءَ بابت ڪجهہ سوال پڇندس، جيڪا اوهان هاڻي پڙهي، جيترو ٿي سگهي بهتر طريقي سان سوالن جا جواب ڏيو. (هر هڪ سوال جي جواب لاءِ 15 سيڪنڊن تائين انتظار ڪريو).

آکاڻي		سوال	جواب
بادل ۽ اسلم اسڪول مان واپس اچي رهيا هئا.	9	اسلم ۽ بادل ڪٿان واپس اچي رهيا هئا؟ (اسڪول مان)	☐ صحيح ☐ غلط ☐ ڪو بہ جواب نہ
وات تي گرميءَ سبب وڻ جي ڇانو ۾ اچي وينا.	19	اسلم ۽ بادل وڻ هيٺان ڇو وينـا؟ (گرميءَ سبب)	☐ صحيح ☐ غلط ☐ ڪو بہ جواب نہ
ڪين ڏاڏو آرام مليو هنن سوچيو: "وڻ تہ ماحول لاءِ ڏاڍا ڀلا آهن! ڇو نہ اسان بہ پنهنجي اسڪول ۾ وڻ پوکيون".	42	وڻ جي ڇانو سبب ڪين ڇا مليو؟ (آرام)	☐ صحيح ☐ غلط ☐ ڪو بہ جواب نہ
ٻئي ڏينهن هنن پنهنجي اسڪول ۾ ٻين شاگردن سان گڏجي ٻوٽا پوکيا.	54	وڻ پوکڻ ڇو ضروري آهن؟ (وڻن سان ماحول صاف ٿيندو)	☐ صحيح ☐ غلط ☐ ڪو بہ جواب نہ

		(وٽن مـان چـانوَ ملي ٿي) (وٽن مان ميوا ملن ٿا)	
شاگردن جي انهيءَ عمل کي سيني ساراهيو.	60	شاگردن جي ساراھ چو ڪئي وئي؟ (شاگردن سنو ڪم ڪيو) (شاگردن وڻ پوکيا)	☐ صحيح ☐ غلط ☐ ڪو به جواب نہ

عملي ڪم نمبر 5 عبارت پڙڻ ۽ سمجھڻ	☒ شاگردن جي مشق لاءِ ڪوبہ مواد ناهي.	☒ هن مشق جو وقت مقرر ناهي.

مان توهان کي هڪ مختصر آکاڻي وڌي آواز سان هڪ دفعو پڙهي ٻڌايان ٿو / ٿي ۽ ان کان پوءِ ڪجھ سوال پڇندس. مهرباني ڪري غور سان ٻڌو ۽ بهتر نمونو سوالن جا جواب ڏيو. ڇا اوهان سمجهي ويا آهيو تہ توهان کي ڇا ڪرڻو آهي؟

هڪ هرڻي ٻچن سان جهنگ ۾ خوش رهندي هئي. اوچتو شڪاريءَ ڪيس ڏنو ته ڇار ۾ پکڙي ورتائينس. هرڻي شڪاريءَ کي نماٽين اکين سان ڏنو تہ شڪاريءَ ڪيس ڇڏي ڏنو.

مان اوهان کان آکاڻيءَ بابت ڪجھ سوال پڇندس، جيڪا اوهان هاڻي ٻُڌي، جيترو ٿي سگهي بهتر طريقي سان سوالن جا جواب ڏيو. (هر هڪ سوال جي جواب لاءِ 15 سيڪنڊن تائين انتظار ڪريو).

سوال	جواب
هرڻي ڪٿي رهندي هئي؟ (جهنگ ۾)	☐ **صحيح** ☐ **غلط** ☐ ڪو به جواب نہ
شڪاريءَ هرڻي کي چو پکڙيو؟ (وڪڻڻ لاءِ/ پالڻ لاءِ/ کائڻ لاءِ)	☐ **صحيح** ☐ **غلط** ☐ ڪو به جواب نہ

شڪاري هڙڀءَ کي ڇو آزاد ڪيو؟ (رحم آيس/ هڙڀءَ نماڻين اکين سان ڏٺو/ هڙڀءَ جا ننڍڙا ٻچا هئا)	☐ **صحيح** ☐ **غلط** ☐ ڪو به جواب نہ
✍ صحيح ڏنل جوابن جو تعداد	

Sindh Early Grade Learning Enhancement Through Classroom Transformation (SELECT) - EGRA

پڑھنے کے لیے جائزہ

جماعت دوم

اردو

ہدایات و قواعد و آداب برائے آزمایشی آلہ

عمومی ہدایات

1. یہ بہت ضروری ہے کہ بڑے / جلی (**Bold**) انداز میں لکھے ہوئے حصے کو بلند آواز سے ٹھہر ٹھہر کر وضاحت سے پڑھا جائے۔
2. نئی ہدایت یا مشق پر جانے سے پہلے طلبہ کے جواب ریکارڈ کر لیجیے۔

جن طلبہ کی آزمائش کی جارہی ہے ان کے ساتھ اچھا اور دوستانہ رویہ قائم کرنا بہت ضروری ہے۔ اس کے لیے ابتدائی طور پر طلبہ کے پسندیدہ موضوع پر گفتگو کی جائے ہے تا کہ طلبہ آپ سے مانوس ہو جائیں۔ نیچے کی مثال ملاحظہ فرمایئے۔

(طالب علم / طالبہ سے کہیے)

السلام علیکم! میرا نام۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ہے۔ میں۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔میں رہتا/رہتی ہوں۔

میں آپ کو اپنے بارے میں مختصر طور پر بتانا پسند کروں گا/ گی۔

(خاندان کے افراد کی تعداد، مشاغل، دوستوں کی تعداد وغیرہ کے بارے میں بات کیجیے۔)

1. **کیا آپ بھی مجھے اپنے اور اپنے گھر والوں کے بارے میں کچھ بتائیں گے؟**

(جواب کا انتظار کریں اگر طالب علم/طالبہ گھبرائے تو اُس سے سوال نمبر 2 پوچھیں اور اگر طالب علم/طالبہ مطمئن ہو تو زبانی مرضی حاصل کرنے کے لیے آپ اپنا عمل جاری رکھیں)

2. **جب آپ اسکول میں نہیں ہوتے تو کیا کرتے / کرتی ہیں؟**

زبانی مرضی

(طالب علم / طالبہ سے کہیے)

- **آیئے، اب میں آپ کو بتاؤں گا / گی کہ میں یہاں کیوں آیا/ آئی ہوں۔ ہم یہ بات سمجھنے کی کوشش کر رہے ہیں کہ بچے پڑھنا کس طرح سیکھتے ہیں۔**
- **ہمیں اس سلسلے میں آپ کی مدد چاہیے۔**
- **آج ہم پڑھنے کے کچھ کھیل کھیلیں گے، ان میں آپ کو کچھ تصویروں کی پہچان کریں گے، کچھ الفاظ پڑھیں گے، مختصر کہانی پڑھ کر کچھ سوالوں کے جواب دیں گے۔**
- **اس موبائل / ٹیبلٹ کے ذریعے ہم دیکھیں گے کہ ہمیں کیا کرنا ہے اور ہمیں ان مشقوں کو کرنے کے لئے کتنا وقت چاہیے۔**
- **یہ کوئی امتحان نہیں ہے اور اس کا آپ کے اسکول کے امتحان کے نتیجے پر کوئی اثر نہیں ہو گا۔**
- **اس مشق کے دوران میں اگر آپ کسی سوال کا جواب نہ دے سکے تو کوئی بات نہیں اور اگر آپ اس سلسلے میں حصہ لینا نہیں چاہتے تو کوئی بات نہیں۔**
- **کیا آپ کے ذہن میں کوئی سوال ہے؟** (اگر طالب علم /طالبہ کی طرف سے کوئی سوال ہو تو پوچھے گئے سوال کا جواب دیں)
- (شروع کیجیے۔)

☑ خانے پر نشان لگائیے کہ طالب علم/طالبہ کی مرضی حاصل کرلی گئی ہے۔ ☐ ہاں

(اگر زبانی مرضی حاصل نہ ہوسکے تو طالب علم/طالبہ کا شکریہ ادا کیجیے اور "نہیں" کا بٹن دبائیے)

(A) تاریخ جائزہ	سال / ماہ / دن	(J) طالب علم / طالبہ کی جماعت	
(B) اسکول کا انفرادی کوڈ		(K) طالب علم / طالبہ کا انفرادی کوڈ	
(C) صوبے کا نام		(L) طالب علم / طالبہ کی جنس	(1) لڑکی (2) لڑکا
(D) ضلعے کا نام		(M) طالب علم کی عمر	سال
(E) تحصیل کا نام		(N) آزمایشی نگراں کی شناخت	
(F) اسکول کا نام		(O) آزمایشی نگراں کا نام	
(G) متعلقہ جماعت کو اردو پڑھانے والے / والی استاد / استانی کا نام		(P) آزمایش شروع ہونے کا وقت گھنٹے منٹ	
(H) جائزہ کنندہ کی شناخت			
(I) جائزہ کنندہ کا نام			

عملی کام نمبر 1 صوتی آگہی/ابتدائی آواز	طلبہ کے لیے آزمایشی مشق کی کوئی کاپی نہیں ہے۔	اس مشق کا وقت مقرر نہیں۔
	اگر طالب علم / طالبہ 3 سیکنڈ تک رک جائے۔	اگر طالب علم / طالبہ پہلے 5 الفاظ کا صحیح جواب نہ دے تو "رک جائیں"۔

- کسی بھی غلط جواب پر "کلک" کیجیے۔
- اگر طالب علم / طالبہ خود درست کرے تو دوبارہ "کلک" کیجیے۔
- آخری بتائے گئے جواب پر "کلک" کیجیے۔

(طالب علم / طالبہ سے کہیے)

- **یہ سننے کی مشق ہے۔ میں آپ کو کچھ لفظ بتاؤں گا / گی۔ آپ کو یہ بتانا ہے کہ ان لفظوں کی ابتدائی / شروع کی آواز کیا ہے۔ جیسے: لفظ "جہاز" کی ابتدائی / شروع کی آواز /ج/ ہے۔ میں ہر لفظ دو بار دہراؤں گا / گی۔ آپ اسے غور سے سنیں گے اور بتائیں گے کہ ان الفاظ کی ابتدائی آواز کیا ہے؟**
- **اب آپ بتائیں لفظ "انار" کی ابتدائی آواز کیا ہے؟**
- (اگر طالب علم / طالبہ صحیح جواب دے تو کہیے۔) **"شاباش"، لفظ "انار" کی ابتدائی آواز /ا/ ہے۔**
- (اگر طالب علم / طالبہ درست جواب نہ دے تو کہیے) **لفظ "انار" کی ابتدائی آواز /ا/ ہے**
- **اب ایک اور کوشش کریں لفظ "مدد" کی ابتدائی آواز کیا ہے؟**
- (اگر طالب علم / طالبہ صحیح جواب دے تو کہیے) **"شاباش"، لفظ "مدد" کی ابتدائی آواز /م/ ہے۔۔**
- (اگر طالب علم / طالبہ صحیح جواب نہ دے تو کہیے) **لفظ "مدد" کی ابتدائی آواز /م/ ہے**
- **اب میں آپ کے لیے ہر لفظ دو بار دہراؤں گا / گی؛ آپ اسے غور سے سنیں اور بتائیں کہ اُس لفظ کی ابتدائی آواز کیا ہے؟**
- **کیا آپ تیار ہیں؟**
- (مشق شروع کیجیے:)

اس لفظ کی ابتدائی آواز کیا ہے؟ "----"، "----" (ہر لفظ دو بار پڑھیے)

1	سَلام	/س/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
2	بَرَس	/ب/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
3	گھڑی	/گھ/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
4	جَماعت	/ج/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
5	مَداری	/م/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
6	شَجَر	/ش/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
7	رَضا	/ر/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں

8	خبر	/خ/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
9	عَدالت	/ع/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
10	ٹماٹر	/ٹ/	☐ صحیح	☐ غلط	☐ کوئی جواب نہیں
صحیح جوابات کی تعداد					
اگر مشق اس وجہ سے ختم کی گئی ہے کہ بچے نے پہلے پانچ الفاظ کے سیٹ میں کوئی بھی صحیح جواب نہیں دیا ہے تو خانے میں نشان لگائیے۔					

عملی کام نمبر 2 بے معنی الفاظ پڑھنا	طلبہ کے لیے آزمایشی مشق کی کاپی۔ عملی کام نمبر 2	60 سیکنڈ	اگر طالب علم / طالبہ پہلی سطر کا ایک بھی لفظ صحیح نہ پڑھ سکے تو کہیے، "رک جائیں"۔
	جب ٹائمر "0" پر آ جائے تو کہیے "رک جائیں"۔	اگر طالب علم / طالبہ ایک لفظ پر 3 سیکنڈ سے زیادہ رک جائے۔	

- کسی بھی غلط جواب پر "کلک" کیجیے۔
- اگر طالب علم / طالبہ خود درست کرے تو دوبارہ "کلک" کیجیے۔
- آخری بتائے گئے جواب پر "کلک" کیجیے۔

(طالب علم / طالبہ کو طلبہ کی آزمایشی کاپی میں سے مشق نمبر 2 والا صفحہ دکھائیے اور کہیے:)

- **یہ کچھ بے معنی لفظ ہیں۔ میں چاہتا / چاہتی ہوں کہ آپ ان بے معنی لفظوں کو جتنا ہو سکے اتنا پڑھیں! لفظوں کی جگہ نہ کریں**
- **صرف پڑھیں جیسے: یہ بے معنی لفظ "پاگ" ہے۔ اب آپ ایک اور کوشش کریں اور اگلا لفظ پڑھیں** (دوسرے لفظ کی طرف اشارہ کریں)

"جوڈ" (جب طالب علم / طالبہ لفظ "جوڈ" درست بولے تو کہیے) **شاباش "جوڈ"۔**

- (اگر طالب علم / طالبہ "جوڈ" درست ادا نہ کر سکے تو اس کو کہیے) **یہ بے معنی لفظ "جوڈ" ہے۔ اب ایک اور کوشش کریں:**
- (اگر طالب علم / طالبہ لفظ "زاچی" درست بولے تو کہیے) **شاباش "زاچی"**
- (اگر طالب علم / طالبہ درست ادا نہ کر سکے تو اس کو کہیے) **یہ بے معنی لفظ "زاچی" ہے**
- **کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟ جب میں کہوں "شروع کریں" تو ان لفظوں کو جتنے اچھے طریقے سے پڑھ سکتے ہیں، پڑھیں۔ میں خاموش رہوں گا / گی اور آپ کو سنوں گا / گی۔ جب تک آپ کو میری مدد کی ضرورت ہو۔**
- **اپنا ہاتھ پہلے لفظ پر رکھ کر پڑھیں اور پہلی سطر / لائن سے شروع کرتے ہوئے دوسری سطر / لائن کی طرف جائیں۔** (طالب علم / طالبہ کو اشارے کی مدد سے بتائیے)
- **کیا آپ تیار ہیں؟**
- (مشق شروع کیجیے:)

مثال: پاگ جوڈ زاچی

زَب	زَق	درف	زرج	ترگ
آچ	موف	خیم	پوم	جھیٹ
نود	پھوج	تھاج	جوپ	راد
گھاپ	لاچھ	شاص	پاڑی	ٹوٹی
گاسی	میچ	شوپھا	خانگ	موغا
دھاجا	بُلات	غوطی	پھین	داچ
برشا	مید	جیس	دھاگ	چھوم
ڈھیم	پھید	زرم	ڈھوب	باچی
بھامڑ	گھوجا	بالھی	دھاپ	دبک
گھادی	کھوم	جھاف	ماتھی	وامر

عملی کام نمبر 3 ذخیرہ الفاظ	طلبہ کے لیے آزمایشی مشق کی کاپی۔ عملی کام نمبر 3	اس سرگرمی کا کوئی وقت مقرر نہیں ہے
	اگر طالب علم / طالبہ کسی تصویر پر 3 سیکنڈ سے زیادہ رک جائے۔	اگر طالب علم / طالبہ پہلی قطار میں سے کوئی بھی جواب درست نہ دے سکے، تو کہیں " رک جائیں"۔

- کسی بھی غلط جواب پر "کلک" کیجیے۔
- اگر طالب علم / طالبہ خود درست کرے تو دوبارہ "کلک" کیجیے۔
- آخری بتائے گئے جواب پر "کلک" کیجیے۔

(طالب علم / طالبہ کو طلبہ کی آزمایشی کاپی میں سے مشق نمبر 3 کی تصویروں والا صفحہ دکھایئے اور کہیے:)

- **یہ کچھ تصویریں ہیں، آپ کو بتانا ہے کہ ان تصویروں میں کیا ہو رہا ہے؟**
- (جیسے: "پرندہ اڑ رہا ہے" والی تصویر پر اشارہ کر کے طالب علم / طالبہ سے کہیے) **"پرندہ اڑ رہا ہے"**
- **اب آپ کوشش کریں اور بتائیں کہ اس تصویر میں کیا ہو رہا ہے؟ ("سورج نکل رہا ہے" والی تصویر کی طرف اشارہ کریں اگر طالب علم یہ کہے کہ سورج نکل رہا ہے تو کہیے) شاباش! "سورج نکل رہا ہے"**
- (اگر طالب علم / طالبہ درست جواب نہ دے سکے تو کہیے) **"سورج نکل رہا ہے"۔**
- **اب ایک اور کوشش کرتے ہیں۔**

- **بتائیں کہ اس تصویر میں کیا ہو رہا ہے؟** ("ریل گاڑی آ رہی ہے" والی تصویر کی طرف اشارہ کریں اگر طالب علم / طالبہ یہ کہے کہ ریل گاڑی آ رہی ہے تو کہیں) **شاباش! ریل گاڑی آ رہی ہے**
- (اگر طالب علم / طالبہ درست جواب نہ دے سکے تو کہیں) **"ریل گاڑی آ رہی ہے"۔**
- **کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟، جب میں کہوں شروع کریں، تو آپ کو یہ بتانا ہے کہ اس تصویر میں کیا ہو رہا ہے؟**
- **اگر آپ یہ تصویر نہ پہچان سکیں تو اگلی تصویر کی طرف جائیں۔**
- **اپنا ہاتھ پہلی تصویر پر رکھیں اور پہلی قطار سے شروع کرتے ہوئے دوسری قطار کی طرف جائیں۔**
- **میں تب تک خاموش رہوں گا / گی جب تک آپ کو میری مدد کی ضرورت نہیں ہو گی۔**
- **کیا آپ تیار ہیں؟**
- (مشق شروع کیجیے:)

مثال:

پرندہ اڑ رہا ہے	سورج نکل رہا ہے	ریل گاڑی آ رہی ہے

بچے کرکٹ کھیل رہے ہیں / بچے کھیل رہے ہیں	لڑکا کتاب پڑھ رہا ہے / بچہ کتاب پڑھ رہا ہے	لڑکی پھل کھا رہی ہے / لڑکی آم کھا رہی ہے
جہاز اڑ رہا ہے	بچے پودا لگا رہے ہیں	لڑکی سائیکل چلا رہی ہے
کشتی تیر رہی ہے / کشتی پانی میں ہے	کسان کھیت میں ہل چلا رہا ہے / کسان ٹریکٹر چلا رہا ہے	ٹیچر پڑھا رہے ہیں / بچے پڑھ رہے ہیں
بچہ جھنڈا لہرا رہا ہے / بچہ خوشی سے جھنڈا لہرا رہا ہے		

عملی کام نمبر 4 پیراگراف پڑھنا اور اس کی تفہیم

طلبہ کے لئے آزمایشی مشق کی کاپی- عملی کام نمبر 4	60 سیکنڈ	اگر طالب علم / طالبہ پہلی سطر کا ایک بھی لفظ صحیح نہ پڑھ سکے تو کہیں "رک جائیں"۔
جب ٹائمر 0 پر آ جائے تو کہیں "رک جائیں"۔	اگر طالب علم / طالبہ ایک لفظ پر 3 سیکنڈ سے زیادہ رک جائے۔	

- کسی بھی غلط لفظ پر **"کلک"** کریں۔
- اگر طالب علم / طالبہ خود درست کرے تو دوبارہ **"کلک"** کریں۔
- آخری پڑھے گئے لفظ پر **"کلک"** کریں۔

(طالب علم / طالبہ کو طلبہ کی آزمایشی کاپی میں سے مشق نمبر 4 والا صفحہ دکھایئے اور کہیے:)

- **یہ ایک مختصر کہانی ہے۔ میں چاہتا / چاہتی ہوں کہ آپ اسے بلند آواز سے پڑھیں۔**
- **جب آپ کہانی پڑھ لیں گے / گی تو میں آپ سے چند سوال کروں گا / گی۔**

- **اپنا ہاتھ کہانی کے پہلے لفظ پر رکھ کر پڑھیں اور پہلی سطر / لائن سے شروع کرتے ہوئے دوسری سطر / لائن کی طرف جائیں۔**
- **کیا آپ سمجھ گئے ہیں کہ آپ کو کیا کرنا ہے؟ جب میں کہوں شروع کریں تو آپ جتنا اچھے طریقے سے ہو سکے کہانی پڑھیں۔ میں خاموش رہوں گا / گی اور آپ کو سنوں گا / گی جب تک آپ کو میری مدد کی ضرورت نہ ہو۔**
- **تیار ہو جائیں۔**
- (مشق شروع کیجیے:)

(کہانی پڑھنے کے بعد آزمایشی مشق نمبر 4 کا صفحہ بچے کے سامنے سے ہٹا دیجیے۔ بچے کو ہدایات پڑھ کر سنائیں۔)

- **آپ نے جو کہانی ابھی پڑھی ہے۔ اس کے بارے میں آپ سے کچھ سوالات پوچھوں گا / گی۔ آپ بہتر سے بہتر جواب دینے کی کوشش کریں۔**

(اب سوالات ایک ایک کر کے واضح طور پر پڑھیں۔ سوال کے بعد طالب علم / طالبہ کو جواب دینے کے لیے 15 سیکنڈ کا وقت دیجیے۔ طالب علم / طالبہ کے دیے ہوئے جواب کے لیے صحیح یا غلط پر نشان لگائیے اور پھر اگلے سوال پر چلے جائیے۔)

کہانی		سوالات	جوابات
مٹھو میاں پنجرے میں ادھر اُدھر پُھدک رہے تھے۔	9	مٹھو میاں کہاں پُھدک رہے تھے؟ (پنجرے میں)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں
ٹَیں ٹَیں کیے جا رہے تھے۔ اصل میں انھیں بھُوک لگی تھی۔	20	وہ ٹَیں ٹَیں کیوں کر رہے تھے؟ (انھیں بھوک لگی تھی)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں
مٹھو میاں کے شور سے بانو کی آنکھ کھل گئی۔	30	شور سے کس کی آنکھ کھلی؟ (بانو کی)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں
وہ باہر آئی اور مٹھو میاں کو دانہ پانی دیا۔	40	بانو نے مٹھو میاں کا خیال کیوں رکھا؟ (کیوں کہ بانو نے مٹھو کو پالا ہے / کیوں کہ وہ مٹھو سے محبت کرتی ہے)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں
مٹھو میاں نے جی بھر کر دانہ کھایا اور گنگنانے لگے۔ بانو بچی پیاری ہے سب کی راج دلاری ہے	60	جانور / پرندوں کا خیال کیسے رکھا جا سکتا ہے؟ (ان کے کھانے پینے کا خیال رکھ کر، وقت پر دانہ پانی دے کر، انھیں محبت یا پیار سے رکھ کر)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں

آزمایش مکمل کر لینے کے بعد اسٹاپ واچ سے بقیہ وقت لکھیے (سیکنڈز کی تعداد)	
صحیح پڑھے گئے الفاظ کی تعداد	
اگر مشق اس وجہ سے ختم کی گئی ہے کہ طالب علم / طالبہ پہلی لائن میں سے کوئی بھی صحیح لفظ نہیں پڑھ سکا / سکی تو خانے میں نشان لگائیے	
صحیح جوابات کی تعداد	

عملی کام 5 سننے کی تفہیم / سمعی تفہیم	طلبہ کے لیے آزمایشی مشق کی کوئی کاپی نہیں ہے۔	اس سرگرمی کا کوئی وقت مقرر نہیں ہے

- کسی بھی غلط جواب پر "کلک" کیجئے۔
- اگر طالب علم / طالبہ خود درست کرے تو دوبارہ "کلک" کیجئے۔
- آخری بتائے گئے جواب پر "کلک" کیجئے۔

(طالب علم / طالبہ کو کہیے)

- **میں آپ کو بلند آواز میں ایک مختصر سی کہانی سناؤں گا / گی اور اس کے بعد میں آپ سے کچھ سوال پوچھوں گا / گی۔ برائے مہربانی کہانی کو غور سے سنیں۔ اور جتنا بہتر ہو سکے سوالوں کے جواب دیں۔**

کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟

- **تیار ہو جائیں۔**
- (پیراگراف کو ایک دفعہ ٹھہر ٹھہر کر بلند آواز سے پڑھیے اور طالب علم / طالبہ سے نیچے دیے ہوئے سوال پوچھیے۔)
- (مشق شروع کیجیے:)

کسی جنگل میں ہاتھی اور ایک بندر رہتے تھے۔ ایک دن بندر دوسرے جنگل چلا گیا۔ ہاتھی رونے لگا۔ پاس بیٹھا خرگوش بولا: "میں تمھارا دوست بنوں گا" ہاتھی خوش ہو گیا۔

1:۔ جنگل میں کون رہتے تھے؟ (ہاتھی، اور بندر / ہاتھی، بندر اور خرگوش)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں

3:۔ بندر کے چلے جانے کے بعد ہاتھی کا دوست کون بنا؟ (خرگوش)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں
5:۔ آپ کے خیال میں خرگوش نے ہاتھی سے دوستی کیوں کی؟ (خرگوش نے ہاتھی کو اکیلا دیکھ کر دوستی کی / خرگوش کو دوست بنانا پسند ہے / خرگوش ہاتھی کو خوش دیکھنا چاہتا تھا)	☐ صحیح ☐ غلط ☐ کوئی جواب نہیں

صحیح جوابات کی تعداد	

Sindh Early Grade Learning Enhancement Through Classroom Transformation (SELECT) Project

ASSESSMENT FOR READING

شاگردن لاءِ آزمائش جون مشقون

(عملي ڪم 4، 3، 2)

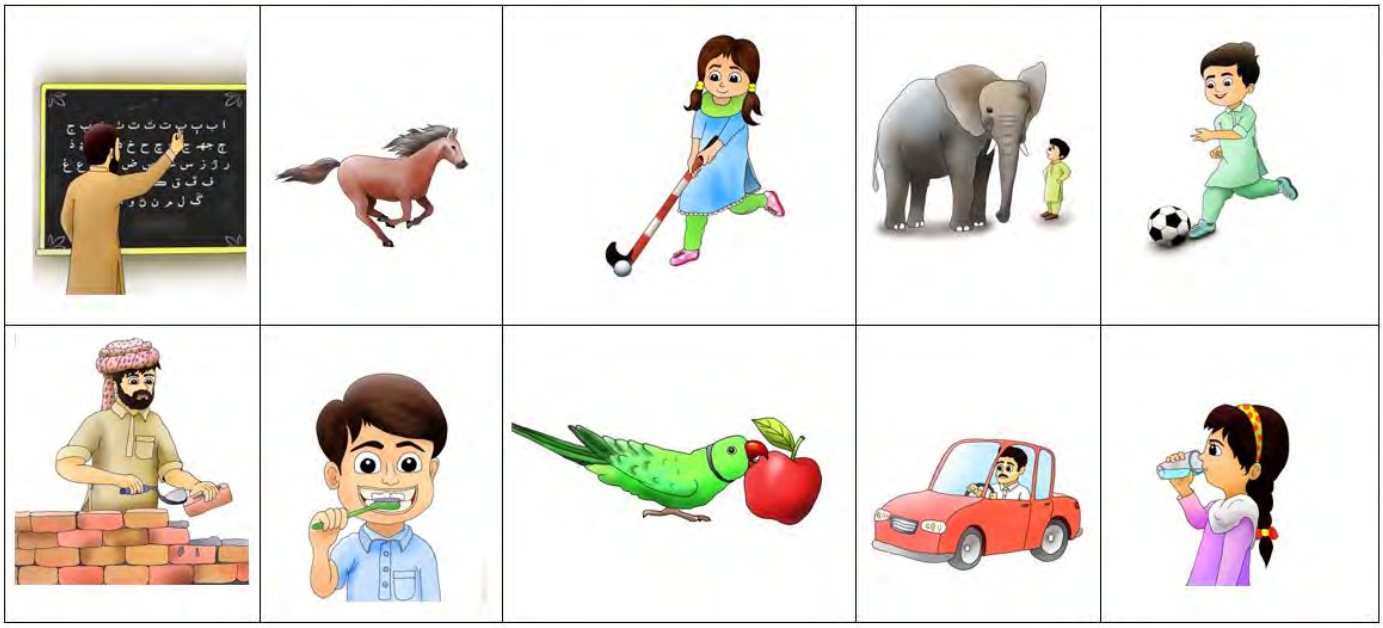
سنڌي ڪلاس II

عملي ڪم نمبر 2

تاپ لوم ویپ

ٹاپ	لدا	نیم	وٹو	ماپ
باد	وجو	راپ	ٹوک	ڈاز
راغ	عوت	اوف	راٹ	وتار
یرون	تمحار	روهش	کورم	لمول
گھموک	دوجس	ٹراک	پواس	نھاک
بارک	ندھو	دانچ	دمت	وٹال
ماجھ	لیفو	سیگ	رگھا	ماشپ
شٹطو	طاغ	دوٹ	ظوگ	وراپ
حیاب	نراپ	لدام	وراپ	یاسپ
کڑاچ	ڈوگ	ازو	کید	تماج

عملي کر نمبر 3



عملي ڪر نمبر 4

بادل ۽ اسلم اسڪول مان واپس اچي رهيا هئا.

واٽ تي گرميءَ سبب وڻ جي ڇانو ۾ اچي وينا.

کين ڏاڍو آرام مليو تہ هنن سوچيو: ”وڃ ته ماحول لاءِ ڏاڍا ٻلا آهن! چو نہ اسان بہ پنهنجي اسکول ۾ وڃ پوکيون“. ٻئي ڏينهن هنن پنهنجي اسکول ۾ ٻين شاگردن سان گڏجي ٻوٽا پوکيا. شاگردن جي انهيءَ عمل کي سڀني ساراهيو.

Reform Support Unit
School Education & Literacy Department,
Government of Sindh, Pakistan

VTT Global Strategy & Management Consultants

Sindh Early Grade Learning Enhancement Through Classroom Transformation (SELECT)

طلبہ کے لیے آزمایشی مشق کی کاپی

اردو

جماعت دوم

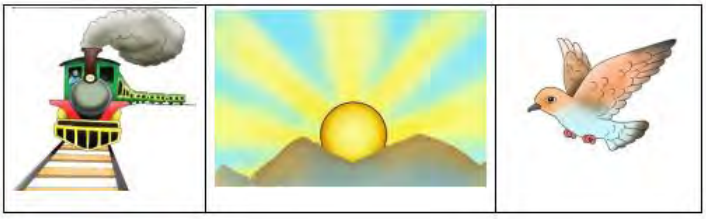
عملی کام نمبر2: بے معنی الفاظ پڑھنا

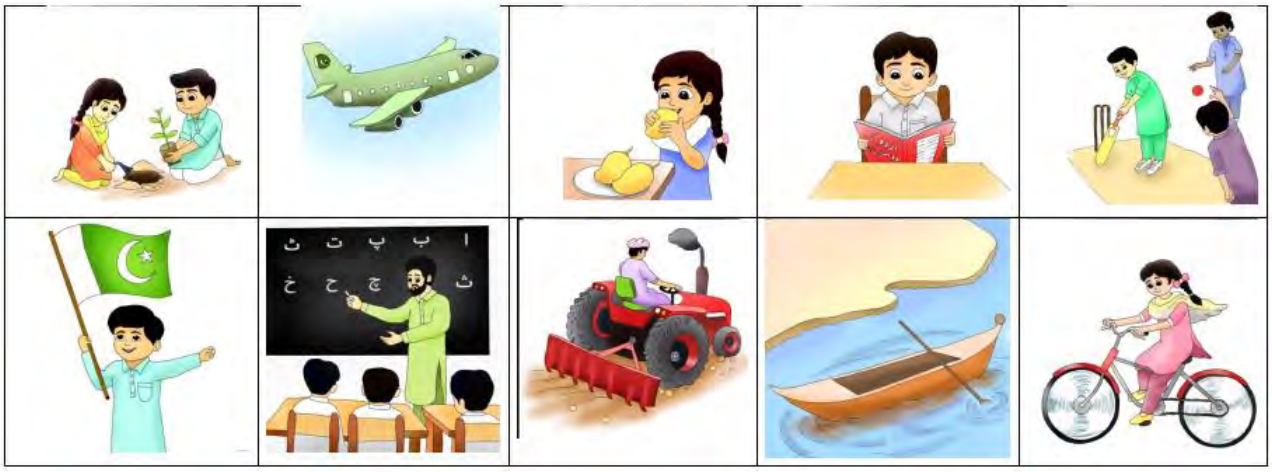
مثال: پاگ جوڈ زاچی

زَب	زَق	درف	زرج	ترگ
آچ	موف	خیم	پوم	جھیٹ
نود	پھوج	تھاج	جوپ	راد
گھاپ	لاچھ	شاص	پاڑی	ٹوثی
گاسی	میج	شوپھا	خانگ	موغا
دھاجا	بُلات	غوطی	پھین	داچ
برشا	مید	جیس	دھاگ	چھوم
ڈھیم	پھید	زرم	ڈھوب	باچی
بھامڑ	گھوجا	بالھی	دھاپ	دبک
گھادی	کھوم	جھاف	ماتھی	وامر

عملی کام نمبر 3: ذخیرہ الفاظ

مثال:





مٹھو میاں پنجرے میں ادھر اُدھر پُھدک رہے تھے۔ ٹَیں ٹَیں کیے جارہے تھے۔ اصل میں انھیں بھُوک لگی تھی۔ مٹھو میاں کے شور سے بانو کی آنکھ کھل گئی۔ وہ باہر آئی اور مٹھو میاں کو دانہ پانی دیا۔ مٹھو میاں نے جی بھر کر دانہ کھایا اور گنگنانے لگے۔

بانو بچی پیاری ہے۔

سب کی راج دلاری ہے۔

SELECT Project
Early Grade Reading Assessment
Baseline Study

Student Questionnaire

ENGLISH

2024

Student Interview

Say to the child: **Thank you very much. Now, I am going to ask you some questions about your family and reading.**

Ask each question verbally to the child, as in an interview. Do not read the response options aloud unless explicitly instructed to do so. Wait for the child to respond then write this response in the space provided or check the box of the option that best corresponds to the child's response. If there is no special instruction to the contrary, only one response is permitted.

S1	What language does your family speak most often at home?	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (7) Brahvi ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
S2	Which type of reading materials do you have at home? *(Mark all that apply)*	☐ (1) Nothing ☐ (2) Newspaper ☐ (3) Magazines ☐ (4) Children's storybooks ☐ (5) Children's picture books ☐ (6) Other books ☐ (-8) Don't know / no answer
S3	Does anyone read stories aloud to you at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer

S4	Do you practice reading stories aloud to someone at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S5	Do you ever practice silent reading at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S6	I will now ask some questions about your reading practices at school when you were in **Grade 2**. How often did your Grade 2 teacher practice letter sounds with you during your reading lessons? *(Give student example of /k/ and /m/)*	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S7	When you were in Grade 2, how often did you practice reading aloud to your teacher or the other students?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S8	When you were in Grade 2, how often did you practice silent reading in school?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S9	When you were in Grade 2, how often did your teacher practice sounding out unfamiliar words with you?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.

S10	When you were in Grade 2, how often did your teacher assign reading for you to do at home?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S11	When you were in Grade 2, how often did your teacher test you on your reading skills?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never → Skip to S13 ☐ (-8) Don't know / no answer.
S12	When you were in Grade 2, how did your teacher keep track of your reading test results?	☐ (1) S/he recorded it in my workbook ☐ (2) S/he recorded it in another book ☐ (3) S/he recorded it on a tablet ☐ (4) S/he did not record the results ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
S13	When you were in Grade 2, how often did your teacher read your stories?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never → Skip to S17 ☐ (-8) Don't know / no answer.
S14	When you were in Grade 2, how often did your teacher ask you questions at the end of the stories s/he read?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.

S15	When you were in Grade 2, how often did your teacher ask you to guess the meanings of difficult words in the story?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S16	When you were in Grade 2, how often did your teacher ask you to re-tell a story during class?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S17	When you were in Grade 2, how often did your teacher tell you the meaning of new words?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S18	When you were in Grade 2, how often did you use a workbook at school?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer.
S19	In Grade 2, did you have your workbook that you could write in?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S20	Have you read / Are you reading "Qurani Qaida/Quran"?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S21	Did you miss any school days last week?	☐ (1) Yes ☐ (2) No → If No, skip to S23 ☐ (-8) Don't know / no answer → Skip to S23

S22	(If answer to S21 is Yes), How many days did you miss last week? *(Enter -8 for don't know / no response)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ (-8) Don't know / no answer
S23	What does your teacher do when you make a mistake? *(Mark all that apply)*	☐ (1) Encourages me to correct myself ☐ (2) Nothing ☐ (3) Corrects me ☐ (4) Makes fun of me ☐ (5) Becomes angry ☐ (6) Punishes me ☐ (-7) Other _____ ☐ (-8) Don't know / no answer. ☐ (-9) Not applicable
S24	Do you work before or after school? (This includes work as an employee, work in self-employment, agricultural work, and work for a family business even if unpaid. It does not include household chores.)	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S25	Do you have a library at your school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S26	Does your classroom have a library?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer

S27	[If S25=1 and/or S26=1] Do you take library books to read at home? *(Ask only if there is a library in school and/or in classroom)*	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer. ☐ (-9) Not applicable
S28	What are the languages of the library books in your school or classroom? *(Ask only if there is a library in school and/or in classroom; mark all that apply)*	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (7) Brahvi ☐ (-7) Other _____ ☐ (-8) Don't know / no answer. ☐ (-9) Not applicable

S29	Which of the following items do your family have at home: *(**Read each item**; mark all that apply)*	☐ (1) Television ☐ (2) Radio ☐ (3) Computer or laptop ☐ (4) Mobile phone ☐ (5) Bicycle ☐ (6) Motorcycle or scooter ☐ (7) Car or truck ☐ (8) Farm animals or livestock ☐ (9) Electricity ☐ (10) Water taps in the house ☐ (11) A flush toilet in the house ☐ (12) Finished flooring (cement, marble, carpet) ☐ (13) Finished roofing (metal, wood, ceramic)
S30	How many other people do you live with? *(Enter -8 for don't know / no response)*	_____ ☐ (-8) Don't know / no answer
S31	Do you usually wear shoes to school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S32	*[Enumerator: observe if the child is currently wearing shoes]*	☐ (1) Yes ☐ (2) No
S33	Do you usually eat anything during break at school? *[Probe: Do you bring anything from home/buy from canteen]*	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S34	How old are you? *(Enter -8 for don't know / no response)*	_____ ☐ (-8) Don't know / no answer

S35	What grade were you in last year? *(For academic year 2022 to 2023)*	☐ (1) Grade 1 ☐ (2) Grade 2 ☐ (3) I was not in school last year ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
S36	Did you attend preschool or Kachi classes?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S37	In the past year, did you miss more than 1 week of school because you were ill?	☐ (1) Yes ☐ (2) No → If No, skip to S39 ☐ (-8) Don't know / no answer → Skip to S39
S38	What was your illness like? What symptoms did you have?	_____
S39	In the past year, did you miss more than 1 week of school to care for someone that was ill?	☐ (1) Yes ☐ (2) No → If No, skip to S41 ☐ (-8) Don't know / no answer → Skip to S41
S40	What was their illness like? What symptoms did they have?	_____
S41	Who in your family earns money for the household? *(Mark all that apply)*	☐ (1) Father ☐ (2) Mother ☐ (3) Brother ☐ (4) Sister ☐ (5) Aunt or Uncle ☐ (6) Me ☐ (7) Nobody → Skip to S43 ☐ (-7) Other _____ ☐ (-8) Don't know / no answer → Skip to S43

S42	*Did [S41] have to stop working for any reason in the past year? [Enumerator: tick only one box for a given person].*	Yes (1)	No (2)	Don't know / no answer. (-8)
S42a	(1) Father	☐	☐	☐
S42b	(2) Mother	☐	☐	☐
S42c	(3) Brother	☐	☐	☐
S42d	(4) Sister	☐	☐	☐
S42e	(5) Aunt or Uncle	☐	☐	☐
S42f	(6) Me	☐	☐	☐
S42g	(-7) Other	☐	☐	☐

S43	What types of learning activities do you do at home? *(Mark all that apply)*	☐ (1) Educational TV programming ☐ (2) Educational Radio programming ☐ (3) Computer- or tablet-based learning ☐ (4) Phone- or SMS-based learning / instruction ☐ (5) Textbooks or storybooks ☐ (6) Workbooks ☐ (7) Manipulatives or games ☐ (8) Someone gave me verbal instruction ☐ (-7) Other _____ ☐ (-8) Don't know / no answer.

S44	*How often do you do [S43]? [Enumerator: tick only one box for a given activity].*	Daily (or almost daily) (1)	Weekly (or almost weekly) (2)	1-2 times per month (3)	Less than 1 time per month (4)	DK / no answer (-8)
S44a	(1) Educational TV programming	☐	☐	☐	☐	☐
S44b	(2) Educational Radio programming	☐	☐	☐	☐	☐
S44c	(3) Computer- or tablet-based learning	☐	☐	☐	☐	☐
S44d	(4) Phone- or SMS-based learning / instruction	☐	☐	☐	☐	☐

S44e	(5) Textbooks or storybooks	☐	☐	☐	☐	☐
S44f	(6) Workbooks	☐	☐	☐	☐	☐
S44g	(7) Manipulatives or games	☐	☐	☐	☐	☐
S44h	(8) Someone gave me verbal instruction	☐	☐	☐	☐	☐
S44i	(-7) Other	☐	☐	☐	☐	☐
S45	Did anyone help you with these home-based learning activities?	☐ (1) Yes ☐ (2) No → If No, Skip to S47 ☐ (-8) Don't know / no answer → Skip to S47				
S46	Who helped you with these home-based learning activities? *(Mark all that apply)*	☐ (1) Parent ☐ (2) Sibling ☐ (3) Other household members ☐ (4) My teacher ☐ (5) Friend or neighbor ☐ (-7) Other _____ ☐ (-8) Don't know / no answer				
S47	When your school was closed, due to recent floods, how often did you do reading activities?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (5) School not closed				
S48	When your school was closed, did you usually get breakfast and lunch at home?	☐ (1) Yes, breakfast and lunch ☐ (2) Breakfast only (no lunch) ☐ (3) Lunch only (no breakfast) ☐ (4) No, didn't get either ☐ (-8) Don't know / no answer				

SELECT Project
Early Grade Reading Assessment
Baseline Study

Teacher Questionnaire

ENGLISH

2024

Check box if verbal consent is obtained: ☐ ***YES***

(If verbal consent is not obtained, thank the teacher and find another teacher from the same grade, using this same form.)

A. Date of Assessment:	Day : |__|__| Month: |__|__|
B. School Unique ID:	|___|___|___|
C. Province:	
D. District:	
E. Tehsil / Taulka:	
F. QCO ID:	|___|___|___|
G. Is this the grade 2 teacher of the sampled students?	☐ (1) Yes ☐ (2) No

G. Teacher's Gender	☐ (1) Female ☐ (2) Male
H. School shift taught by teacher	☐ (1) Morning ☐ (2) Afternoon ☐ (3) Both shifts
I. Time Started: |__|__|:|__|__|	

T1	What class level(s) are you teaching this year? *(Mark all that apply)*	☐ (1) Grade 1 ☐ (2) Grade 2 ☐ (3) Grade 3 ☐ (4) Grade 4 ☐ (5) Grade 5 ☐ (-7) Others
T2	Did you teach Grade 2 in this school last year? *(For academic year 2023-2024)*	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T3	What is your year of birth? *(Enter -8 for don't know / no response)*	|___|___|___|___|
T4	What is your highest academic qualification?	☐ (1) Ph.D ☐ (2) M.Phil ☐ (3) M.A/M.Sc ☐ (4) B.A / B.Sc ☐ (5) F.A/F.Sc ☐ (6) Matric ☐ (-7) Other _____ ☐ (-8) Don't know / no response

T5	What is your highest professional qualification?	☐ (1) M.Ed. / MA Education ☐ (2) B.Ed. ☐ (3) ADE ☐ (4) C.T ☐ (5) P.T.C ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T6	How many years have you been teaching? *(Enter -8 for don't know / no response)*	I___I___I years
T7	About how many girls and boys were in your Grade 2 classroom last year? *(Enter -8 for don't know / no response)*	Grade 2: I___I___I___I Number of girls I___I___I___I Number of boys
T8	How many sections of Grade 02 were taught in this class?	☐ (1) One ☐ (2) Two ☐ (3) Three ☐ (-7) Other_____ ☐ (-8) Don't know / no response
T9	Does your school / classroom have a functioning library?	☐ (1) Only in school ☐ (2) Only in classroom ☐ (3) Both ☐ (4) No → If no, skip to T13 ☐ (-8) Don't know / no response → Skip to T13
T10	About how many books are there in the school / classroom library? *(Enter -8 for don't know / no response)*	☐ (1) School Library _____ ☐ (2) Classroom Library _____ ☐ (-8) Don't know / no response
T11	Did your Grade 2 students visit the library last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T12	Did you supervise your students as they used the library last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

T13	Did your classroom have textbooks last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T14	How many of grade 2 children in your classroom had student work books last year?	☐ (1) Almost all or all ☐ (2) More than half ☐ (3) Less than half ☐ (4) Almost none or none ☐ (-8) Don't know / no response
T15	Did your classroom have any books other than the text books?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T16	Which instructional materials did you have in your class last year? *(Mark all that apply)*	☐ (1) Blackboard ☐ (2) Chalk ☐ (3) Whiteboard ☐ (4) Marker ☐ (5) Writing paper ☐ (6) Textbooks ☐ (7) Teaching kits ☐ (8) Posters ☐ (9) Flashcards ☐ (10) Syllable charts ☐ (11) Reading kit ☐ (12) Big books ☐ (13) Leveled readers ☐ (14) Reading lesson plans ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T17	Does your head teacher encourage you to use a variety of activities in the class?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T18	Do you give extra time to slow learners after class?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

T19	Do you have parent teacher meetings?	☐ (1) Yes ☐ (2) No → If no, skip to T21 ☐ (-8) Don't know / no response → Skip to T21
T20	How often do you have parent teacher meetings?	☐ (1) Monthly ☐ (2) Bi-monthly ☐ (3) Quarterly ☐ (4) Bi-annually ☐ (5) Yearly ☐ (-8) Don't know / no response
T21	What type of material do you read? *(Mark all that apply)*	☐ (1) Textbooks ☐ (2) Teacher guides ☐ (3) Novels / Fiction / Stories ☐ (4) Newspapers ☐ (5) Magazines ☐ (-7) Other_____ ☐ (-8) Don't know / no response
T22	How do you update your knowledge of teaching? *(Mark all that apply)*	☐ (1) Reading books ☐ (2) Going on the internet ☐ (3) Teacher inquiry groups (TIG) ☐ (3) Through other peer-support ☐ (4) Attending seminars or educational conferences ☐ (5) In-service training/Face to face training ☐ (6) Do Nothing ☐ (-8) Don't know / no response
T23	Did you have daily reading lesson plan for Grade 2 last year?	☐ (1) Yes ☐ (2) No → If no, skip to T33 ☐ (-8) Don't know / no response → Skip to T33

T24	What is the name of the teacher guide you used most often for teaching reading to Grade 2 last year?	☐ (1) Teachers Inquiry Group (TIG) Manual ☐ (2) Daily Reading Lesson Plan (DRLP) ☐ (3) Both TIG and DRLP ☐ (-7) Other_____ ☐ (-8) Don't know / no answer
T25	Have you faced any challenges using this teacher guide?	☐ (1) Yes ☐ (2) No → If no, skip to T27 ☐ (-8) Don't know / no response → Skip to T27
T26	What challenges have you faced using this teacher guide? *(Mark all that apply)*	☐ (1) Lesson pacing is too slow for some of my pupils ☐ (2) Lesson pacing is too fast for some of my pupils ☐ (3) There is not enough time to cover all the material ☐ (4) Problems understanding the language of the guide ☐ (5) I don't have enough training on using the guide ☐ (6) The guide is confusing or difficult to use ☐ (7) The guide has errors ☐ (8) The guide is misaligned with the timetable or curriculum ☐ (9) The guide is misaligned with pupil resources ☐ (10) The guide is old or damaged ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
T27	Are you in this job by choice?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T28	In a typical week, on how many days do you hold a reading period? *(Enter -8 for don't know / no response)*	I___I Days

T29	In a typical week, on how many days do you use "Teachers Inquiry Group (TIG) Manual" in your reading lesson? *(Ask if option 1 or 3 selected in T30)* *(Enter -8 for don't know / no response)*	I___I Days
T30	How long is your typical reading period (in minutes)? *(Enter -8 for don't know / no response)*	I___I___I___I Minutes

Think about the last 6 days of school (exclude holidays and other breaks) and indicate how often each of the following activities took place. (Enumerator: tick only one box for a question).

	Activity / Action	Never (0)	1 day a week (1)	2 days a week (2)	3 days a week (3)	4 days a week (4)	5 days a week (5)	6 days a week (6)
T31	The whole class repeated sentences that you said first (choral repetition)	☐	☐	☐	☐	☐	☐	☐
T32	Students copied down text from the blackboard	☐	☐	☐	☐	☐	☐	☐
T33	Students retold a story that they read	☐	☐	☐	☐	☐	☐	☐
T34	Students sounded out unfamiliar words	☐	☐	☐	☐	☐	☐	☐
T35	Students learned meanings of new words	☐	☐	☐	☐	☐	☐	☐
T36	Students read aloud to teacher or to other students	☐	☐	☐	☐	☐	☐	☐
T37	Students answered comprehension questions based on the text they read	☐	☐	☐	☐	☐	☐	☐
T38	Students were assigned reading to do on their own during school time	☐	☐	☐	☐	☐	☐	☐

Which of the following methods do you use to measure your students' reading progress? Indicate how often you use each method. *(Enumerator: tick only one box for a question).*

	Activity / Action	Never (0)	1 day a week (1)	2 days a week (2)	3 days a week (3)	4 days a week (4)	5 days a week (5)	6 days a week (6)
T39	Written evaluations / assessments	☐	☐	☐	☐	☐	☐	☐
T40	Oral evaluations / assessments	☐	☐	☐	☐	☐	☐	☐
T41	Checking of work books	☐	☐	☐	☐	☐	☐	☐
T42	Checking of homework	☐	☐	☐	☐	☐	☐	☐

In what class should students FIRST be able to demonstrate each of the following reading skills? Note that here we are asking about your <u>personal</u> beliefs, even if they differ from formal standards or curricular requirements. *Tick only one box for a question.*

	Activity / Action	Before Grade	Grade 1 (1)	Grade 2 (2)	Grade 3 (3)	Grade 4 (4)	Grade 5 (5)	Other (6)

		1 (0)						
T43	Write their name	☐	☐	☐	☐	☐	☐	☐
T44	Recognize letters and say letter names	☐	☐	☐	☐	☐	☐	☐
T45	Read aloud a short passage with few mistakes	☐	☐	☐	☐	☐	☐	☐
T46	Understand stories they read	☐	☐	☐	☐	☐	☐	☐
T47	Sound out unfamiliar words	☐	☐	☐	☐	☐	☐	☐
T48	Understand stories they hear	☐	☐	☐	☐	☐	☐	☐
T49	Recite the alphabet	☐	☐	☐	☐	☐	☐	☐

T50	How many times did you receive in-service/ face to face training in the past year?	☐ (1) None → If none, skip to T57 ☐ (2) One time ☐ (3) Two times ☐ (4) Three times ☐ (-7) Other: _____ ☐ (-8) Don't know / no response → Skip to T57
T51	If so, who initiated this/these in-service training(s)? *(Mark all that apply)*	☐ (1) Education department ☐ (2) Teacher initiated it ☐ (3) SELECT Project ☐ (4) Another project / donor / NGO ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
T52	[If T51 = (3) SELECT] How helpful did you find the SELECT training in improving your reading?	☐ (1) Very helpful ☐ (2) Helpful ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer
T53	[If T52 = (4) Not very helpful] In what ways could the SELECT training be improved?	_____
T54	What was the duration of your most recent training? *(Enter -8 for don't know / no response)*	I___I___I days

T55	Did you learn how to teach reading during this most recent training?	☐ (1) Yes ☐ (2) No → If no, Skip to T57 ☐ (-8) Don't know / no response → Skip to T57
T56	Did the training include phonics?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T57	Do you use phonics in your teaching?	☐ (1) Yes ☐ (2) No → If no, skip to T60 ☐ (-8) Don't know / no response → Skip to T60
T58	Do you think phonics helps your students learn better?	☐ (1) Yes → Skip to T60 ☐ (2) No ☐ (-8) Don't know / no response → Skip to T60
T59	Why don't you think phonics helps your students learn better?	_____
T60	Which method do you prefer to teach language?	☐ (1) Translation method ☐ (2) Direct method ☐ (3) Both ☐ (-8) Don't know / no response
T61	In the past year, has anyone observed your reading class and coached you teaching practices? If so, who provided this classroom-based coaching? *(Mark all that apply)*	☐ (1) Head teacher / school leader ☐ (2) Government Academic Supervisor ☐ (3) Other government official ☐ (4) Mentor ☐ (5) SELECT Project Staff ☐ (6) No one → Skip to T76 ☐ (-7) Other: _____ ☐ (-8) Don't know / no response

For each person below [selected in T61], please indicate how helpful you found their classroom-based coaching in improving your reading instruction: very helpful, helpful, somewhat helpful, or not very helpful. [Enumerator: tick only one box for a given person].

	Observer / coach	Very helpful (1)	Helpful (2)	Somewhat helpful (3)	Not very helpful (4)	No response (-8)
T62	Head teacher / school leader	☐	☐	☐	☐	☐

For each person below [selected in T61], please indicate how helpful you found their classroom-based coaching in improving your reading instruction: very helpful, helpful, somewhat helpful, or not very helpful. [Enumerator: tick only one box for a given person].

	Observer / coach	Very helpful (1)	Helpful (2)	Somewhat helpful (3)	Not very helpful (4)	No response (-8)
T63	Government Academic Supervisor	☐	☐	☐	☐	☐
T64	Mentor	☐	☐	☐	☐	☐
T65	SELECT project staff	☐	☐	☐	☐	☐

For each person indicated as "not very helpful" in T62-T65, in what ways could their classroom-based coaching have been improved?

	Observer / coach	Ways to improve coaching:
T66	[If T62 = (4) Not very helpful] Head teacher / school leader	_____
T67	[If T63 = (4) Not very helpful] Government Academic Supervisor	_____
T68	[If T64 = (4) Not very helpful] Mentor	_____
T69	[If T65 = (4) Not very helpful] SELECT project staff	_____

T70	In your view, what is the most important thing that the government and donors can do to help improve pupil reading performance at this school?	

Thank you for your participation! You have been very helpful.

Time ended: |___|___| : |___|___|

SELEC Project
Early Grade Reading Assessment
Baseline Study

Head Teacher Questionnaire

ENGLISH

2024

Check box if verbal consent is obtained: ☐ ***YES***

(If verbal consent is not obtained, thank the Head Teacher and then go to Deputy Head Teacher, using this same form)

A. Date of Assessment:	Day: |__|__| Month: |__|__|
B. School Unique ID:	|___|___|___|
C. Province:	
D. District:	
E. Tehsil/Taulka:	
F. School type:	☐ (1) Girls school ☐ (2) Boys school ☐ (3) Mixed school
G. Enrolment of your school in primary section	|___|___|___| No. of girls |___|___|___| No. of boys
H. No of grade 2 sections, if any	|__|__|

I. Head Teacher's Gender	☐ (1) Female ☐ (2) Male
J. QCO's ID:	|___|___|___|
K. Shifts in your school	☐ (1) Morning ☐ (2) Afternoon ☐ (3) Both Shifts
L. Time started:	|__|__| : |__|__|
M. Total enrolment in grade 2	|___|___|___| No. of girls |___|___|___| No. of boys
N. Total repeaters in grade 2	|___|___|___| No. of girls |___|___|___| No. of boys
N. Time started:	|__|__| : |__|__|

H1	What is your position at this school?	☐ (1) Head Teacher ☐ (2) Deputy Head Teacher ☐ (-7) Other _____
H2	How many years have you been in this position? *(Enter -8 for don't know / no response)*	I___I___I Years
H3	What is your highest academic qualification?	☐ (1) Ph.D. ☐ (2) M.Phil. ☐ (3) M.A / M.Sc. ☐ (4) B.A / B.Sc. ☐ (5) F.A/F.Sc ☐ (6) Matric ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
H4	What is your highest professional qualification?	☐ (1) M.Ed / M.A Education ☐ (2) B.Ed. ☐ (3) ADE ☐ (4) C.T ☐ (5) P.T.C ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
H5	How many periods per week do you teach? *(Enter -8 for don't know / no response)*	I___I___I periods a week → If none, skip to H7
H6	What class(es) do you teach? *(Mark all that apply)*	☐ (1) Grade 1 ☐ (2) Grade 2 ☐ (3) Grade 3 ☐ (4) Grade 4 ☐ (5) Grade 5 ☐ (-7) Other _____
H7	How many times you have received training in school management during the last year? *(Enter -8 for don't know / no response)*	I___I___I

H8	Have you received special training or taken courses that prepared you to implement a program in reading in the last ten years?	☐ (1) Yes ☐ (2) No → If no, Skip to H10 ☐ (-8) Don't know / no response → Skip to H10
H9	Who initiated this training? *(Mark all that apply)*	☐ (1) Education Department ☐ (2) I initiated it ☐ (3) PRP/SRP ☐ (4) Other Project / donor / NGO ☐ (5) SELECT Project ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H10	In the last 2 years, have you supported teachers in teaching reading in Urdu subjects?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H11	In what ways did you support teachers in teaching reading in Urdu?	
H12	In the last 2 years, have you supported teachers in teaching reading in Sindhi subjects?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H13	In what ways did you support teachers in teaching reading in Sindhi subjects?	
H14	Are you satisfied with the reading performance of the students who just passed Grades 2 in your school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H15	How satisfied are you with the reading performance of students who just passed Grade 2 in your school?	☐ (1) Very satisfied → Skip to H17 ☐ (2) Somewhat satisfied → Skip to H17 ☐ (3) Somewhat dissatisfied ☐ (4) Not at all satisfied ☐ (-8) Don't know / no answer → Skip to H17
H16	What are the reasons for your dissatisfaction with the reading performance of Grade 2 students in this school?	_____

Information about the school		
H17	What is the exit level of your school?	☐ (1) Primary ☐ (2) Middle/elementry ☐ (3) High ☐ (4) Higher Secondary
H18	How many teachers teach primary classes?	I___I___I teachers
H19	Of those, how many teach Urdu or Sindhi subjects in the primary grades?	I___I___I teachers
H20	How many of these Urdu or Sindhi subject teachers have received specific in-service training on teaching reading? *(Enter -8 for don't know / no response)*	I___I___I teachers
H21	Do your teachers have scripted lesson plans available for teaching reading?	☐ (1) Yes ☐ (2) No → Skip to H23 ☐ (-8) Don't know / no response → Skip to H23
H22	How often are these lesson plans used?	☐ (1) Never ☐ (2) Every two weeks or less ☐ (3) 1-2 times per week ☐ (4) 3-4 times per week ☐ (5) Daily ☐ (-8) Don't know / no response
H23	In your school, who is responsible for observing teachers in their classroom? *(Mark all that apply)*	☐ (1) No one → Skip to H25 ☐ (2) Head teacher / school leader ☐ (3) Deputy head teacher ☐ (4) Government Academic Supervisor ☐ (5) Other government official ☐ (6) Mentor ☐ (7) SELECT project staff ☐ (-7) Other _____ ☐ (-8) Don't know / no response → Skip to H25

H24	In the previous academic year, about how often were Grade 2 teachers observed in their classrooms?	☐ (1) Never ☐ (2) One time ☐ (3) Two times ☐ (4) Three times ☐ (5) Four or more times ☐ (-8) Don't know / no response
H25	About how often did you provide classroom-based coaching to Grade 2 teachers in your school in last year?	☐ (1) Weekly (or almost weekly) → Skip to H27 ☐ (2) 1-2 times per month → Skip to H27 ☐ (3) Less than once per month → Skip to H27 ☐ (4) Rarely or never ☐ (-8) Don't know / no answer → Skip to H27
H26	Why didn't you provide classroom-based coaching to Grade 2 teachers in your school last year? *(Mark all that apply)*	☐ (1) I don't have time ☐ (2) It is not part of my job requirements ☐ (3) I don't know how to ☐ (4) The teachers don't listen to me ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H27	How do you know whether grade 2 students are progressing in reading? *(Mark all that apply)*	☐ (1) Classroom observation ☐ (2) Monitor learners' results on tests or assessments given by teachers ☐ (3) Evaluate learners orally myself ☐ (4) Review learners' assignments or homework ☐ (5) Teachers provide me with progress reports ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H28	Who provides textbooks to the students? *(Mark all that apply)*	☐ (1) Ministry of Education ☐ (2) School (via independent funds) ☐ (3) Parents (individually) ☐ (4) School committee or board ☐ (5) SELECT Project ☐ (6) Other NGO ☐ (-7) Other _____ ☐ (-8) Don't know / no response

H29	In the 2022-23 academic year, did you have reading work books for all students in Grade 1?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H30	In the 2023-24 academic year, did you have reading work books for all students in Grade 2?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H31	Do teachers at your school use any language other than the medium of instruction for reading lessons?	☐ (1) Yes ☐ (2) No → Skip to H33 ☐ (-8) Don't know / no response → Skip to H33
H32	What other language(s) do teachers at your school use during reading lessons? *(Mark all that apply)*	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (7) Seraiki ☐ (8) Hindko ☐ (9) Brahui ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
H33	Does your school have an active PTA / SMC / PTSMC / PTC?	☐ (1) Yes ☐ (2) No → Skip to H35 ☐ (-8) Don't know / no response → Skip to H35
H34	Are the PTA / SMC / PTSMC / PTC involved in any reading-related activities?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H35	Is there clean drinking water available in the school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H36	Does the school have functioning electric power?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

H37	Does your school have functioning student toilet facilities?	☐ (1) Yes ☐ (2) No → Skip to H39 ☐ (-8) Don't know / no response → Skip to H39
H38	(If boys and girls are in the school) Does the school have separate toilet facilities for girls?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H39	Does the school have a playground?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H40	Is there a sealed/paved road leading up to the school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H41	Is the school infrastructure generally safe?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H42	Does the school have a library or classroom libraries?	☐ (1) Yes ☐ (2) No → Skip to H46 ☐ (-8) Don't know / no response → Skip to H46
H43	If yes, for students, teachers, or both?	☐ (1) For students ☐ (2) For the teachers ☐ (3) For students and teachers ☐ (-8) Don't know / no response
H44	Do teachers have a scheduled library or reading time for their classes?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H45	Are students allowed to take library books home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

H46	Has your school been supported by the Pakistan Sindh Reading Program?	☐ (1) Yes ☐ (2) No → Skip to H55 ☐ (-8) Don't know / no response → Skip to H55
H47	Have you received training(s) related to the Sindh Reading Program?	☐ (1) Yes ☐ (2) No → Skip to H50 ☐ (-8) Don't know / no response → Skip to H50
H48	How helpful did you find the PRP or SRP training in improving your ability to support reading instruction at this school?	☐ (1) Very helpful → Skip to H50 ☐ (2) Helpful → Skip to H50 ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer → Skip to H50
H49	In what ways could the PRP or SRP training have been improved?	_____
H50	To what extent is the PRP or SRP model being implemented in your school today?	☐ (1) To the fullest extent / completely → Skip to H52 ☐ (2) To some extent / partially ☐ (3) To very little extent / not at all ☐ (-8) Don't know / no response → Skip to H52
H51	Why isn't the PRP or SRP model being fully implemented in your school today? *(Mark all that apply)*	☐ (1) Not enough reading and learning materials (RLM) ☐ (2) Not enough training ☐ (3) Lack of oversight or external support ☐ (4) Model is not very effective ☐ (5) Curriculum changed due to COVID closures ☐ (6) Different project is being implemented now ☐ (-7) Other _____ ☐ (-8) Don't know / no response

H52	Which components of PRP or SRP are the most likely to continue at this school over the next few years? *(Mark all that apply)*	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner reading assessment ☐ (9) Engagement of school governance structures (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H53	Which components of PRP or SRP are the least likely to continue at this school over the next few years? *(Mark all that apply)*	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner assessment ☐ (9) Engagement of school governance structures in reading (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H54	Why do you think [H53] is unlikely to continue at this school over the next few years?	_____
H54a	Has PRP or SRP conducted any activities in this school or community aimed at improving community-based support for reading?	☐ (1) Yes ☐ (2) No → Skip to H55 ☐ (-8) Don't know / no response → Skip to H5

H54b	What types of activities has PRP or SRP undertaken to improve community-based support for reading? *(Mark all that apply)*	☐ (1) Training/capacity building of school governance structures (PTA, PTC, SMC, PTSMC) ☐ (2) Community-Managed Reading Grants ☐ (3) Reading fairs/festivals/melas ☐ (4) Reading competitions ☐ (5) Parental engagement/training on the importance of reading ☐ (6) SMS-based engagement of parents ☐ (-7) Other _____ ☐ (-8) Don't know / no response

For each activity below [selected in H52b], please indicate how effective you found the activity to be in tangibly improving community-based support for reading: very effective, effective, somewhat effective, or not very effective [Enumerator: tick only one box for a given activity].

	Activity	Very effective (1)	Effective (2)	Somewhat effective (3)	Not very effective (4)	No response (-8)
H54c	Training/capacity building of school governance structures	☐	☐	☐	☐	☐
H54d	Community-Managed Reading Grants	☐	☐	☐	☐	☐
H54e	Reading fairs/festivals/melas	☐	☐	☐	☐	☐
H54f	Reading competitions	☐	☐	☐	☐	☐
H54g	Parental engagement/training on the importance of reading	☐	☐	☐	☐	☐
H54h	SMS-based engagement of parents	☐	☐	☐	☐	☐
H54i	Other	☐	☐	☐	☐	☐

For each activity marked as "not very effective" in H54c- H54i, in what ways could the activity have been improved?

	Observer / coach	Ways to improve activity:
H54j	[If H54c = (4) Not very effective] Training/capacity building of school governance structures	_____
H54k	[If H54d = (4) Not very effective] Community-Managed Reading Grants	_____
H54l	[If H54e = (4) Not very effective] Reading fairs/festivals/melas	_____
H54m	[If H54f = (4) Not very effective] Reading competitions	_____

For each activity below [selected in H52b], please indicate how effective you found the activity to be in tangibly improving community-based support for reading: very effective, effective, somewhat effective, or not very effective [Enumerator: tick only one box for a given activity].

	Activity	Very effective (1)	Effective (2)	Somewhat effective (3)	Not very effective (4)	No response (-8)
H54n	[If H54g = (4) Not very effective] Parental engagement/training on the importance of reading		_____			
H54o	[If H54h = (4) Not very effective] SMS-based engagement of parents		_____			
H54p	[If H54i = (4) Not very effective] Other		_____			

Sindh Early Learning Enhancement Through Classroom Transformation Project		
H55	Is your school been supported by the Sindh Early Learning Enhancement Through Classroom Transformation (SELECT) Project?	☐ (1) Yes ☐ (2) No → Skip to H65 ☐ (-8) Don't know / no response → Skip to H65
H56	Have you received training(s) related to the SELECT?	☐ (1) Yes ☐ (2) No → Skip to H59 ☐ (-8) Don't know / no response → Skip to H59
H57	How helpful did you find the SELECT training in improving your ability to support reading instruction at this school?	☐ (1) Very helpful → Skip to H59 ☐ (2) Helpful → Skip to H59 ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer → Skip to H59
H58	In what ways could the SELECT trainings be improved?	_____
H59	To what extent is the SELECT model being implemented in your school today: to the fullest extent, to some extent, or to very little extent?	☐ (1) To the fullest extent / completely → Skip to H61 ☐ (2) To some extent / partially ☐ (3) To very little extent / not at all ☐ (-8) Don't know / no response → Skip to H61

H60	Why isn't the SELECT model being fully implemented in your school today? *(Mark all that apply)*	☐ (1) Not enough reading and learning materials (RLM) ☐ (2) Not enough training ☐ (3) Lack of oversight or external support ☐ (4) Model is not very effective ☐ (5) To early to comment on this ☐ (6) Different project is being implemented now ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H61	Which components of SELECT are <u>most</u> likely to contribute in the reading improvements in your opinion? *(Mark all that apply)*	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner reading assessment ☐ (9) Engagement of school governance structures (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H62	Which components of SELECT are <u>least</u> likely to contribute in the reading improvements in your opinion? *(Mark all that apply)*	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner assessment ☐ (9) Engagement of school governance structures in reading (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response

H63	IS SELECT planning to conduct any activities in this school or community aimed at improving community-based support for reading?	☐ (1) Yes ☐ (2) No → Skip to H65 ☐ (-8) Don't know / no response → Skip to H65
H64	What types of activities is SLECT planning to undertake to improve community-based support for reading? *(Mark all that apply)*	☐ (1) Training/capacity building of school governance structures (PTA, PTC, SMC, PTSMC) ☐ (2) Community-Managed Reading Grants ☐ (3) Reading fairs/festivals/melas ☐ (4) Reading competitions ☐ (5) Parental engagement/training on the importance of reading ☐ (6) SMS-based engagement of parents ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H65	In your view, what is the most important thing that the government and donors can do to help improve pupil reading performance at this	_____

Thank you for your participation! You have been very helpful.

Time ended: |___|___| : |___|___|

CLASSROOM OBSERVATION TOOL

Observation Tool

Name	Options/Description
District:	Preloaded
Taluka:	Preloaded
Name of CPD Cluster:	Preloaded
Code of CPD Cluster:	Preloaded
Name of Cell/Cell Hub:	Preloaded
Code of Cell/Cell Hub:	Preloaded
School Name:	Preloaded
SEMIS Code:	Preloaded
Name of Teacher:	
Class:	Subject: Sindh/Urdu
Topic:	
Scripted Lesson-plan:	
Lesson Duration:	
Total Number of Enrolled Student?	Girls _____ Boys, _____
Total Number of Student Present at the time of visit	Girls _____ Boys, _____
What is the official language of instruction?	Urdu/Sindhi
What proportion of enrolled children speak the same language at home as the official language of instruction?	All the children speak this language at home More than half of the children speak this language at home Less than half of the children speak this language at home None of the children speak this language at home

Segment - 01

TIME ON LEARNING (WB Teach Tool)

0.	TIME ON LEARNING (WB Teach Tool)	1 Snapshot (4m)				2 Snapshot (9m)				3 Snapshot (14m)			
		Y		N		Y		N		Y		N	
0.1	Teacher provides learning activity to most students	N/A	L	M	H	N/A	L	M	H	N/A	L	M	H
0.2	Students are on task												

QUALITY OF TEACHING PRACTICES

Areas / Elements / Behaviors					Scoring					Final Scores
A. CLASSROOM CULTURE – (WB Teach Tool)										
1.	**SUPPORTIVE LEARNING ENVIRONMENT (WB Teach Tool)**					1	2	3	4	5
1.1	The teacher treats all students respectfully					L		M		H
1.2	The teacher uses positive language with students					L		M		H
1.3	The teacher responds to students' needs				N/A	L		M		H
1.4	The teacher does not exhibit bias and challenges stereotypes in the classroom	a. Gender b. Disability	L M H L M H	Sub-scores	Determine score	L		M		H
2.	**POSITIVE BEHAVIORIAL EXPECTATIONS (WB Teach Tool)**					1	2	3	4	5
2.1	The teacher sets clear behavioral expectations for classroom activities					L		M		H
2.2	The teacher acknowledges positive student behavior					L		M		H
2.3	The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior					L		M		H
B. INSTRUCTION										
3.	**Story Time (C1-PMIU-SELECT)**					1	2	3	4	5
3.1	The teacher engages students by asking questions or encouraging discussions related to the story					L		M		H
3.2	The teacher models fluent reading and expression during story time					L		M		H
3.3	The teacher provides opportunities for students to share their thoughts or reactions to the story					L		M		H
3.4	The teacher prompts students to predict what will happen next in the story					L		M		H
4.	**Playing with Sounds (C1-PMIU-SELECT)**					1	2	3	4	5
4.1	The teacher engages students in identifying and manipulating sounds					L		M		H
4.2	The students actively participate in sound related activities					L		M		H
4.3	The teacher demonstrates the targeted sound clearly and easy to understand					L		M		H
5	**Playing with letters (C1-PMIU-SELECT)**					1	2	3	4	5
5.1	The teacher demonstrates letter recognition and letter-sound correspondence					L		M		H
5.2	The students have opportunities to manipulate letters/words effectively					L		M		H
5.3	The students have opportunities to practice forming letters/words correctly					L		M		H
6.	**Let's Read Faster (C1-PMIU-SELECT)**					1	2	3	4	5
6.1	The teacher models the correct pronunciation of the words/sentences before students began reading					L		M		H
6.2	The students were encouraged to repeat the words/sentences after the teacher to ensure correct pronunciation					L		M		H
6.3	The students had the opportunity to practice reading the words individually					L		M		H
7.	**Let's Read Together (C1-PMIU-SELECT)**					1	2	3	4	5
7.1	The teacher models exemplary reading by reading aloud from the book and demonstrates proper literacy skills (holding the book, correctly and turning pages).					L		M		H
7.2	The students take turns reading aloud by pointing to each word as they read within their groups					L		M		H
7.3	The teacher asks students about the book they read, including the title pictures on the cover, and words they were able to read					L		M		H
8.	**CHECKS FOR UNDERSTANDING (WB Teach Tool)**					1	2	3	4	5
8.1	The teacher uses questions, prompts or other strategies to determine students' level of understanding					L		M		H
8.2	The teacher monitors most students during independent/group work				N/A	L		M		H
8.3	The teacher adjusts teaching to the level of students					L		M		H
9.	**FEEDBACK (WB Teach Tool)**					1	2	3	4	5
9.1	The teacher provides specific comments or prompts that help clarify students' misunderstandings					L		M		H
9.2	The teacher provides specific comments or prompts that help identify students' successes					L		M		H
10.	**CRITICAL THINKING (WB Teach Tool)**					1	2	3	4	5
10.1	The teacher asks open-ended questions					L		M		H
10.2	The teacher provides thinking tasks					L		M		H
10.3	The students ask open-ended questions or perform thinking tasks					L		M		H

8.	CHECKS FOR UNDERSTANDING (WB Teach Tool)		1	2	3	4	5	
8.1	The teacher uses questions, prompts or other strategies to determine students' level of understanding		L		M		H	
8.2	The teacher monitors most students during independent/group work	N/A	L		M		H	
8.3	The teacher adjusts teaching to the level of students		L		M		H	
9.	FEEDBACK (WB Teach Tool)		1	2	3	4	5	
9.1	The teacher provides specific comments or prompts that help clarify students' misunderstandings		L		M		H	
9.2	The teacher provides specific comments or prompts that help identify students' successes		L		M		H	

10.	CRITICAL THINKING (WB Teach Tool)		1	2	3	4	5	
10.1	The teacher asks open-ended questions		L		M		H	
10.2	The teacher provides thinking tasks		L		M		H	
10.3	The students ask open-ended questions or perform thinking tasks		L		M		H	

C. SOCIOEMOTIONAL SKILLS

11.	AUTONOMY (WB Teach Tool)		1	2	3	4	5	
11.1	The teacher provides students with choices		L		M		H	
11.2	The teacher provides students with opportunities to take on roles in the classroom		L		M		H	
11.3	The students volunteer to participate in the classroom		L		M		H	

12.	PERSEVERANCE (WB Teach Tool)		1	2	3	4	5	
12.1	The teacher acknowledges students' efforts		L		M		H	
12.2	The teacher has a positive attitude towards students' challenges		L		M		H	
12.3	The teacher encourages goal setting		L		M		H	

13.	SOCIAL & COLLABORATIVE SKILLS (WB Teach Tool)		1	2	3	4	5	
13.1	The teacher promotes students' collaboration through peer interaction		L		M		H	
13.2	The teacher promotes students' interpersonal skills		L		M		H	
13.3	Students collaborate with one another through peer interaction		L		M		H	

ANNEXURE-B: TRAINING AND WORKSHOP AGENDA

The Training and Workshops Agenda is accessible through the file below.

TRAINING AGENDA

Time	Activity	Facilitator(s)
Day 1, 15 April 2024		
09:00 - 09:30	§ Introductions of participants § Introductions to VTT and SELECT project and Explanation of Training objectives	Hussain/Aleem
09:30 - 10:00	§ What is EGRA? § Review of Baseline Study - What is the purpose of this assessment? - Overview of objectives of study	Aneela/Shabana
10:00 - 10:20- Tea Break		
10:20 - 13:00	§ Understanding the instructions and test administration with EGRA	Aneela/Shabana
13:00 - 14:00 – Lunch		
14:00 - 14:30	§ What will enumerators need to have and need to know when testing with EGRA tools?	Aneela/Shabana
14:30 – 14:45	§ Instructions, obtaining students consent and completing the BIS	Aneela/Shabana
14:45-15:00	§ Review and Reflection	Aneela/Shabana
15:00-15:30	§ Understanding of Roles and Responsibilities - Master Trainers, Quality Control Officers and Enumerators and project management team	Aneela/Shabana
15:30 – 15:50 - Tea Break		
15:50 - 17:00	§ Understanding of Roles and Responsibilities Master Trainers, Quality Control Officers and Enumerators and project management team	Aneela/Shabana
Day 2, Tuesday, 16 April, 2024		
09:00 - 10:00	**Practicing EGRA:** · Phoneme Isolation (Task 01)	Aneela/Shabana
10:00 – 11:00	**Practicing EGRA:** · Non-word Reading (Task 02)	Aneela/Shabana
11:00 - 11:20 - Tea Break		
11:20 – 12:00	**Practicing EGRA:** · Expressive Vocabulary (Task 03)	Aneela/Shabana
12:00 – 12:30	**Practicing EGRA:** § Expressive Vocabulary (Task 03) (Continued.)	Aneela/Shabana
12:00 – 13:00	**Practicing EGRA:** Listening Comprehension (Task 04)	Aneela/Shabana

Time	Activity	Facilitator(s)
13:00 - 14:00 – Lunch		
14:00 - 14:45	**Practicing EGRA:** § Passage Reading and Comprehension (Task 05)	Aneela/Shabana
14:45 - 15:00	Review and Reflection: focus on tasks 1 and 2	Aneela/Shabana
15:00-15:30	§ **Observation Checklist** - Observing the Enumerators during testing	Hussain/Ahad/ Bilawal
15:30 - 15:50 - Tea Break		
15:50- 16:45	§ **Observation Checklist** - Observing the Enumerators during testing	Hussain/Ahad/ Bilawal
16:45 - 17:00	§ **Observation Checklist** - Observing the Enumerators during testing	Hussain/Ahad/ Bilawal
Day 3, Wednesday, 17 April, 2024		
09:00 – 10:00	§ Sampling methodology to choose students § Sampling protocols	Aneela/Shabana
10:00 - 10:20 - Tea Break		
10:20 - 11:30	§ The questionnaires: - Student Questionnaire	Aneela/Shabana
11:30 - 12:00	§ The questionnaires: - Teacher Questionnaire	Aneela/Shabana
12:00-13:00	§ The questionnaires: - Head Teacher Questionnaire	Aneela/Shabana
13:00 - 14:00 – Lunch		
14:00 - 15:00	§ Using Tablets for Data Collection - Tablet basics § Introduction to Tangerine - How to mark and score in Tangerine Create Tangerine account	Waqar Hussain
15:00 - 15:30	§ Practice of all tools in Small Groups	Aneela/Shabana
15:30 - 15:50 - Tea Break		
15:50 - 16:45	§ Practice in Small Groups (Continued.)	Aneela/Shabana
16:45 - 17:00	Review and Reflection - School practice Discuss organization of next day's school practice	Aneela/Shabana
Day,4 Thursday, 18 April, 2024		
7:30	**Departure for school**	
08:00 - 13:00	**School Practice**	
13:00 - 14:00 - Lunch		

Time	Activity	Facilitator(s)
14:00-17:00	- Analysis of the data collected during pilot exercise.	Dr. Rabia/Waqar/ Aleem
14:00 - 15:00	- Debriefing the school practice session - Reflections on observations and learning	Aneela/Shabana
15:00 - 15:30	§ Orientation to Inter-Rater Reliability (IRR) - What is IRR and why is it important?	Aneela/Shabana
15:30 - 15:50 - Tea Break		
15:50 - 16:45	§ Orientation to Inter-Rater Reliability (IRR) (Continued.)	Aneela/Shabana
16:45 - 17:00	Review and Reflection	Aneela/Shabana
Day 5, Friday, 19 April, 2024		
7:30	**Departure for school**	
08:00 - 13:00	**School Practice**	
13:00 - 14:30 – Lunch/Jummah Prayer		
14:30 – 17:00	§ Analysis on the data collected during pilot exercise.	Dr. Rabia/Waqar
14:30 - 15:30	§ Debriefing the school practice session § Reflections on observations and learning	Aneela/Shabana
15:30 - 15:50 - Tea Break		
15:50 - 16:45	§ Review of Enumerator Training Schedule - Q&A	Aneela/Shabana
16:45 - 17:00	Review and Reflection	Aneela/Shabana
Day 6, Saturday, 19 April, 2024		
09:00 – 15:00	§ Review workshop: Tool development committee and Key Staff to finalize the tools	Key Staff/ Tool Development Committee
09:00 - 11:00	§ Organizing the Enumerator Training - Collaborate with MT partner - Review training materials	VTT – HR
11:00 - 11:20 - Tea Break		
11:20 – 12:00	§ Sensitivity Training	VTT – HR
12:00 – 13:00	§ EGRA and Survey Questionnaire Practice	VTT – HR
13:00 - 14:00 – Lunch		
14:00 - 15:30	§ Field Supervision and Communication § Finalize tablets and materials	VTT – HR
15:00-17:00	§ Orientation of MTs/QCOs on revisions made in tools	Key Staff
15:30 - 15:50 - Tea Break		
15:50 - 17:00	§ Logistics and tasks for enumerator training/following week – Closing/Reflections	VTT – HR

AGENDA FOR TOOL DEVELOPMENT WORKSHOP

Day	Time	Topics and Tasks	Dates
1	0900-0930	Introduction and overview of the EGRA tools	1-Apr-24
	0930-1000	Presentation on the goals, objectives, and desired outcomes of the survey instruments	
	1000-1100	Discussion on the specific reading skills, knowledge to be assessed and international best practices	
	1100-1600	Review of SELD documents and draft EGRA instruments with relevance to local conditions	
2	0900-1300	Continue with review of SELD documents and draft EGRA instruments with relevance to local conditions	2-Apr-24
	1400-1600	Validation of the survey items by considering feedback from curriculum and subject experts, schoolteachers, and other stakeholders	
3	0900-1100	Incorporation of suggestions and modifications into EGRA instruments	3-Apr-24
	1100-1600	Review of classroom observation tool and incorporate modifications	

ANNEXURE-C: LIST OF PILOT SCHOOLS

S#	District	SEMIS ID and School Name	Date Of Visit
1	Hyderabad	403010302 - GBPS - PHOLAN BALADI	Thursday, 18 April 2024
2	Hyderabad	403010527 - GBLSS - SHAIKH REHAN	Thursday, 18 April 2024
3	Hyderabad	403010337 - GBPS - KHAIR MUHAMMAD BABAR	Thursday, 18 April 2024
4	Hyderabad	403010089 - GBPS - TANDO QAISAR	Thursday, 18 April 2024
5	Hyderabad	403020029 - GBPS - QURESH	Thursday, 18 April 2024
6	Hyderabad	403030161 - GBLSS - KHIA ABAD	Thursday, 18 April 2024
7	Hyderabad	403030140 - GBPS - ASHRAF	Thursday, 18 April 2024
8	Hyderabad	403030108 - GBPS - NEW THERMAL POWER HALI ROAD	Thursday, 18 April 2024
9	Hyderabad	403030032 - GGPS - JAMIA MILLIA 1ST	Thursday, 18 April 2024
10	Hyderabad	403040030 - GGPS - CITIZEN COLONY	Thursday, 18 April 2024
11	Hyderabad	403030180 - GGLSS - LATIFABAD NO:11	Thursday, 18 April 2024
12	Hyderabad	403030094 - GBPS - AMANI SHAH COLONY	Thursday, 18 April 2024
13	Hyderabad	403010151 - GGPS - SAHIB KHAN MIRANI	Thursday, 18 April 2024
14	Hyderabad	403040037 - GGLSS - KARAN SHORO	Thursday, 18 April 2024
15	Hyderabad	403040001 - GBPS - NOOR KHAN CHANG	Thursday, 18 April 2024
16	Hyderabad	403020173 - GGPS - RAEES PAKA QILA 2ND SHIFT	Thursday, 18 April 2024
17	Hyderabad	403010355 - GBPS - MUHAMMAD BUX BURHAM	Friday, 19 April 2024
18	Hyderabad	403010270 - GBPS - ALI MUHAMMAD KHASKHELI	Friday, 19 April 2024
19	Hyderabad	403010152 - GBPS - ROZUDDIN MARRI	Friday, 19 April 2024
20	Hyderabad	403010218 - GBPS - FAZAL BAGHAL	Friday, 19 April 2024
21	Hyderabad	403010523 - GBLSS - WANKI WASI	Friday, 19 April 2024
22	Hyderabad	403010540 - GBHS - DETHA	Friday, 19 April 2024
23	Hyderabad	403020238 - GGHS - DOUBLE SECTION	Friday, 19 April 2024
24	Hyderabad	403020015 - GBPS - BARRAGE COLONY	Friday, 19 April 2024
25	Hyderabad	403040036 - GBPS - LOUNG KHASKELI	Friday, 19 April 2024
26	Hyderabad	403020059 - GGPS - BABA SHAH KAMAL	Friday, 19 April 2024
27	Hyderabad	403010542 - GBHS - HUSSAIN KHAN THORO	Friday, 19 April 2024
28	Hyderabad	403030196 - GBHS - KHALID MEMORIAL II SHIFT	Friday, 19 April 2024
29	Hyderabad	403030221 - GBPS - SHAHEED BENAZEER BHUTTO	Friday, 19 April 2024
30	Hyderabad	403030113 - GBPS - MET KHAN	Friday, 19 April 2024
31	Hyderabad	403040050 - GBPS - QASIMABAD PHAS II	Friday, 19 April 2024
32	Hyderabad	403020173 - GGPS - RAEES PAKA QILA 2ND SHIFT	Friday, 19 April 2024
33	Hyderabad	403020232 - GGHS - ZEENAT UL ISLAM	Friday, 19 April 2024

ANNEXURE-D: WORKPLAN

Workplan for Schools surveyed is given in below table:

S#	SEMIS Code	School Name	Date of Visit
1	426020048	GBPS - HAIRAL MAZARI	05-MAY-2024
2	426020213	GGPS - PANDHI KALWAR	05-MAY-2024
3	426020335	GBPS - SANWAL MAZARI	05-MAY-2024
4	426020500	GBPS - SYED ZULFIQAR ALI SHAH	05-MAY-2024
5	401010134	GGPS - AGROVILE COLONY	06-MAY-2024
6	401010266	GBPS - WASI PIR ALI SHAH	06-MAY-2024
7	401010831	GBHS - FATAN PARHIYAR	06-MAY-2024
8	404010018	GBPS - SOOMRO KHAN KHUSHIK	06-MAY-2024
9	404050123	GBPS - DARRO II	06-MAY-2024
10	404050421	GBPS - MADRASA OSMANIA	06-MAY-2024
11	404060168	GGPS - DHABIJI TOWN	06-MAY-2024
12	404080370	GBPS - DITAL LAGHARI	06-MAY-2024
13	405010080	GGPS - DEH 194	06-MAY-2024
14	405050160	GGPS - MUHAMMAD USMAN JUNEJO	06-MAY-2024
15	405060021	GBPS - KHAN	06-MAY-2024
16	407010120	GBPS - QASIM RIND	06-MAY-2024
17	407020174	GBPS - LAL MUHAMMAD KHASKHALI	06-MAY-2024
18	407050343	GGPS - ABH PUR	06-MAY-2024
19	412020008	GBPS - ALTAF PECHOOHO	06-MAY-2024
20	412020217	GBPS - CHANNA MOHALLA	06-MAY-2024
21	412030030	GBPS - SHAH BUX GABOLE	06-MAY-2024
22	414010233	GBPS - MUNDHU-JI-WANDH	06-MAY-2024
23	414010281	GBPS - KHAIR MUHAMMAD BROHI	06-MAY-2024
24	414010429	GBHS - TOUR BAND	06-MAY-2024
25	419010222	GBPS - SAIN DINO GHOTO	06-MAY-2024
26	423010184	GBPS - MEHOON MIRJAT	06-MAY-2024
27	423020203	GBPS - HAJI JUMAN BHANBHRO	06-MAY-2024
28	423030176	GBPS - BUKHSHO HAJANO	06-MAY-2024
29	425010221	GBPS - NOORO MUHAJAR	06-MAY-2024
30	425010271	GBPS - FAZAL ABAD	06-MAY-2024
31	426020251	GBPS - ALI BUX SOLANGI	06-MAY-2024
32	427020057	GGPS - BUTHI.	06-MAY-2024
33	427050021	GBPS - KOT SHAH BEG.	06-MAY-2024
34	427060106	GBPS - KHAIRO KHAN JATOI.	06-MAY-2024
35	401010337	GBPS - ISHAQ SOOMRO	07-MAY-2024
36	401010669	GBPS - HAJI ABDULLAH MEHRAN POTO	07-MAY-2024
37	401040278	GBPS - KHADO	07-MAY-2024
38	404050282	GGLSS - BANNU	07-MAY-2024
39	404060345	GBPS - DHABEJI PUMP HOUSE	07-MAY-2024
40	404080371	GBPS - KARIM DINO SHAH	07-MAY-2024
41	404080372	GBPS - HAJI KHUDDA DINO SAHUTTIO	07-MAY-2024
42	404090295	GGPS - ALI MURAD DARIS	07-MAY-2024
43	405010211	GBPS - ISHATUL QURAN	07-MAY-2024

S#	SEMIS Code	School Name	Date of Visit
44	405030081	GBPS - BOLAS ABAD	07-MAY-2024
45	405030293	GBPS - CHOUDARY MUHAMMAD MANSHA	07-MAY-2024
46	407030646	GBPS - MUREED KHAN MARI	07-MAY-2024
47	407040396	GBPS - MULLAH HURMAT	07-MAY-2024
48	407050134	GBPS - JAFFER KHAN LAGHARI	07-MAY-2024
49	414010360	GGPS - TOUR BAND MODEL COMMUNITY	07-MAY-2024
50	414010365	GGPS - NABI ABAD @ SALLAR JAKHRO	07-MAY-2024
51	414010400	GBPS - ABAD	07-MAY-2024
52	419010357	GBPS - SIJAWAL KOLACHI	07-MAY-2024
53	423010187	GBPS - YAR MUHAMMAD RIND	07-MAY-2024
54	423020362	GBPS- TALIB NOOH POTA	07-MAY-2024
55	423030188	GBPS - ABDUL WAHID BURIRO	07-MAY-2024
56	425010270	GBPS - WAHID ABAD MOHALLAH	07-MAY-2024
57	425010293	GBHS - NABI BUX LAGHARI	07-MAY-2024
58	426010127	GGLSS - NEW MIRZAN PUR KANDHKOT	07-MAY-2024
59	426010257	GBPS - MANZOOR AHMED	07-MAY-2024
60	426020502	GBPS - MUHAMMAD AKRAM BAJKANI	07-MAY-2024
61	426030077	GBPS - WAHID BUX BIJARANI	07-MAY-2024
62	426030563	GBHS - SHERAN BHAYO	07-MAY-2024
63	427020131	GBPS - DARGAH HAKIM ALI SHAH.	07-MAY-2024
64	427050047	GBPS - MUHAMMAD AMIN BROHI (MOSQUE)	07-MAY-2024
65	427060059	GBPS - ALI MUHAMMAD BHAND.	07-MAY-2024
66	401010125	GGPS - MUHAMMAD BACHAL SOOMRO	08-MAY-2024
67	401030322	GBPS - GULAB LAGHARI	08-MAY-2024
68	404010021	GBPS - VAR	08-MAY-2024
69	404020351	GBPS - NIM HINGORJO	08-MAY-2024
70	404060079	GBPS - GUJJO	08-MAY-2024
71	404080153	GBPS - MADERSA SITE SUJAWAL	08-MAY-2024
72	404080441	GBHS - BELLO	08-MAY-2024
73	405010030	GGPS - MEMON TOWN	08-MAY-2024
74	405010292	GBPS - ALI SHAH	08-MAY-2024
75	405020031	GBPS - ALLAH DAD PANJABI	08-MAY-2024
76	407030692	GGLSS - CHAK NO. 4	08-MAY-2024
77	407040512	GBPS - WALI MUHAMMAD RIND	08-MAY-2024
78	407040543	GBPS - MUHAMMED JUMAN HAJANO	08-MAY-2024
79	412020101	GBPS - JACOBABAD (MAIN)	08-MAY-2024
80	412020275	GGLSS - ADAM KHAN PANHWAR	08-MAY-2024
81	412030679	GBPS - SACHAL KATTO	08-MAY-2024
82	414010320	GGPS - GARHI YASIN	08-MAY-2024
83	414020278	GGHS - MIAN JO GOTH	08-MAY-2024
84	414030186	GBPS - SAIN DAD MACHI	08-MAY-2024
85	419050108	GBPS - BHARCHUNDI SHARIF	08-MAY-2024
86	423010014	GBPS - JAMAL DAHERI	08-MAY-2024
87	423020191	GBPS - PIR SARHANDI @ KOT ABDUL RAZQ	08-MAY-2024
88	423030224	GBPS - BHALE DINO KAKA	08-MAY-2024

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89	425010228	GBPS - NOOR MUHAMMAD KALERI	08-MAY-2024
90	425010286	GBELS - BAHI KHAN TALPUR	08-MAY-2024
91	426010056	GBPS - FAIZ PUR SHARIF	08-MAY-2024
92	426020398	GBPS - QADIR BUX GOLO	08-MAY-2024
93	426030156	GGPS - MUHAMMAD YAQOOB BAHALKANI	08-MAY-2024
94	426030420	GBPS - MUHAMMAD YAQOOB BAHALKANI	08-MAY-2024
95	426030422	GGPS - ABDULLAH KHOSO	08-MAY-2024
96	427020013	GBPS - KARIRA.	08-MAY-2024
97	427050068	GBPS - MUHAMMAD MALOOK MAGSI.	08-MAY-2024
98	427060115	GBPS - GHANWAR LAHBAR	08-MAY-2024
99	901000028	GBPS - MOOSA JUNEJO	08-MAY-2024
100	401010260	GBELS - QADIR BUX MANDHRO @ HAROON MANDHARO	09-MAY-2024
101	401010378	GBPS - MUHBAT KHAN QABAILY	09-MAY-2024
102	401020561	GGELS - CHAK NO. 5	09-MAY-2024
103	404010177	GBPS - ABDUL RAHIM SHEIKH	09-MAY-2024
104	404050301	GGPS - ARBAB KHAMISO MEMON	09-MAY-2024
105	404050550	GBPS - ARAB SHEDI	09-MAY-2024
106	404060172	GGELS - GHARIBABAD	09-MAY-2024
107	404080154	GBPS - BHAWAL KHAN MAGSI SUJAWAL	09-MAY-2024
108	405010144	GBPS - ABDUL HAMID KHIR	09-MAY-2024
109	405050258	GBPS - JHURBI	09-MAY-2024
110	405060064	GGPS - LAKHO UNAR	09-MAY-2024
111	407030038	GBPS - ALI KHAN JUNEJO	09-MAY-2024
112	407050588	GBHS - RUKAN BURIRO	09-MAY-2024
113	407060212	GBPS - WAZIR ALI BURIRO	09-MAY-2024
114	412020105	GBPS - SPECIAL FORCE	09-MAY-2024
115	412020297	GBPS - SUBZAL KHOSO	09-MAY-2024
116	412030610	GBPS - SHAMBO BROHI	09-MAY-2024
117	414020007	GBPS - ALLAH BUX KEHAR	09-MAY-2024
118	414030034	GBPS - CHAK	09-MAY-2024
119	414030249	GBPS - AMIL	09-MAY-2024
120	419020083	GGPS - MASTER COLONY	09-MAY-2024
121	423010025	GGPS - MAHMOOD TAHEEM MODEL COMMUNITY	09-MAY-2024
122	423020037	GBPS - BACHAL WARYAH	09-MAY-2024
123	423030291	GBPS - ALLAH BUX KAKA	09-MAY-2024
124	425010077	GGPS - DARSS MOHALLA RAJO NIZAMANI	09-MAY-2024
125	425010298	GGHS - RAJO NIZAMANI	09-MAY-2024
126	426010114	GGPS - RAIS BAHADUR KHAN MIRANI	09-MAY-2024
127	426010181	GBPS - ZULFIQAR ALI CHACHAR	09-MAY-2024
128	426020150	GBPS - JALAL DIN KHOSO @ GHULAM M. BANGWAR	09-MAY-2024
129	426030388	GBPS - HAFIZ-ULLAH KHOSO	09-MAY-2024
130	426030582	GBLSS - ALI SHER SARKI	09-MAY-2024
131	427010295	GBPS - MASU BHUTTO.	09-MAY-2024
132	427050111	GBPS - AMIR JAN MUGHARI.	09-MAY-2024
133	427060126	GBLSS - ISMAIL ABAD.	09-MAY-2024

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134	401020067	GBPS - WALI MUHAMMAD NIZAMANI	10-MAY-2024
135	401020291	GBPS - CHAK NO. 18	10-MAY-2024
136	401020367	GBPS - IBRAHIM RAHIMOON	10-MAY-2024
137	404050109	GBPS - DAR MALOOK SHAH	10-MAY-2024
138	404060009	GBPS - TALIB KHAN MURGHAR	10-MAY-2024
139	404080109	GBPS - KHALIFO AGHADINO	10-MAY-2024
140	404080278	GGPS - CIVIL HOSPITAL SUJAWAL	10-MAY-2024
141	404090254	GGPS - MAKLI	10-MAY-2024
142	405020237	GBPS - MUNSHI GADDI	10-MAY-2024
143	405020278	GBPS - MUHAMMAD BUX KHOKHAR	10-MAY-2024
144	405020281	GBPS - WAHEED FARM	10-MAY-2024
145	407030400	GBPS - CHAK NO. 63	10-MAY-2024
146	407050113	GBPS - FAQIR ABAD	10-MAY-2024
147	407060050	GGPS - MULLA MAKHAN	10-MAY-2024
148	412020187	GBPS - MUHAMMAD YOUSIF MANJHOO @ Ashique Golato	10-MAY-2024
149	412020240	GGPS - MASTER MUHAMMAD IBRAHIM JAKHRANI	10-MAY-2024
150	412030499	GBPS - GHUNIA	10-MAY-2024
151	414020073	GBPS - GHULAM MUSTAFA KALHORO	10-MAY-2024
152	414020234	GBPS - GUL BURIRO	10-MAY-2024
153	414030318	GBHS - JAHAN KHAN	10-MAY-2024
154	419020209	GBPS - QASIM PITAFI @ MUHAMMAD MURAD PITAFI	10-MAY-2024
155	423010121	GBPS - SAEED KHAN LAGHARI	10-MAY-2024
156	423020023	GBPS - SAYED MUQEEM SHAH	10-MAY-2024
157	423030260	GBPS - FAZIL KHAN JAMALI	10-MAY-2024
158	425010158	GBPS - SHOUKAT COLONY	10-MAY-2024
159	425030270	GGPS - ABDUL GHAFOOOR TALPUR	10-MAY-2024
160	426010048	GBPS - GAMAN KHAN	10-MAY-2024
161	426010297	GBPS - ARSULLAH SABZOI	10-MAY-2024
162	426020307	GBPS - LAL BUX CHACHAR	10-MAY-2024
163	426030117	GBPS - HAMID BAHALKANI	10-MAY-2024
164	426030337	GBPS - BATTO KHAN BAHALKANI	10-MAY-2024
165	427010244	GBPS - BUGRANI.	10-MAY-2024
166	427010303	GBPS - AHMED METLO	10-MAY-2024
167	427060125	GBPS - FAIZ MUHAMMAD KHOKHAR.	10-MAY-2024
168	401020051	GBPS - KHORWAH	11-MAY-2024
169	401020295	GBPS - TARAI	11-MAY-2024
170	401020366	GBPS - RISALDAR KHUSHI MUHAMMAD@BACHIYO JO	11-MAY-2024
171	404010200	GBPS - ADAM KATAR	11-MAY-2024
172	404020141	GBPS - RAJ SHAIKH BACHAL	11-MAY-2024
173	404060029	GBPS - KHUDA DINO SHAIKH	11-MAY-2024
174	404080011	GBPS - RAMZAN BARAN	11-MAY-2024
175	404080203	GBPS - BUDHO TALPUR	11-MAY-2024
176	405030011	GBPS - NOOR MUHAMMAD PANWHAR	11-MAY-2024
177	405030061	GBPS - MAKHAN SAMOON	11-MAY-2024
178	405030106	GGPS - KHUNBRI	11-MAY-2024

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179	407030568	GBPS - ABDUL RAHIM TALPUR	11-MAY-2024
180	407050559	GBPS - CH HABIB RAJPUT	11-MAY-2024
181	407060133	GBPS - SUI KANDAR	11-MAY-2024
182	412020127	GBPS - PECHOOHA	11-MAY-2024
183	412020347	GBPS - RAMZAN PUR	11-MAY-2024
184	412030314	GBPS - QADIR FAQEER @ NAJAMUDDIN KHOSO	11-MAY-2024
185	414030032	GBPS - MAHBOOB GOTH	11-MAY-2024
186	414030105	GBPS - THEANDA	11-MAY-2024
187	414040034	GBPS - RAHOOJA	11-MAY-2024
188	419050151	GBPS - ALAM ARAIN	11-MAY-2024
189	423010075	GBPS - WANHYAL BHANOTH	11-MAY-2024
190	423020312	GBPS - DADLO HAJANO	11-MAY-2024
191	423030323	GBHS - PIR JHANDO	11-MAY-2024
192	425010050	GBPS - URS SAMOON	11-MAY-2024
193	425010198	GBPS - KARIM BUX NIZAMANI	11-MAY-2024
194	426010242	GBPS - SHAHBAZ KHAN NOONARI	11-MAY-2024
195	426010246	GBPS - JAHAN KHAN BHANGWAR	11-MAY-2024
196	426010351	GGHSS - KANDH KOT	11-MAY-2024
197	426020370	GBPS - GUL NABI IHSAN ABAD	11-MAY-2024
198	426020402	GBPS - LASHKAR KHAN	11-MAY-2024
199	427010313	GBPS - ALI BUX PANHWAR.	11-MAY-2024
200	427010399	GBHS - CHHAJIRA.	11-MAY-2024
201	427060078	GBPS - MUHAMMAD MURAD BROHI.	11-MAY-2024
202	401020339	GBPS - MUHAMMAD ALI MANDHRO	13-MAY-2024
203	401030242	GBPS - HAJI MUHAMMAD QASIM LUND	13-MAY-2024
204	401030267	GBPS - QAZI FATEH MUHAMMAD ARAIN	13-MAY-2024
205	404020092	GBPS - BEGNA	13-MAY-2024
206	404060314	GBPS - UMAR KHAN BALOCH	13-MAY-2024
207	404080035	GBPS - WALI MUHAMMAD PUNJABI AT SABHAN PANJABI	13-MAY-2024
208	404080156	GBPS - P.W.D. COLONY SUJAWAL	13-MAY-2024
209	404090497	GBPS - NATHO REDHAR	13-MAY-2024
210	405030066	GBPS - SOBHO PANHWAR	13-MAY-2024
211	405030213	GBPS - GHARIBABAD	13-MAY-2024
212	405050435	GGPS - HINGORNO Govt. Model Community School	13-MAY-2024
213	407040180	GBPS - HAJI MUHAMMAD IBRAHIM DETHO	13-MAY-2024
214	407050438	GBPS - JAFFAR JHULAN	13-MAY-2024
215	407060101	GBPS - QABOOL SHAH	13-MAY-2024
216	412010073	GBPS - SHERAN PUR	13-MAY-2024
217	412020382	GGHS - ALLAN KHAN JAMALI @ JAT MUHALLA	13-MAY-2024
218	412030764	GBHS - MIR HASSAN KHAN KHOSO	13-MAY-2024
219	414020143	GBPS - MIR KEHAR	13-MAY-2024
220	414030250	GBPS - DAHAR	13-MAY-2024
221	414040251	GBPS - LAL PIR	13-MAY-2024
222	419010281	GBPS - JALAL GHOTO	13-MAY-2024
223	423010138	GBPS - MUHAMMAD HASSAN KIRYA	13-MAY-2024

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224	423020160	GBPS - RASOOL ABAD	13-MAY-2024
225	423030201	GBPS - ILYAS ABREJO	13-MAY-2024
226	425010167	GBPS - GHURAM WASSAN	13-MAY-2024
227	425010187	GBPS - KARAM KHAN MAGSI	13-MAY-2024
228	426010023	GBPS - TALOO KHAN KAMBRANI	13-MAY-2024
229	426010108	GGPS - WAHID BUX BHAYO	13-MAY-2024
230	426020547	GGHS - KASHMORE	13-MAY-2024
231	426030248	GBPS - WASHAL KHAN BAHALKANI	13-MAY-2024
232	426030355	GBPS - HAJI ALLAH ADIYO KHAN BAJKANI	13-MAY-2024
233	427010183	GBPS - LAKHO SANGAH.	13-MAY-2024
234	427010240	GBPS - WANDH MUGHERI.	13-MAY-2024
235	427060095	GBPS - MANJHI KHAN JOYO.	13-MAY-2024
236	401030046	GBPS - ALI MUHAMMAD MANGRIO	14-MAY-2024
237	401030485	GBPS - MEHAR KHASKHELI	14-MAY-2024
238	401030493	GBPS - MAL PIRI	14-MAY-2024
239	404050097	GBPS - YOUSIF PALIJO	14-MAY-2024
240	404060071	GBPS - KHUDA DINO HADIO	14-MAY-2024
241	404080120	GBPS - SADIQUE PANWHIR	14-MAY-2024
242	404080439	GBLSS - SAEEDPUR	14-MAY-2024
243	404090591	GBPS - REVENUE COLONY MAKLI	14-MAY-2024
244	405040018	GBPS - TANDO KOLACHI	14-MAY-2024
245	405040121	GBPS - PEER BUX KHOSO	14-MAY-2024
246	405040127	GBPS - SADIQU LAGHARI	14-MAY-2024
247	407030110	GBPS - YOUSIF JI MIAN	14-MAY-2024
248	407040344	GBPS - KHAN RIND	14-MAY-2024
249	407060139	GBPS - BAGO WADDANI	14-MAY-2024
250	412010293	GBPS - KARAM PUR	14-MAY-2024
251	412020203	GBPS - JALAL-UD-DIN RIDD HAQ BAHOO MOHALLA	14-MAY-2024
252	412030385	GBPS - MUHAMMAD HASSAN SARKI	14-MAY-2024
253	414010054	GBPS - RAHMAT PUR	14-MAY-2024
254	414030172	GBPS - QADIR DINO MAHAR	14-MAY-2024
255	414040219	GBPS - SOOMRA MOHALLA @ MUHAMMADI	14-MAY-2024
256	419010254	GBPS - KAMBIR KOLACHI	14-MAY-2024
257	423010113	GBPS - ALLAH BUX	14-MAY-2024
258	423020164	GBPS - MUHIB PALIJO	14-MAY-2024
259	423020353	GBPS - M UHAMMAD SALEH CHAHWAN	14-MAY-2024
260	423020447	GBLSS - SHAIKH TEAR	14-MAY-2024
261	423030036	GBPS - MITHO UNER	14-MAY-2024
262	426010040	GBPS - GHULAM MUHAMMAD KHOSO	14-MAY-2024
263	426010266	GBPS - KASHMIR KHAN GOLO	14-MAY-2024
264	426020210	GGPS - AZIZ ABAD KHOSO	14-MAY-2024
265	426030332	GBPS - DHANI BUX BAJKANI	14-MAY-2024
266	426030363	GBPS - SHER DIL PATHAN	14-MAY-2024
267	427010222	GBPS - SHAH ABDUL LATIF BHITTAI.	14-MAY-2024
268	427020014	GBPS - THARO WADHO.	14-MAY-2024

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269	427060072	GBPS - ALLALH BUX KHOSO.	14-MAY-2024
270	401030103	GGPS - CHOUDHRY ABDULLAH	15-MAY-2024
271	401030185	GGPS - MAIN SCHOOL MATLI	15-MAY-2024
272	401030526	GBPS - ALI DOWAKAR	15-MAY-2024
273	404050149	GBPS - ABDULLAH PALIJO	15-MAY-2024
274	404060322	GBPS - BABU BURERO	15-MAY-2024
275	404080057	GBPS - ALI MUHAMMAD KEHARAI U C ALI BAHAR	15-MAY-2024
276	404080132	GBPS - ABDULLAH KANDRA	15-MAY-2024
277	404090137	GBPS - LAKHO BHAMBHRO	15-MAY-2024
278	405020052	GBELS - MUHAMMAD DAUD DHUNKAI	15-MAY-2024
279	405020298	GBPS Waryam Dhonkai	15-MAY-2024
280	405020373	GBPS - MEHMOOD KHAN MEO	15-MAY-2024
281	407030710	GBHS - KHATOON-E-FATIMA	15-MAY-2024
282	407050162	GBPS - ALTAF HUSSAIN RIND	15-MAY-2024
283	407060125	GBPS - KUNBDARYOON	15-MAY-2024
284	412010023	GBPS - NAZAR MUHAMMAD JAMALI	15-MAY-2024
285	412020285	GBPS - MUHAMMADI MASJID	15-MAY-2024
286	412030043	GBPS - HASSAN ABAD	15-MAY-2024
287	414030151	GBPS - SMANO GOTH	15-MAY-2024
288	414030200	GBPS - HOTE KHAN KHOSO	15-MAY-2024
289	414040210	GBPS - BEKHARI	15-MAY-2024
290	419010460	GBLSS - ABDUL RAHEEM MIRBAHAR	15-MAY-2024
291	423010231	GBHS - M G HIGH SCHOOL	15-MAY-2024
292	423020355	GBPS - DARYA KHAN TALPUR	15-MAY-2024
293	423030005	GBPS - MAJANOON SAND	15-MAY-2024
294	425010263	GBPS - HUSSAIN KHASKHELI	15-MAY-2024
295	425030261	GBPS - HUSSAIN DAL	15-MAY-2024
296	426010026	GBPS - SOBHO KHAN OGAHI	15-MAY-2024
297	426010201	GBPS - MUBARAK SUHRIYANI	15-MAY-2024
298	426010270	GBPS - LAL BUX LASHARI	15-MAY-2024
299	426010274	GBPS - SYED MEHAR SHAH	15-MAY-2024
300	426020249	GBPS - KAMAL CHACHAR	15-MAY-2024
301	427010223	GBPS - BAGO DERO.	15-MAY-2024
302	427060060	GBPS - MUHAMMAD BUX SOLANGI.	15-MAY-2024
303	427070036	GBPS - SIJAWAL.	15-MAY-2024
304	401030272	GBPS - MUHAMMAD RAHIM NIZAMANI	16-MAY-2024
305	401050027	GBPS - MUHAMMAD HASAN HAJANO	16-MAY-2024
306	401050049	GGPS - RIP	16-MAY-2024
307	404050089	GBPS - JATI CHOWK	16-MAY-2024
308	404080193	GBPS - USMAN PARHIRI	16-MAY-2024
309	404080368	GBPS - BACHO SAHITO	16-MAY-2024
310	404090096	GBPS - AMIR BUX JAKHARO	16-MAY-2024
311	404090548	GBPS - MOOSA ASHABI	16-MAY-2024
312	405010208	GBPS - HAJI FATEH KHAN	16-MAY-2024
313	405030309	GBPS - BHEL COLONY	16-MAY-2024

S#	SEMIS Code	School Name	Date of Visit
314	405060177	GBPS - JAN MUHAMMAD DAL	16-MAY-2024
315	407030118	GBPS - DILBAR KHAN NIZAMANI	16-MAY-2024
316	407030634	GBPS - MUHAMMAD EDAN MANGHAR	16-MAY-2024
317	407060005	GBPS - MITHO KHOSO	16-MAY-2024
318	412020082	GBPS - MADINA MASJID @ GHULAM HUSSAIN SOLANGI	16-MAY-2024
319	412030072	GBPS - CHOOK LASHARI	16-MAY-2024
320	412030187	GGPS - MUHAMMAD HUSSAIN SARKI (BR:)	16-MAY-2024
321	414020106	GGPS - PINYO UNAR	16-MAY-2024
322	414030025	GBPS - SOOMAR GOTH	16-MAY-2024
323	414040065	GGPS - LAKHI DAR	16-MAY-2024
324	419050133	GBPS - SAIN DINO MALIK	16-MAY-2024
325	423010225	GBLSS - SCARP WAPDA COLONY	16-MAY-2024
326	423020049	GBPS - YAR MUHAMMAD KHUSHK	16-MAY-2024
327	423030208	GBPS - SAEEDABAD OLD	16-MAY-2024
328	425030267	GBPS - CHAUDARO	16-MAY-2024
329	425030272	GBPS - QABOOL PUR	16-MAY-2024
330	426010151	GBPS - DOST ALI SUHRIYANI	16-MAY-2024
331	426010331	GBPS - MUHAMMAD WARYAL BANGWAR	16-MAY-2024
332	426020256	GBPS - AMIR ABAD KHOSO	16-MAY-2024
333	426020364	GBPS - MADARSAH AHYA-UL-ULOOM	16-MAY-2024
334	426020556	GBHSS - KASHMORE	16-MAY-2024
335	427030095	GBPS - BAQER ABAD.	16-MAY-2024
336	427040028	GBPS - PECHUHA.	16-MAY-2024
337	427070053	GBPS - KORAI.	16-MAY-2024
338	401050021	GBPS - MUHAMMAD KHAN PATHAN	17-MAY-2024
339	401050279	GBLSS - AHMED DETHO	17-MAY-2024
340	401050291	GBHS - USMAN RAHEMOON	17-MAY-2024
341	404020355	GBPS - MUGHAL BHEEN	17-MAY-2024
342	404050271	GGPS - TAHIR SOOMRO	17-MAY-2024
343	404060430	GBPS - MUHAMMAD ALI @GHULAM MUHAMMAD SHAH	17-MAY-2024
344	404080121	GBPS - MOLVI USMAN SAMEJO	17-MAY-2024
345	404090510	GBPS - NOOH BHATTI	17-MAY-2024
346	405020193	GBPS - MANZOOR HUSSAIN SHAH	17-MAY-2024
347	405020296	GBPS - DENGAN	17-MAY-2024
348	405020369	GBPS - ABDULLAH KUMBAR	17-MAY-2024
349	407030463	GBPS - DALAIL SHAR	17-MAY-2024
350	407050530	GBPS - DHANI BUX LAKHO	17-MAY-2024
351	407060113	GBPS - SULTAN CHANG	17-MAY-2024
352	412020014	GBPS - ABDUL AZIZ KHARANI	17-MAY-2024
353	412030302	GBPS - MUHAMMAD MURAD SARKI	17-MAY-2024
354	412030313	GBPS - GUL MIR JAFFERI	17-MAY-2024
355	414030116	GBPS - SAHKJI	17-MAY-2024
356	414030281	GBPS - KHAMISO JOGI	17-MAY-2024
357	414040039	GBPS - MIRZAN BUNGLOW	17-MAY-2024
358	419020200	GBPS - HAYAT MAGSI	17-MAY-2024

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359	419020216	GBPS - MUBARAK CHANAR	17-MAY-2024
360	419020231	GBPS - DINO MAKO	17-MAY-2024
361	419020238	GBPS - KORI JO KHOH	17-MAY-2024
362	419030035	GBPS - KUNDI WALA	17-MAY-2024
363	419030151	GGPS - KHAMBHRA	17-MAY-2024
364	423010140	GBPS - TALIB UL MOLA HALA OC HALA	17-MAY-2024
365	423020263	GBPS - ARZI HAKRO	17-MAY-2024
366	423030265	GBPS - HAJI MIAN BUX KHOSO	17-MAY-2024
367	425010200	GBPS - KUMBHAR MOHALLA	17-MAY-2024
368	425010211	GBPS - SHER MUHAMMAD LANGA	17-MAY-2024
369	427030069	GBPS - GUL BAHAR LEGHARI.	17-MAY-2024
370	427040105	GBPS - DARI KOLACHI.	17-MAY-2024
371	427070166	GBPS - KOT LAL BUX MEHASSAR.	17-MAY-2024
372	401040122	GGPS - KHAIR PUR GAMBO	18-MAY-2024
373	401040508	GBPS - JAM KHAN PITAFI	18-MAY-2024
374	401050180	GBPS - GULAN KHASKHELI	18-MAY-2024
375	404050151	GBPS - HAJI UMER PALIJO	18-MAY-2024
376	404050586	GBHSS - JHOKE SHARIF	18-MAY-2024
377	404060080	GBPS - ALI MUHAMMAD KATIAR	18-MAY-2024
378	404080093	GBPS - SULEMAN KEHARI	18-MAY-2024
379	404090395	GBPS - MALIK MOOSA CHOWHAN	18-MAY-2024
380	405050018	GBPS - MUHAMMAD USMAN JONEJO	18-MAY-2024
381	405050052	GBPS - ACHAL DAS RATHORE	18-MAY-2024
382	405050077	GBPS - HINGORNO	18-MAY-2024
383	407030203	GGPS - NIZAMANI PARA SINDHI	18-MAY-2024
384	407050476	GBPS - KAMIL KHAN JALALANI	18-MAY-2024
385	407060070	GGPS - MITHO KHOSO	18-MAY-2024
386	412020290	GBPS - WAHID BUX TALANI	18-MAY-2024
387	412030387	GBPS - ALI MARDAN BROHI	18-MAY-2024
388	412030538	GBPS - KHAN MUHAMMAD PAHORE	18-MAY-2024
389	414020255	GBPS - TANDO ALI SHER	18-MAY-2024
390	414030062	GGPS - NAPAR	18-MAY-2024
391	414040226	GBPS - NAWAB KHAN	18-MAY-2024
392	419010146	GGPS - TANDO YAR MUHAMMAD	18-MAY-2024
393	419010219	GBPS - URDU GHOTKI	18-MAY-2024
394	419010245	GBPS - ARBAB KALADI	18-MAY-2024
395	419010275	GBPS - QADIR PUR	18-MAY-2024
396	419030042	GBPS - SONO CHACHAR	18-MAY-2024
397	419030277	GBPS - KHAIR MUHAMMAD KHAMBRO	18-MAY-2024
398	423010098	GBPS - MAKHDOOM MOULA BUX	18-MAY-2024
399	423020379	GBPS - BACHAL DETHA	18-MAY-2024
400	423030048	GGPS - KHUDA BUX KAKA	18-MAY-2024
401	425030045	GBPS - KAPOOR MORI	18-MAY-2024
402	425030386	GBPS - ALLAH YAR TURK	18-MAY-2024
403	427010077	GGPS - MAIN KAMBER.	18-MAY-2024

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404	427040011	GBPS - DHIGANO KHATIAN.	18-MAY-2024
405	427070121	GGPS - BAHADUR BHAND.	18-MAY-2024
406	401040196	GBPS - CHOUDHRI DIN MUHAMMAD	20-MAY-2024
407	401040248	GBPS - ALI KHAN JAMALI	20-MAY-2024
408	401050241	GBPS - DHANI PARTO JAT	20-MAY-2024
409	404050124	GBPS - DARRO I	20-MAY-2024
410	404070110	GBPS - MEHMOOD KHASKHELI	20-MAY-2024
411	404080445	GGHS - SUJAWAL	20-MAY-2024
412	404090476	GBPS - MUHAMMAD RAMZAN BAHRAN	20-MAY-2024
413	404090564	GBPS - BELO DARYA	20-MAY-2024
414	405020236	GBPS - HASIL GEHLARO	20-MAY-2024
415	405020417	GGLSS - HASHIM BHAGARI	20-MAY-2024
416	405030127	GGPS - KAK BUNGLOW	20-MAY-2024
417	407030408	GBPS - MAKHDUM MUHD. AMIN FAHIM TNDO MITHA KHAN	20-MAY-2024
418	407050184	GBPS - MUHAMMAD KHAN CHANAR	20-MAY-2024
419	407060164	GBPS - KHEIRO KALOI	20-MAY-2024
420	412020015	GBPS - LAKHMIR KHARANI	20-MAY-2024
421	412030543	GBPS - ARSALA KHAN BANGLANI	20-MAY-2024
422	412030758	GBHS - KARIM BUX KHOSO	20-MAY-2024
423	414020257	GBPS - GARHI DAKHO	20-MAY-2024
424	414040080	GGPS - HATHI DAR	20-MAY-2024
425	414040127	GBPS - THAROO PUR	20-MAY-2024
426	419030237	GBPS - KHAN MUHAMMAD JUNO	20-MAY-2024
427	419030326	GBPS - USMAN CHACHAR	20-MAY-2024
428	419050096	GBPS - LUQMAN PITAFI	20-MAY-2024
429	419050102	GBPS - SAJAN MALIK	20-MAY-2024
430	419050342	GBPS - SANKO	20-MAY-2024
431	419050366	GBPS - SIKEELADHO SHAR	20-MAY-2024
432	423010182	GBPS - BHIT SHAH	20-MAY-2024
433	423020372	GBPS - PIARO KHAN KHOSO	20-MAY-2024
434	423030219	GBPS - BAGO RIND	20-MAY-2024
435	425030023	GBPS - IBRAHIM CHUTTO	20-MAY-2024
436	425030385	GBELS - HUSSAIN KHAN LAGHARI	20-MAY-2024
437	427010025	GBPS - IQBAL BROHI.	20-MAY-2024
438	427020145	GBPS - MUBARK KALHORO.	20-MAY-2024
439	427040074	GGPS - KHAMISO KALHORO.	20-MAY-2024
440	404070156	GBPS - SHAFI MUHAMMAD JAT	21-MAY-2024
441	404080434	GBLSS - RANTA	21-MAY-2024
442	404090135	GBPS - MURAD BUX BROHI	21-MAY-2024
443	405010210	GBPS - MIR GHULAM HYDER	21-MAY-2024
444	405010258	GBPS - ALI VIGHAMAL	21-MAY-2024
445	405020006	GBPS - HAJI SULEMAN KHASKHALY	21-MAY-2024
446	407010107	GBPS - FQIR MUHAMMAD MEHAR	21-MAY-2024
447	407020381	GBPS - MUHAMMAD BACHAL RAJAR	21-MAY-2024
448	407050288	GBPS - MIAN MUHAMMAD ASHRAF	21-MAY-2024

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449	412020129	GBPS - MEHRAB PUR	21-MAY-2024
450	412030200	GGPS - LAL BHATTI	21-MAY-2024
451	412030616	GBPS - HAJI MIR MUHAMMAD BAKHRANI	21-MAY-2024
452	414010386	GBPS - SHAH ALI JI WANDH	21-MAY-2024
453	414020186	GBPS - MOUR UNAR	21-MAY-2024
454	414040286	GBPS - SEHWANI SUK PUL @ DASTGIR COLONY SHP	21-MAY-2024
455	419010038	GBPS - SIJAWAL DHANDHO	21-MAY-2024
456	419010217	GBPS - RAHMOO WALI	21-MAY-2024
457	419010461	GGPS - LUTUF ALI KOLACHI	21-MAY-2024
458	419020005	GBPS - FATEH KHAN BOZDAR	21-MAY-2024
459	419030098	GBPS - ANGAN BHUTTO	21-MAY-2024
460	419030301	GBPS - GHULAM HYDER RIND	21-MAY-2024
461	425030391	GBHS - MULLA KATIAR	21-MAY-2024
462	425030397	GBHS - WASI MALOOK SHAH	21-MAY-2024
463	427010072	GGPS - JIAN ABRO.	21-MAY-2024
464	427020054	GGPS - SAIDULLAH KHAN CHANDIO.	21-MAY-2024
465	427040265	GBPS - HAJI KHAN BROHI.	21-MAY-2024
466	401040327	GBPS - PIR ALI ASGHAR SHAH	22-MAY-2024
467	401040364	GBPS - MINYAGI USMAN MALLAH	22-MAY-2024
468	401040518	GBPS - ABDUL GHANI DAL	22-MAY-2024
469	404020358	GBPS - BUHAR	22-MAY-2024
470	404050251	GGPS - JHOKE SHARIF	22-MAY-2024
471	404060167	GGPS - GHARO NO. 1	22-MAY-2024
472	404090421	GBPS - GUL SHER MEER BHAR@ ZANGAI KHAN KHASKHEL	22-MAY-2024
473	405020427	GBELS - QAZI RAHIM DINO	22-MAY-2024
474	405050012	GBPS - SHAH BUX LASHARI	22-MAY-2024
475	405050290	GBPS - DOST MUHAMMAD MEHR	22-MAY-2024
476	407010048	GBPS - URDU BERANI	22-MAY-2024
477	407020581	GBPS - MEHRAB CHANIO	22-MAY-2024
478	407050139	GBPS - GHULAM SHAH BHUTO	22-MAY-2024
479	412020209	GBPS - MUHAMMAD UMAR SOOMRO	22-MAY-2024
480	412020256	GGPS - GARHI SABHAYO	22-MAY-2024
481	412030486	GBPS - RANJHA PUR	22-MAY-2024
482	414010236	GBPS - DARO	22-MAY-2024
483	414010441	GBHS - NIM SHARIF	22-MAY-2024
484	414040072	GGPS - QAZI HABIBULLAH	22-MAY-2024
485	419010018	GBELS - HUSSAIN BHAYO	22-MAY-2024
486	419010353	GBPS - BAKHSHAN LAGHARI	22-MAY-2024
487	419030118	GBPS - GPS CHANESAR MEERBAHAR	22-MAY-2024
488	419040012	GBPS - IMAM BUX GABOLE	22-MAY-2024
489	419040041	GBELS - KHAN GARH SHARIF	22-MAY-2024
490	419040056	GBPS - CHAK ISLAM ABAD	22-MAY-2024
491	423010094	GBPS - MUSLIM ANJUM NEW HALA	22-MAY-2024
492	423020133	GBELS - DARGAH DUR MUHAMMAD SHAH	22-MAY-2024
493	423030239	GBPS - DHINGANO JAMALI	22-MAY-2024

S#	SEMIS Code	School Name	Date of Visit
494	425030129	GGPS - MULLA KATIAR MODEL COMMUNITY SCHOOL	22-MAY-2024
495	425030280	GBPS - SAEED KHAN LUND	22-MAY-2024
496	427010256	GBPS - GHOGHARI.	22-MAY-2024
497	427030174	GBPS - NOOR MUHAMMADI.	22-MAY-2024
498	427040031	GBPS - WAGGAN.	22-MAY-2024
499	401040068	GBPS - HAJI QASIM SOOMRO	23-MAY-2024
500	401040161	GGPS - MUHAMMAD AYOUB CHANDIO	23-MAY-2024
501	401040626	GBPS - ABDUL RASHEED CHANDIO	23-MAY-2024
502	404020356	GBPS - JATI TOWN	23-MAY-2024
503	404050129	GBPS - ARBAB GUL MUHAMMAD MEMON	23-MAY-2024
504	404090279	GGPS THATTA URDU	23-MAY-2024
505	404090412	GBPS - BER KHASKHELI	23-MAY-2024
506	405020023	GBELS - KHUDADAD	23-MAY-2024
507	405050076	GBPS - K.S.DIN MUHAMMAD JUNEJO	23-MAY-2024
508	405050452	GBPS - HAMID SHAH	23-MAY-2024
509	407010060	GBPS - RASHID KHAN MARRI	23-MAY-2024
510	407020317	GBPS - HAJI MUHAMMAD TIAB	23-MAY-2024
511	407020460	GBPS - UMED ALI RAJAR	23-MAY-2024
512	412020396	GGHS - SINGLE SECTION JACOBABAD	23-MAY-2024
513	412030525	GBPS - GHULAM MUHAMMAD LASHARI	23-MAY-2024
514	414010141	GBPS - MISRI WAHAN	23-MAY-2024
515	414010364	GGPS - FAQEER PUR BROHI	23-MAY-2024
516	414020241	GBPS - SALAR BHATTI	23-MAY-2024
517	419010241	GBPS - GHAZI CHACHAR	23-MAY-2024
518	419010398	GBPS - RAB NAWAZ CHACHAR	23-MAY-2024
519	419020044	GBPS - ABDUL WAHID BOZDAR	23-MAY-2024
520	419020273	GBPS ALAM PITAFI AT ABDUL RAHMAN GADANI	23-MAY-2024
521	419030216	GBPS - HASHIM MACHHI	23-MAY-2024
522	419030327	GBPS - COMMUNITY SCHOOL SAMANO SHAR	23-MAY-2024
523	423010095	GBPS - MEMON MOHALLA HALA	23-MAY-2024
524	423030056	GGPS - BAKHAR JAMALI	23-MAY-2024
525	425020230	GBPS - WANGAI MAHERI	23-MAY-2024
526	425030188	GBPS - DADOON MORI	23-MAY-2024
527	425030396	GBHS - ABDUL RAHIM KATIAR	23-MAY-2024
528	427010014	GBPS - VISRIO MEMON.	23-MAY-2024
529	427040025	GBPS - MAIN WARAH.	23-MAY-2024
530	427060123	GBPS - NASIRABAD (MAIN).	23-MAY-2024
531	401010357	GBPS - MOHAMMAD YOUSIF KHOSO	24-MAY-2024
532	401030300	GBPS - ALI NAWAZ NIZAMANI	24-MAY-2024
533	401030317	GBPS - ALI BUX NIZAMANI	24-MAY-2024
534	404050079	GBPS - MIRPUR BATHORO	24-MAY-2024
535	404050258	GGPS - MIR PUR BATHORO	24-MAY-2024
536	404080133	GBPS - HAJI AHMED SOOMRO	24-MAY-2024
537	404090256	GGPS - BHAPRO JAKHRO	24-MAY-2024
538	404090647	GGHS - THATTA	24-MAY-2024

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539	405030143	GGPS - ANWAR ALI LASHARI	24-MAY-2024
540	405030207	GBPS - JINNAH PRIMARY	24-MAY-2024
541	405030380	GGHS - SETELITE TOWN MIRPURKHAS	24-MAY-2024
542	407020156	GBPS - MATHOON	24-MAY-2024
543	407020188	GBPS - HAJI KHAN RAJAR	24-MAY-2024
544	407020276	GBPS - GUL SHAH	24-MAY-2024
545	412020047	GBPS - BALOCH KHAN MERALI	24-MAY-2024
546	412030531	GBPS - KHAN MUHAMMAD BANGLANI	24-MAY-2024
547	412030775	GGPS - DARYA KHAN SARKI	24-MAY-2024
548	414010129	GBPS - SAHATA	24-MAY-2024
549	414010133	GBPS - BAQAR SHAH	24-MAY-2024
550	414010437	GBHS - CHATTO MANGI	24-MAY-2024
551	419010073	GBPS - GUL MUHAMMAD AARBANI	24-MAY-2024
552	419010334	GBPS - SACHAL PITAFI	24-MAY-2024
553	419020218	GBPS - LAL PITAFI	24-MAY-2024
554	419030105	GBPS - ALLAH WARAYO CHACHAR	24-MAY-2024
555	419050367	GBPS - JHANDO BUGHIO	24-MAY-2024
556	423030195	GBPS - SAEED ABAD (URDU)	24-MAY-2024
557	423030202	GBELS - AZAD PIR JHANDO	24-MAY-2024
558	423030240	GBPS - ALI MURAD JAMALI	24-MAY-2024
559	425010020	GBPS - MIR MOHALLA	24-MAY-2024
560	425010123	GBPS - MOHALLA BAKHTAWAR COLONY	24-MAY-2024
561	427040072	GGPS - BAND JANI.	24-MAY-2024
562	427040300	GGHSS - WARAH	24-MAY-2024
563	427060032	GGPS - HETUM SOHU.	24-MAY-2024
564	401040275	GBPS - RAHIMDAD CHANDIO	25-MAY-2024
565	404090155	GBPS - WALI MUHAMMAD SHORO	25-MAY-2024
566	404090539	GBPS - ONGER STATION @ WADERO ALI MUHAMMAD	25-MAY-2024
567	404090632	GBHS - AKHUND BARADIA	25-MAY-2024
568	407020360	GBPS - YAMIN HINGORJO	25-MAY-2024
569	412020233	GGPS - SUFI GUL BAHAR	25-MAY-2024
570	412030691	GBPS - JUNED AHMED THAHM @ ATTA MUHAMMAD JAFERI	25-MAY-2024
571	414040155	GBPS - ABDUL HAMEED BROHI	25-MAY-2024
572	423030197	GBPS - MEWOO CHHACHHAR	25-MAY-2024
573	425010066	GBPS - GHULAM NABI MANGSI	25-MAY-2024
574	425010068	GGPS - SHOUKAT COLONY	25-MAY-2024
575	425020045	GBPS - BACHAL KALOO	25-MAY-2024
576	425020143	GBPS - JAMALU DDIN JUNEJO	25-MAY-2024
577	425020165	GBPS - MATARO KHAN CHANDIO	25-MAY-2024
578	425020199	GBELS - HAJI GHAZI BAGRANI	25-MAY-2024
579	425020239	GBPS - RAZA MUHAMMAD RIND	25-MAY-2024
580	425030154	GBPS - IBRAHIM MACHHI @ WADERO UMER MALLAH	25-MAY-2024
581	427010075	GGPS - QADRI MOHALLA KAMBER.	25-MAY-2024
582	427040099	GBPS - JEIO MUGHARI	25-MAY-2024
583	404090001	GBPS - THATTA SINDHI	27-MAY-2024

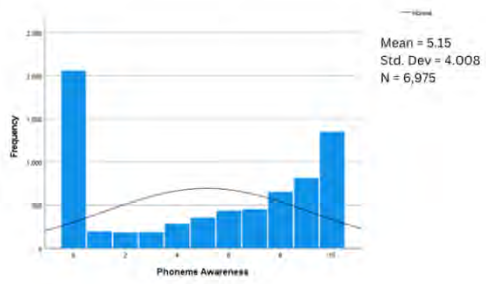
S#	SEMIS Code	School Name	Date of Visit
584	404090072	GBPS - SOOMAR BURFAT	27-MAY-2024
585	404090140	GBPS - SONDA	27-MAY-2024
586	404090169	GBPS - RAWATYON	27-MAY-2024
587	404090218	GBPS - JUMAN DARS	27-MAY-2024
588	404090274	GGPS - SONDA	27-MAY-2024
589	404090501	GBPS - TAJ MUHAMMAD SOOMRO	27-MAY-2024
590	412020386	GBHS - MOULA DAD	27-MAY-2024
591	412030635	GBPS - HAMZO KHAN BURIRO (BR:)	27-MAY-2024
592	425010292	GBHS - SOOMRA MOHALLA	27-MAY-2024
593	425020212	GBPS - DHANI PARTO KHASKHELI	27-MAY-2024
594	425030225	GBPS - GHULAM MUSTAFFA SHAH	27-MAY-2024
595	425030392	GGPS - SULEMAN SOOMRO	27-MAY-2024
596	404090148	GBPS - KHUDAYOON	29-MAY-2024
597	404090163	GBPS - HAJI SAKHANI	29-MAY-2024
598	404090164	GBPS - TANDO HAFIZ SHAH	29-MAY-2024
599	404090181	GBPS - MUHAMMAD HASAN PALIJO	29-MAY-2024
600	404090252	GGPS - MAHMOOD PALIJO	29-MAY-2024
601	404090637	GBHS - CHATTO CHAND	29-MAY-2024
602	425010282	GBELS - BIJAR KHAN TALPUR	29-MAY-2024
603	425030223	GBPS - ILYAS GHIRANO	29-MAY-2024
604	425030254	GBPS - BARCHANI	29-MAY-2024

ANNEXURE-E: BACKCHECK FORM FOR DATA VERIFICATION

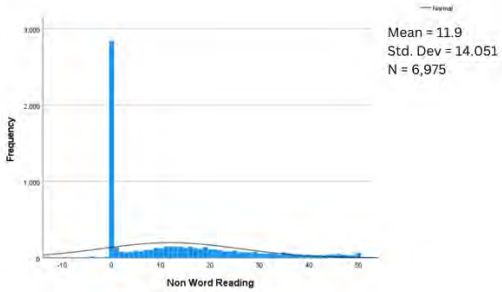
Q#	Questions	Responses
Q1	Did VTT team visit your school for Reading assessment?	
Q2	How many teachers are currently employed at the primary level?	
Q3	Did our team observe classrooms of Grade 2?	
Q4	If Q3 =Yes, did they observe language (Sindhi/Urdu) teacher for classroom observation?	
Q5	Did our team interview the head teacher/principal?	
Q6	If Q5= "No", did our team interview the most senior teacher at the time of the visit?	
Q7	Did our team interview the teacher of Grade 2?	
Q8	Did our team take reading assessments of Grade 2 students?	
Q9	If Q8= "Yes": How many G2 students were assessed?	
Q10	What is the total number of students enrolled in your school in primary section?	
Q11	Out of these, how many students are enrolled in Grade 2 class?	
Q12	How many boys are enrolled in Grade 2?	
Q13	How many girls are enrolled in Grade 2?	
Q14	What is the total number of students enrolled in your school in primary section?	
Q15	How much time did the field team spend at the school?	
Q16	Comments (if any)	

ANNEXURE-F: HISTOGRAMS FOR SINDHI AND URDU SUBTASKS

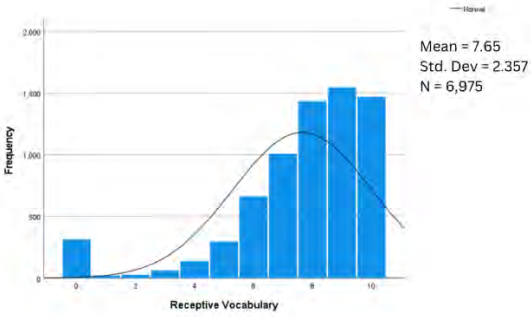
Sindhi Medium Subtasks - Histograms



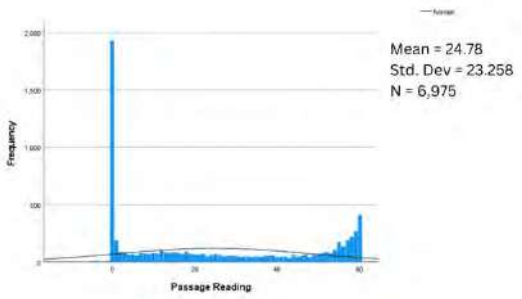
Phoneme Awareness subtask standard distribution – Sindhi



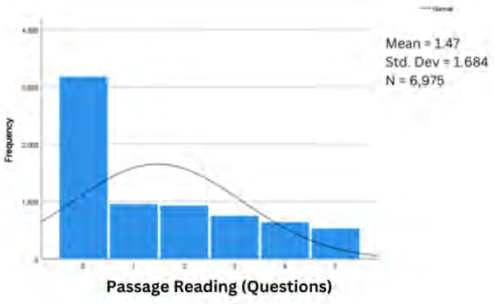
non-Word Reading subtask standard distribution - Sindhi

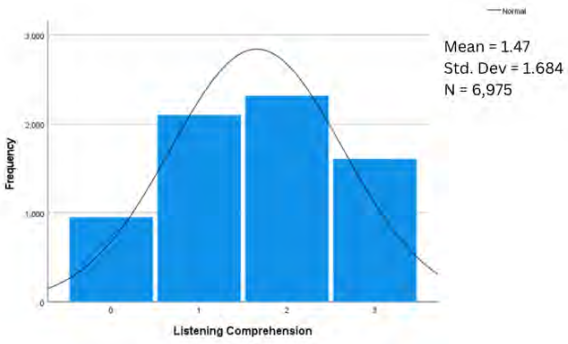


Expressive Vocabulary subtask standard distribution – Sindhi



Passage Reading (CWPM) subtask standard distribution - Sindhi



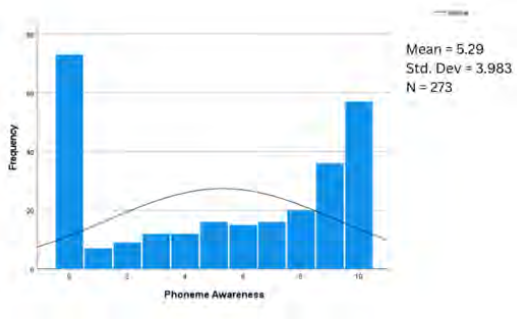


Sindhi Medium Subtasks - Histograms

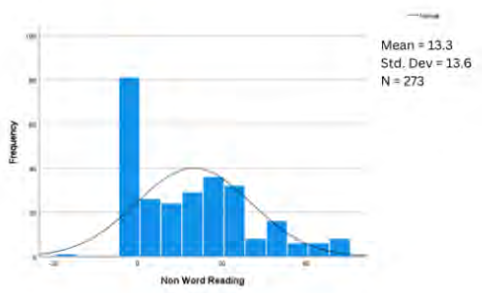
Passage Reading (Questions) subtask standard distribution - Sindhi

Listening Comprehension subtask standard distribution - Sindhi

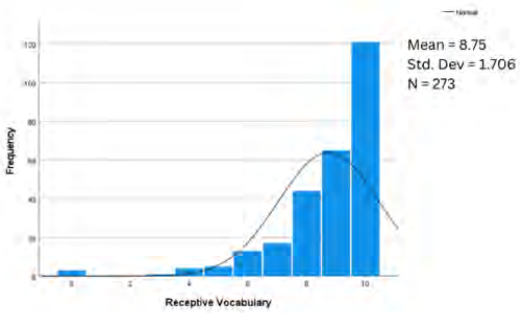
Urdu Medium Subtasks - Histograms



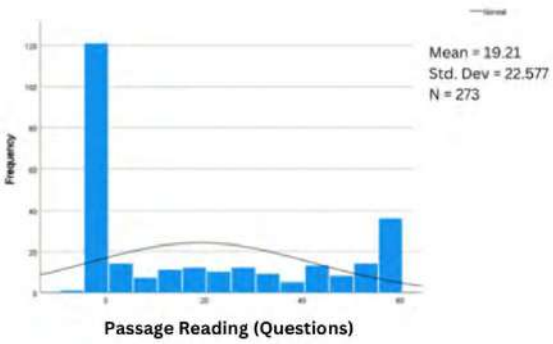
Phoneme Awareness subtask standard distribution - Urdu



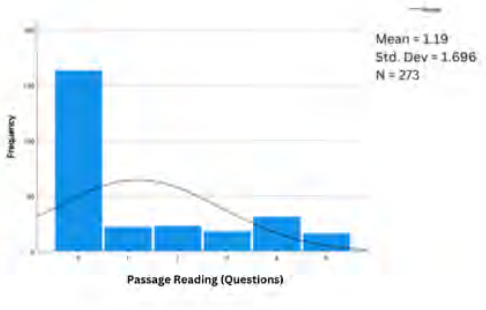
Non-Word Reading subtask standard distribution - Urdu



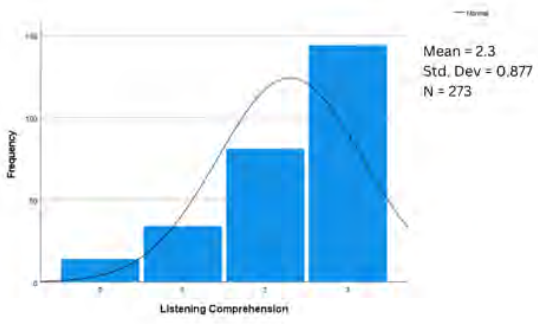
Expressive Vocabulary subtask standard distribution - Urdu



Passage reading (CWPM) subtask standard distribution - Urdu



Passage Reading (Questions) subtask standard distribution - Urdu



Listening Comprehension subtask standard distribution - Urdu

ANNEXURE-G: GLIMPSES OF FIELD ACTIVITIES

QCOs conducting classroom observations for EGRA

QCOs conducting headteacher interviews for EGRA