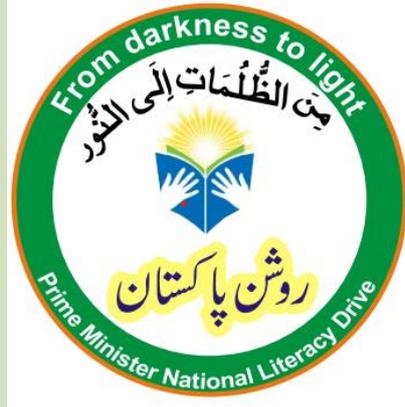**Roshan Pakistan - National Literacy Movement**

Each One Teaches One Initiative

Training Manual for Master Trainers

(May 2024)

National Commission for Human Development
Ministry of Federal Education & Professional Training

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This training manual has been prepared to build the capacity of EOTO program staff, Focal Persons/Master Trainers and Students i.e. Literacy Teachers engaged in the implementation of the Each One Teaches One Initiative under the *Roshan Pakistan* – National Literacy Drive.
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1. Introduction

Welcome to the training manual for implementing the Each One Teach One (EOTO) Initiative which is a major program intervention under the 'Roshan Pakistan' National Literacy Drive as part of the education emergency in the country announced by the Prime Minister of Pakistan.

This manual is designed to build the capacity of the program implementers including Focal Persons/Master Trainers from educational institutions, School/Class teachers and students engaged as Literacy Teachers, by providing them necessary knowledge and skills to effectively execute the EOTO program.

The contents of the training manual are arranged as per the training sessions. Each session plan contains the key highlights (objectives, methodology, duration etc.) of the respective session and its detailed contents. The duration of the sessions may vary depending upon the availability of time and level of participants. The contents of the manuals include but not limited to;

- Introduction of NCHD and its literacy program
- Situation of literacy in Pakistan
- The EOTO initiative and its implementation
- Identification of illiterates/ potential learners
- Literacy syllabus design & content
- Teaching methodology
- Final assessment
- Monitoring mechanism of the program
- All the important formats (as annexures)

Furthermore, the training manual will serve as a guiding document for concerned individuals (NCHD staff, focal persons, teachers, students/literacy teachers) educational institutions and key stakeholders of EOTO initiative.

This manual will continue to improve and latest version will be available on NCHD official website **nchd.org.pk** under the title "Each One Teach One Initiative".

2. Objectives of the Training

The overall objective for this training is to equip Focal Persons/Master Trainers from educational institutions with the necessary skills and knowledge to further train their school teachers and students (i.e. Literacy Teachers) to implement the EOTO initiative.

After completion of the training, the participants will be able to:

- Describe the concept of literacy and its situation in Pakistan.
  - Explain the 'Each One Teach One' program and its implementation strategy.
  - Train teachers and students on the Adult Literacy course of NCHD tailored for EOTO.
  - Implement the EOTO initiative in their school/college as Focal Person/Master Trainer.
  - Guide the students to identify illiterates and teach the literacy syllabus
  - Supervise the final assessment of neo-literates in the concerned school/college.
  - Manage the recording and reporting mechanism of EOTO activities in the institution.

Methodology

The training follows principles of adult literacy program and its teaching methodology, and is;

- Participatory and interactive
- Puts the participants at the center of the process
- Addresses to adopt the principles of adult learning and facilitation skills
- Collaborative and encourages the teachers to work together
- Team work is encouraged to maximize learning from each other

I Hear - I Forget
I See - I Remember
I Do and - I Understand

Session 1

Introductory Session

Objectives

Part 1

Introduction of participants (Who are we and why are we all here?)

 Setting norms & rules to manage the training process

Goal setting. What participants will achieve at the end of this training?

Part 2

Understanding NCHD and its Programs

Understanding role of NCHD in Literacy

Methodology:

Lecture, Discussion and Presentation

Material:

Training Manual, handouts in soft

Duration

 08:00-08:30

2. National Commission for Human Development (NCHD)

National Commission for Human Development (NCHD) is a Federal autonomous body conceived as a fast track initiative to work on public–private partnership model for promoting human development in Pakistan. The Commission was established by the Government of Pakistan in July 2002 under a presidential ordinance. The main objectives of NCHD are to improve service delivery at the grass roots and to fill the implementation gaps to help the Government to achieve the national and international commitments, mainly, in the fields of education and health. Presently, one of the prime mandates of the Commission is to help the Government achieve Sustainable Development Goals (SDG-4) related to education and literacy.

NCHD has nationwide presence and is working in all the four provinces, AJK, Gilgit Baltistan, and Islamabad Capital Territory. At present, NCHD program intervention covers all districts across the country. The core programs of the Commission are as follows:

- Adult Literacy Program
- Universal Primary Education Program
- Volunteerism for Community Development
- School Health Program

Adult Literacy Program of NCHD

The Adult Literacy Program of NCHD was started in 2002. It is a key program which has been operational in 134 districts. Since 2002, NCHD has established 177,730 Adult Literacy Centers making about 4.08 million people literate. Out of these more than 95% adult literacy centers were established solely for the females.

To combat illiteracy among adults, NCHD designed a tailor made literacy program with shortest possible duration and high effectiveness. For sustained literacy skills, the target group would be able to support their children in home work and monitor their academic progress. This will contribute towards success of universal primary education initiatives as well.

The UNESCO conferred International Reading Association Literacy Award for 2006 on the NCHD for its efforts to increase the literacy rate in Pakistan by implementing a community based and effective intervention. Recognizing the achievement of NCHD in field of literacy at the international level, the President of Pakistan has declared the NCHD as Lead Agency for Literacy at the national level.

Session 2

OVERVIEW TO: Literacy Situation in Pakistan:

Objectives:

Understanding Literacy Trends in context to region (National & International);

Understanding Steps taken by Government of Pakistan for Literacy (Legislation)

Understanding what is Literacy & its main Components

Understanding official definition of literacy

Methodology:

Lecture, Discussion and Presentation

Material:

Training Manual, handouts in soft

Duration

 08:30-09:00

3. Literacy Situation in Pakistan

At present, Pakistan is facing a huge challenge of widespread illiteracy with around 70 million adult (10+ age) illiterates and 5.06 million out of school children of primary age (5-9) group in the country. According to the Economic Survey of Pakistan 2022-23, the overall literacy rate of the country is 62.8% (Male: 71.6 Female: 51.7). It is a matter of great concern that the Adult Literacy rate of Pakistan is almost static since 2011. Moreover, Literacy rate of Pakistan is the lowest in South Asia after Afghanistan. Such an alarming trend in literacy needs immediate national response to the issue.

Furthermore, the following facts and figures provide a strong justification to address the issue with national zeal and zest.

Alarming Trends of Literacy in Pakistan

The literacy indicators in Pakistan are disheartening, with the literacy rate showing sluggish growth over the past decade. Within the South Asia region, Pakistan ranks as the second least literate country after Afghanistan. Presently, the literacy rate among individuals aged 10 years and above stands at 62.8 percent.

Analysis by geographic area reveals a modest literacy increase in both rural and urban settings, with rural areas improving from 53.7 percent in 2018-19 to 54.0 percent in 2020-21, and urban areas increasing from 76.1 percent to 77.3 percent. While there appears to be a narrowing male-female disparity over time, Pakistan's overall literacy rate has remained stagnant at around 58-60% since 2011. Alarmingly, over 50% of Pakistani women remain illiterate, and rural populations continue to exhibit lower literacy rates compared to urban areas.

Stagnant Literacy Rate since 2011

Pakistan's literacy rate has almost been stagnant around 58-60% since 2011. More than 50% Pakistani women are illiterate. Similarly literacy rate of rural population is lower than urban areas.

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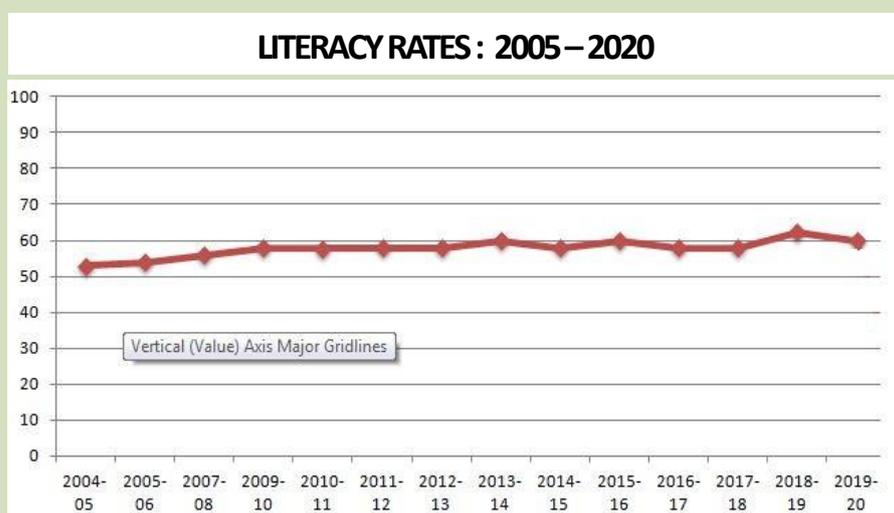
3.2 Literacy as a State Obligation

Literacy is our Constitutional Obligation

Article 37b: *The state shall be responsible to remove illiteracy and provide free and compulsory secondary education within minimum possible period.*

Article 25A: *The state shall provide free and compulsory education to all children of the age of 5-16 years as may be determined by law.*

International Covenant on Economic, Social and Cultural Rights (ICESCR)

Section 13 2(d): *Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education.*

Literacy as International Commitment

SDG 4.6: *By 2030, ensure that all youth (100%) and substantial proportion of adults, both men and women, achieve literacy and numeracy.*

3.3 The Concept of Literacy

Literacy

Adult literacy refers to adults' capacity to read, write, and interpret written information in different circumstances. It includes the skills required to comprehend and use written texts in everyday situations, such as reading newspapers, filling out forms, following directions, and engaging in writing communication in personal, professional, and community settings. Adult literacy also

includes critical thinking skills for analyzing and evaluating information, making informed decisions, and actively participating in society.

Numeracy:

Numeracy abilities are the capacity to understand, interpret, and apply numerical information successfully in a variety of circumstances. These abilities include fundamental arithmetic operations like addition, subtraction, multiplication, and division, as well as more complex mathematical concepts like fractions, percentages, ratios, and algebra. Individuals with numeracy skills can solve mathematical issues, evaluate numerical data, make educated decisions, and use mathematical principles in a variety of contexts, including personal finance, workplace activities, and everyday problem-solving.

Definition of Literacy *(Census2017)*

Ability to read and write a simple text in any language with understanding and perform basic mathematical calculations.

Note: National Curriculum Council (NCC) is considering including digital literacy in the definition.

A Page from Census Training Manual

Session 3

Overview of EOTO Initiative

Objectives:

Understanding objective of the EOTO Initiative

Understanding the role of Initiative in improving literacy

Understanding the target area and beneficiaries of the Initiative

Methodology:

Lecture, Discussion and Presentation

Material:

Training Manual, handout in soft

Duration

09:00-09:20

4. NCHD Each One Teach One (EOTO) Initiative

Drawing inspiration from historical literacy movements worldwide, including examples from Cuba, India, Bangladesh, Iran, and Tanzania, EOTO movement in Pakistan is a similar grass root approach to address illiteracy in Pakistan. It underscores the pivotal role of students in driving societal change, emphasizing the need for a multi-pronged strategy to achieve maximum literacy rates.

To make the Islamabad 100 percent literate, NCHD launched National Literacy drive Roshan Pakistan by adapting the approach of Each One Teach One (EOTO). Islamabad is the capital city of Pakistan located at the foothills of Margalla on the junction of Punjab and KP provinces. Islamabad

Capital Territory comprises of the main city and surrounding rural areas. The population of the ICT district is 2006572 (urban: 991,747, rural: 1,014,825) with a growth rate of 4.9%.

Initially the EOTO approach is implementing in Islamabad Capital Territory (ICT) by involving the students of schools, colleges and universities located in the district Islamabad. The project is aimed at combating illiteracy and empowering the citizens of ICT basic literacy and numeracy skills. By engaging students from high schools, colleges, and universities this movement seeks to address the pressing issue of illiteracy.

Beneficiaries of the EOTO Initiative

The proposed initiative aims to benefit 265,000 learners and engage an equal number of students as volunteer teachers. It emphasizes the transfer of literacy and life skills enabling them to become lifelong learners and earn their livelihood in a respectful manner thereby contributing to poverty alleviation in Pakistan.

Session 4

Overview To: Implementing Partners of EOTO Initiative

Objectives

Understanding the role of different Educational Institution's in EOTO Initiative

Understand the role of Focal Person/Master Trainer in implementing the Initiative

Understanding the role of Students in EOTO Initiative

Methodology:

Lecture, Discussion, Presentation and Group work

Material:

Training Manual, handouts in soft

Duration

 09:20 -09:50

5. Roles and Responsibilities of Stake Holders of EOTO Initiative

5.1 Role of Educational Institutions

The educational institutions i.e. schools, college and universities will have the following major roles in implementing the EOTO Initiative.

- Nominate a Focal Person to coordinate the activities of EOTO Initiative in the institution.
- Facilitate all activities of EOTO to be implemented through the school/college.
- Provide teachers as Master Trainers to undertake EOTO activities.
- Facilitate the training (face to face or on line) of teachers selected as Master trainer.
- Provide the class wise list of students from grade 9th and above to be engaged as Literacy Teachers.
- Facilitate and guide the students to perform their responsibilities under EOTO.
- Facilitate final assessment of learners at school
- Provide safe storage for literacy kits provided by NCHD.
- Maintain record of all EOTO activities and learners.
- Verify all data forms and assessments submitted by the students.

5.2 Role of Focal Persons/Master Trainers

- Attend orientations and trainings on EOTO.
- Coordinate the activities of EOTO Initiative in the institution.
- Provide orientation to the students on Learner Identification and Baseline Assessment.
- Train the students to perform as Literacy Teachers.
- Help students in maintaining learner file.
- Conducting final assessment of learners with the help of class teachers.
- On-line/mobile based monitoring and support during teaching of literacy course.
- Verify all data forms and assessments submitted by the students.

5.3 Role of Students as Literacy Teachers

- Students will identify at least one illiterate and submit their necessary data on prescribed format
- Conduct baseline assessment of identified learners and submit the data on BLA form
- Attend training on teaching methodology and assessment of learners
- Receive the literacy kit from school and deliver the books to the concerned learner.
- Teaching the literacy syllabus for 12 weeks using the provided literacy books.
- Conduct periodic assessments and facilitate final assessment of the learners.
- Maintain record of learner attendance and assessments in a file
- Delivery of certificate to the learner.

Session 5

Overview To: Baseline Assessment tool in identification of Illiterates

Objectives:

Understand the significance of Baseline Assessment in identification of illiterates

Understanding the different indicators of BLA tool

Understanding the process of conducting BLA

Methodology:

Lecture, Discussion, Presentation and Group work

Material:

Training Manual, handouts in soft

Duration

 09:50 -10:20

6. Baseline Assessment for the identification of Potential Illiterates

Baseline assessment tool is crucial in literacy programs for identifying potential illiterate and tailoring instruction to learners' needs effectively. Here's how such a tool might be used:

1. **Design of the Tool:** The baseline assessment tool cover fundamental literacy skills such as reading, writing, listening, and speaking. It include tasks like reading comprehension exercises, writing simple sentences, phonics assessments, and oral fluency assessments.

2. **Administering the Tool:** The tool should be administered to individuals who are candidates for the literacy program. This could be done through one-on-one assessments or in small group settings, depending on resources and logistics.

3. **Analyzing Results:** After administering the assessment, literacy teachers/facilitators analyze the results to identify individuals who exhibit significant deficits in literacy skills. These are the true illiterates who require intensive support and instruction.

4. **Monitoring Progress:** Baseline assessments also serve as a benchmark to measure progress over time. Literacy teacher/facilitators can periodically reassess learners to track improvements and adjust instruction accordingly.

5. **Continuous Improvement:** The baseline assessment tool is periodically reviewed and refined to ensure its effectiveness in identifying true illiterates and informing instructional practices. Feedback from literacy teachers/ implementers and learners can help improve the tool's validity and reliability.

By utilizing a baseline assessment tool effectively, literacy programs can better identify true illiterates and provide targeted instruction to help them develop essential literacy skills.

Who are illiterates?

The illiterates of Pakistan, their characteristics and reasons/factors responsible for their illiteracy, inter alia, are as follows:

1. Rural People:
2. Poor and Disadvantaged People
3. Ethnic Minorities
4. Nomads and Refuges
5. Handicaps and people with special needs
6. Girls and Women
7. Transgender

Student Teachers will identify illiterates using BLA format designed for the purpose, from their Vicinity. These illiterate might be their family members, relative, neighbors, servants or any illustrate person between the age of 15-45 years.

Instructions to conduct BLA on the prescribed format.

- The BLA should be conducted as per the instructions given with the BLA form.
- The box mentioned in the BLA format should be utilized for the writing purpose, back of the BLA format can be utilized as well for additional writing.
- All the fields mentioned in the format should be filled accordingly, carefully with clear writing.
- Clear copy of CNIC in case of adult, B- Form of NADRA in case of not having CNIC, should be attached with the BLA form.
- In case if both are missing (CNIC & B-form of NADRA) the person should be instructed to register his birth with NADRA and remarks should be placed in the written form at the back of BLA forms as well.
- BLA form should be duly signed by the respective student engaged as Literacy Teacher and focal person/ Master Trainer of the institute.
- A person who will be able to conduct only 6 indicators of the BLA is eligible for enrolment as literacy learner whereas, if he can solve all the mentioned ten indicators he will be dropped from this program.
- Time for teaching the illiterate will be finalized on the day of BLA Assessment.
- The identified illiterates' data will be verified from NADRA in order to enrol a genuine illiterate.

Session 6

Overview of Literacy Course of NCHD

Objectives:

Understanding the Teaching Learning Material being utilized for EOTO Initiative

Understanding the timeline for implementing the EOTO Initiative

Understanding the division of literacy course in context to timeline, assessment & adaptability

Understanding the contents of Literacy Kit

Methodology:

Lecture, Discussion, Presentation and Group work

Material:

Training Manual, handouts in soft

Duration

 10:30 -11:00

7. Adult Literacy Course of NCHD

The National Commission for Human Development (NCHD) literacy program syllabus in Pakistan is structured around four key books approved by the Ministry of Education. These books cover the essential subjects necessary for literacy development:

Urdu Book I, II, and III: These books focus on teaching the Urdu language, covering basic to intermediate levels of proficiency. They likely include lessons on Urdu alphabets, vocabulary, grammar, and comprehension exercises.

Mathematics (Arithmetic): This book concentrates on teaching fundamental arithmetic concepts such as addition, subtraction, multiplication, division, fractions, decimals, and basic geometry. It provides learners with essential numeracy skills necessary for everyday life.
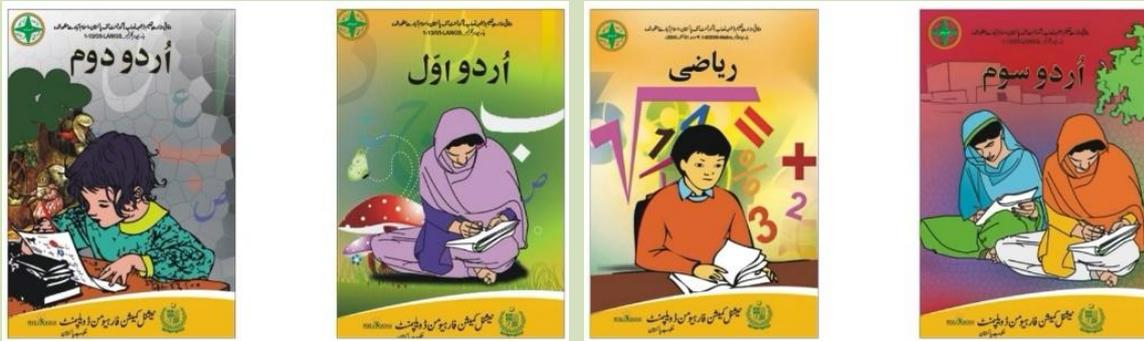
The syllabus of the NCHD literacy program is designed to align with and cover all aspects of the literacy curriculum set by the Ministry of Education. It has undergone extensive research and field testing, and it is the only approved literacy syllabus in Pakistan as approved by the Curriculum Wing of the Ministry of Education in 2007. By doing so, it ensures that learners receive a comprehensive education that meets national standards. Additionally, the program is recognized as

equivalent to the curriculum taught at Grade 3 level, indicating its effectiveness in providing foundational education to participants.

EOTO Course Overview

Duration:	12 weeks
Daily Timings	60 to 75 Minutes
Learners Age Group:	15 – 45 years
Teaching Methodology:	Follows the phonic method of teaching/ learning
Teacher Learner Ratio	1:1
Expected Learners' Outcomes	• Ability to read and write a simple text • Ability to calculate up to three digits • Ability to use literacy skills in daily life
Assessments	2 Periodic assessments after 5th and 9th week and one Final Assessment after 12th Week.

Instruction Material for teaching the Course: Creating instructional guides for teachers is a fundamental step in ensuring effective delivery of lessons. These guides serve as roadmaps for literacy teachers, providing them with the necessary tools and strategies to effectively teach their subjects. By designing teacher guides for Literacy Course (books of Urdu and Maths), NCHD is taking a proactive approach to support literacy teachers in delivering high-quality instruction.

The teacher guides likely include a variety of components, such as:

- Lesson plans: Detailed plans outlining the objectives, activities, and assessments for each lesson.
- Teaching strategies: Strategies for engaging students, differentiating instruction, and addressing diverse learning needs.
- Resources: Suggestions for supplementary materials, such as visuals, manipulatives, and technology resources.
- Assessment tools: Methods for assessing student understanding and progress, including formative and summative assessments.
- Professional development resources: Opportunities for ongoing professional development to support teachers in implementing effective instructional practices.

By providing teachers with these comprehensive guides, NCHD is empowering them to deliver high-quality instruction that meets the needs of all students. This initiative reflects a commitment to improving educational outcomes and ensuring that every child has access to a quality education.
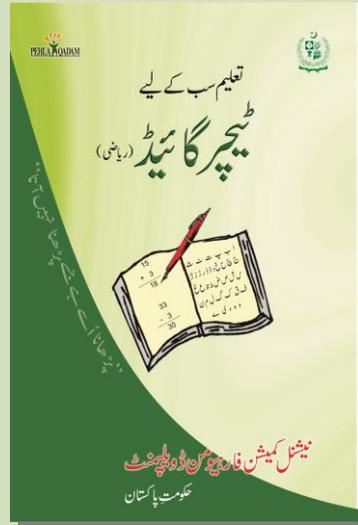
Scheme of Study for 12 Weeks

Drafting a scheme of study for a literacy course is considered vital for ensuring effective teaching activities and timely completion of the course. NCHD has developed a Scheme of Study for a circle of 12 weeks (3 Months). The syllabus has been divided in weeks and then on days. It is helpful for the literacy teachers in following;

Timeline: Establish a timeline for completing each book, taking into account the total duration of the course and any specific deadlines or milestones. Allocate sufficient time for teaching, practice, review, and assessment activities within the timeline.

Assessment Plan: Develop a plan for assessing students' progress and understanding throughout the course. Include formative assessments (e.g., quizzes, assignments) as well as summative assessments (e.g., exams, projects) to measure learning outcomes.

Flexibility and Adaptability: Recognize the importance of flexibility in teaching and be prepared to adapt the scheme of study based on the needs and progress of the learners.

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1	1		Page No. 04-07		ریاضی لکھائی ہے جو کہ رف کاغذ، سلیٹ، کاپی وغیرہ پر کروائی جائے۔	
	2		Page No. 08-11	لرز کو اپنا نام لکھنا سکھائیں		
	3		Page No. 12-15			
	4		Page No. 17-22	Maths will Start from 2nd week		
	5		Page No. 23-28			
	6		Page No. 29,31			
	7		اتوار			
2	8		Page No. 33,36	عدد 1 اور 2 سے واقفیت		
	9		Page No. 38,39,40,43	عدد 3 اور 4 سے واقفیت		
	10		Page No. 44-47	اعادہ و مشق 6 اور 7		
	11		Page No. 50-51	عدد 5 اور 6 سے واقفیت		
	12		Page No. 52,55,58,61	عدد 7 اور 8 سے واقفیت		
	13		Page No. 62,64	عدد 9 سے واقفیت		
	14		اتوار			
3	15		Page No. 66,67,68,69	اعادہ و مشق 11 اور 12		
	16		Page No. 70-73	عدد 0 سے واقفیت		
	17		Page No. 74-77	اکائیوں اور دہائیوں سے واقفیت		
	18		Page No. 79,84,87	صفحہ 16 سے 18 تک		
	19		Page No. 88,89,90,91			
	20		اگر لرنرز دیے گئے صفحات میں سے مکمل نہیں کر پایا تو اس دن مکمل کرے اور باقی اعادہ کرے۔			
	21		اتوار			
4	22		Page No. 92,93,94,95	گنتی 11 سے 25 تک واقفیت		
	23		Page No. 96,97,99,100	گنتی 25 سے 50 تک واقفیت		
	24		Page No. 101 - 104	گنتی 1 سے 50 تک اعادہ		
	25		Page No. 107,109,111	گنتی 50 سے 100 تک گنتی		
	26		Page No. 113,115,117	گنتی 1 سے 100 تک اعادہ		
	27		اگر لرنرز دیے گئے صفحات میں سے مکمل نہیں کر پایا تو اس دن مکمل کرے اور باقی اعادہ کرے۔			

①

Provision of Literacy Kit

NCHD has prepared a Literacy Kit for the learners that will be utilized during the EOTO initiative as teaching learning material. Literacy Kit contains 4 books for the learner as literacy course and 2 guides for the teacher as instructional material for teaching the course books. This kit will be handed over to the students who are engaged as literacy teachers in this initiative by their class teachers.

Guidelines for use of Literacy Kit:

- 1- The teacher guide of Urdu contains scheme of study and assessment formats at the end. These will be utilized for assessing the learner at different stages.

- 2- Led pencil will only be used in the course books for writing practise.

- 3- This literacy kit will be returned back to the class teacher as an evidence of teaching the learner.

Session 7

Overview of teaching methodology

Adults Teaching Theories & Practices and Teaching Process of NCHD Literacy Course

Objectives

Part 1:

Understanding the adult learning principles in relation to teaching adults

Understanding the concept & significance of Phonology in Literacy Program

Part 2:

Understanding the teaching process of literacy Course (Urdu Language) through Phonetics

Understand how a trainer can apply the adult learning principles

Part 3:

Understanding teaching of Numeracy skills

Understand how a trainer can apply the adult learning principles

Methodology:

Lecture, Discussion, Presentation, Demonstration and Group work

Material:

Training Manual, Books, Teacher Guide & handouts in soft

Duration

 11:00 - 13:00 (Part 1- 30mins, Part-2 60mins & Part-3 30mins)

8. Teaching Methodology:

Teaching to Adults: Andragogy is the theory and practice of teaching and educating adults. Coined by Malcolm Knowles in the 1970s, it's based on the understanding that adults have unique learning needs, motivations, and characteristics that differ from those of children. Here are some key principles of andragogy:

1.   **Self-Concept:** Adults are self-directed learners who want to take responsibility for their own learning. They prefer to be involved in the planning and evaluation of their instruction.

2.   **Experience:** Adults bring a wealth of life experiences to the learning environment, which can be used as a resource for learning. They prefer learning that is relevant and immediately applicable to their lives.

3.   **Readiness to Learn:** Adults are motivated to learn when they perceive a need to know something. Learning is most effective when it addresses the immediate needs or problems faced by the learners.

4.   **Orientation to Learning:** Adults are task-oriented and prefer learning that is focused on solving real-life problems or achieving specific goals. They are more interested in practical, problem-centered approaches rather than theoretical knowledge.

5.   **Motivation:** Adults are motivated to learn when they see the relevance and applicability of the knowledge or skills being taught. They are also motivated by internal factors such as self-esteem, self-confidence, and the desire for personal growth.

6.   **Learning Styles:** Adults have diverse learning styles, preferences, and backgrounds. Effective instruction should accommodate these differences and provide opportunities for varied learning activities and experiences.

Phonology or Phonetics as a Teaching Tool: The Literacy program of NCHD uses phonology as a special learning methodology to help program its literacy intervention. World over contemporary literacy initiatives have achieved credible results from phonetic transcription. Phonology, being the branch of linguistics that deals with the sounds of speech and their production, has enabled the Commission to devise the literacy module. The phonology of language utilizes small letters recognition and their sounds, as a basis of emphasis. This sound system of language assists our learners to easily learn and internalize the basis of reading and writing. The Primers are designed to involve learner's aspirations of easy, functional and quick learning-leading to a considerable retention level.

The NCHD's learning package includes primers in Urdu and Mathematics, contains basic course to pass on literacy skills in understanding language, Mathematics course in it to meet the terms of operational definition of literacy.

First of all learners are introduced with the sound of letter. Then its small shape is introduced and in the end the name is introduced. The complete shape of each letter which is used less frequently in word making is introduced at a later stage.

One of the researches has revealed an amazing fact about the frequency of letters used in language. According to that research out of 51 letters of Urdu 28 make 80% of words used in Urdu language. Whereas, the remaining 23 make only 20% of the words used in Urdu. So, keeping in view this research results, the order in which the Urdu alphabets are introduced in NCHD Primer has been changed.

Phonic Teaching Method

Small Letter
For the first time the small letters (lower case) of Urdu are developed. Small letters are the shapes of Urdu letters that children most commonly see in a written text. Recognition of small letters makes it possible for a learner to read a written text very quickly.

The alphabets are introduced in the order of more frequently used to less frequently used letters. This helps the learners in learning more in lesser time thus maintaining their interests at the faster sense of achievement.

New Instructional Order

During this research the educational experts discovered an amazing fact: Out of 51 letters of Urdu, 28 make 80% of words used in Urdu language. Whereas the remaining 23 make only 20% of the words used in Urdu.

In the light of this discovery an Instructional Order of letters is arranged i.e. the most commonly used letters are taught first. This helps in learning more of Urdu words in a shorter amount of time.

•National Commission for Human Development

A comprehensive Schedule of Teachers Training has been developed and part of this Manual.

The teacher training schedule comprises how to teach the all concepts of Primer, teaching methodology and time for every session.

Teaching of Basic Literacy and Numeracy Concepts Book-wise along with the video Link:

The basic literacy and numeracy component will make the learners able to read, write and handle simple calculation. This will prepare them for the next two levels, i.e. Functional literacy and livelihood skills. NCHD's adult literacy syllabus covers following concepts book wise;

The syllabus comprises of the following four books:

a) Urdu Book-1: Sounds (Alphabets), syllables, simple words and sentences.

   • **Introduction of Alphabets as concept-1**

1. Consonants
2. Vowels

Steps of teaching Alphabets

As phonology is the teaching tool alphabets are introduced as different sounds, following are the steps to teach them;

- Recognition through Pictures
- Pronunciations of the alphabet (sound)
- Shape of the alphabet (sound)
- Writing technique of the alphabet (sound)
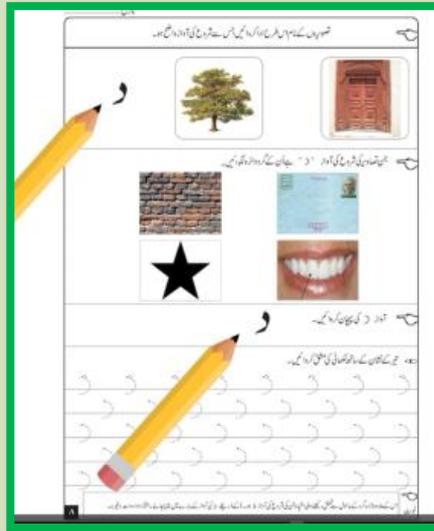
1. Consonants
2. Vowels

Video link for the formation & teaching of digits and calculations is available on NCHD website .

Teaching of syllable formation as 2nd Concept

 In order to form as syllable, a consonant & a vowel is joined as shown in the picture below;

ب ‏ ا ← ‏‏ با ‏‏ (ساتھ ساتھ بولیں ب سے ا ملایا تو ادا ہوا ''با'')

م ‏ ا ← ‏‏ ما ‏‏ (اب پوچھیں م سے ا ملایا تو کیا ادا ہوا)(''ما''اخذ کریں)

Teaching of words formation as 3rd Concept

Words are formed by joining different syllables being taught in the book, one is given below as an example;
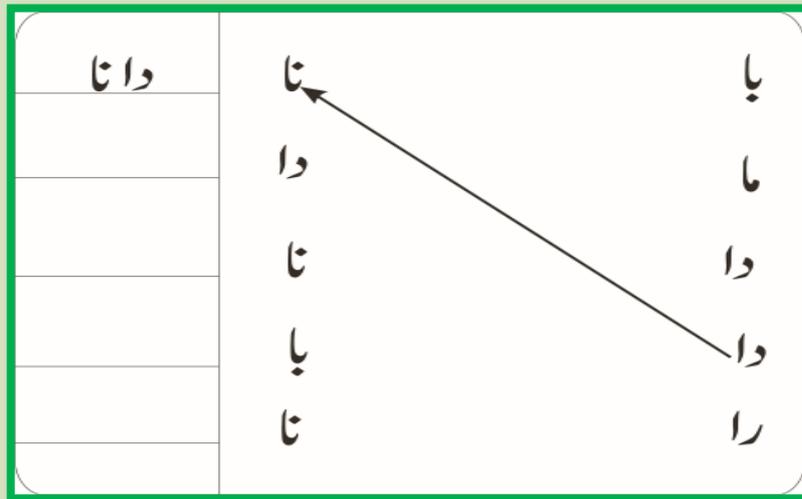
دانا	نا	با
	دا	ما
	نا	دا
	با	دا
	نا	را

.

Formation of sentences by joining different words 4th Concept

Simple sentences are introduced by joining simple words as the 4th basic concept of teaching Urdu language in the literacy course. Below pictures depict the process
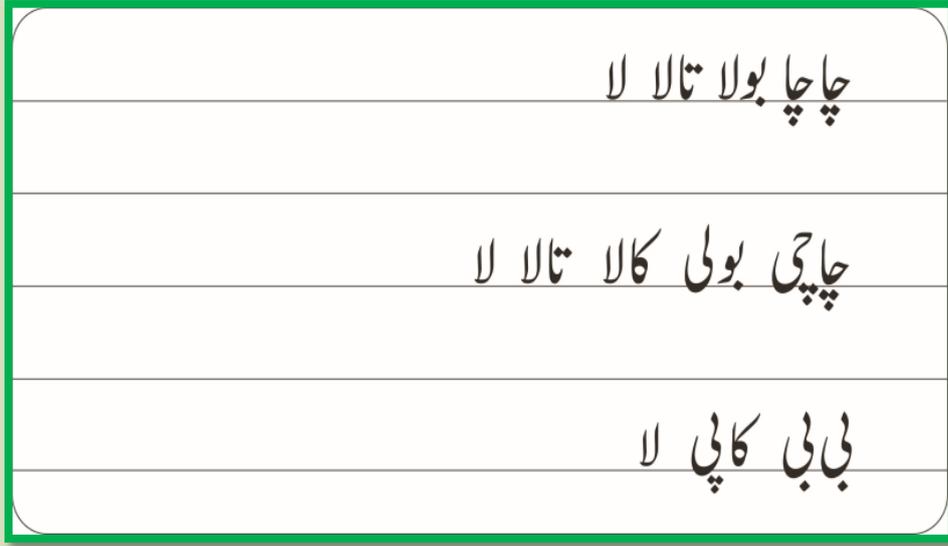
چاچا بولا تالا لا

چاچی بولی کالا تالا لا

بی بی کاپی لا

Other concepts involved in the course of Urdu language in books are

Urdu Book-2: Full shape of the alphabets Syllables aspirated sounds, compound words, silent alphabets, Harkat (zer, zabar, pesh, tashdeed and tanween) and sentences.

Urdu Book-3: Creative writing, life skills and income saving skills

Teaching of Math's Book:

Book Math include introduction of digits, counting, concept of units & tenths, addition, subtraction, multiplication and division concept involving geometry from the daily life.
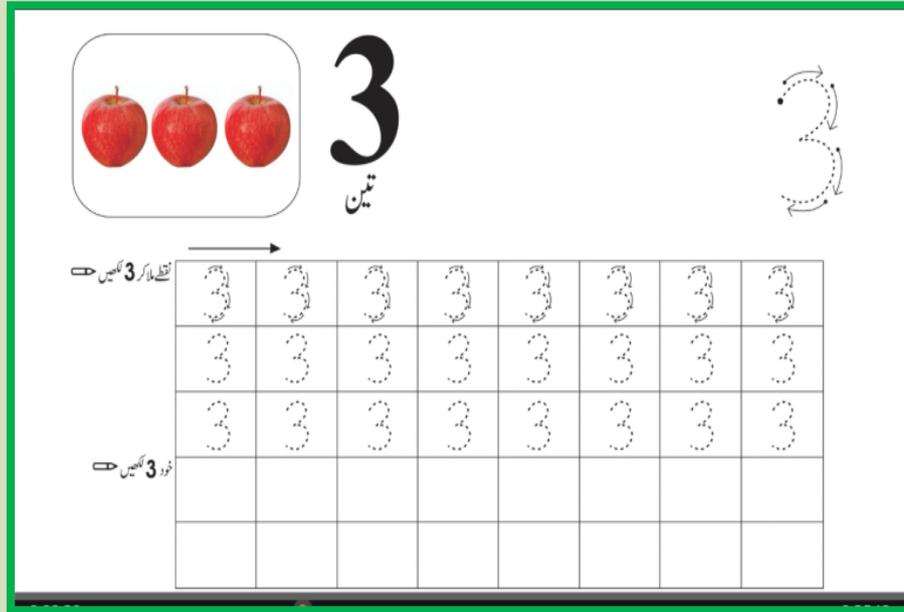
Video link for the formation & teaching of digits and calculations is available on NCHD website .

Note: Due to shortage of EOTO Initiative duration Math includes concepts of addition & subtraction till three digits only.

Session 8

Overview To: Training Plan of Students (as Literacy Teacher)

Objectives:

Understanding the Plan/schedule to train students engaged as Literacy teachers

Understanding how to conduct training of students

Methodology:

Lecture, Discussion, Presentation and Group work

Material:

Training Manual, handouts in soft

Duration

 13:30 -13:50

9. Training of Students as Literacy Teachers in EOTO Initiative:

There is a comprehensive training process for students who will be engaged as literacy teachers in EOTO Initiative, before the start of the teaching Learning process. EOTO Initiative has a well-structured approach to preparing literacy teachers. Training of students as literacy teachers thoroughly before they begin teaching is essential for ensuring they are equipped with the necessary skills and knowledge to effectively support their students. Providing training on identifying illiteracy, teaching methodologies, andragogy (the methods and principles of teaching adults), and life skills demonstrates a holistic approach.

Training of the teachers has to be carried out in their respective institutions by their class teacher who will be trained under the guidance of Focal Persons/Master Trainers ensuring that there is a cascade effect, where expertise is disseminated down to the grassroots level. This also helps in building capacity within the institutions themselves.

Ensuring that all necessary teaching aids are available before the training begins is essential for a smooth and effective learning experience. Having the right tools and resources can greatly enhance the quality of training and better prepare students as literacy teachers for their roles.

National Literacy Movement "Roshan Pakistan"

Each One Teach One

Schedule of Teachers Training

نمبر شمار	مرکزی	وقت	طریقہ کار	تفصیل	ملاحظات
1	فری لی کی اہمیت اور نیشنل کمیشن فار ہیومن ڈویلپمنٹ کا تعارف	25 منٹ	سوال و جواب اور تقریری طریقہ	سہولت کار یہ جملہ کہہ کر خطاب کیا شروع کرے گا کہ شرکا کی طرف سے دیے گئے جوابات کو بورڈ پر لکھے گا۔	
2	نیشنل کمیشن فار ہیومن ڈویلپمنٹ کے لٹریسی سلیبس کا تعارف	25 منٹ	تقریری طریقہ		
4	آواز "ب" کی پہچان اور روانگی	30 منٹ	مظاہراتی طریقہ		
5	شرکا کی طرف سے نظری ومشقی مظاہرہ	25 منٹ	مظاہراتی طریقہ		

Training Schedule of Literacy Teachers

As part of literacy program the training for literacy teachers is scheduled at least for 7 days but due to shortage of time the training to students who will be engaged as Literacy teacher is redesigned for at least three days (mandatory). Sessions will be divided as mentioned below;

Topics Day 1:

1- Introduction to NCHD and literacy program
2- EOTO Initiative
3- Overview to Literacy Course & its Implementation Strategy
4- Identification of Illiterate using BLA format
5- Teaching Methodology for adults (Andragogy and adult Psychology)
6- Teaching of Urdu Book -1 through Phonics
7- Role of Literacy Teacher

Topics Day 2:

1- Role of Literacy Teacher
2- Division of Literacy Syllabus
3- Teaching of Urdu Book-II & initial concepts of Math
4- Process of conducting Formative assessment to gauge LLMs
5. Teaching of Urdu Book- III & Maths
6. Overview to weakness of Learners and their solution
7. Process of conducting Assessment (Book-1, Book-2 and final Assessment Book-3 & Maths)

Overall, this approach is well thought out and focused on equipping students for teaching the illiterates with the skills and resources they need to make a meaningful impact in promoting literacy.

Session 9

Overview of Assessment Process of EOTO Initiative

Objectives:

Understanding different types of assessment tools used in EOTO Initiative

Understanding how & when to conduct assessments

Methodology:

Lecture, Discussion, Presentation, Demonstration and Group work

Material:

Training Manual, Books & handouts in soft (English & Urdu)

Duration

 13:50 -14:30

10. Assessment of Learners

Assessments in the context of adult literacy programs are tools and methods used to evaluate an individual's literacy skills, strengths, and areas needing improvement. These assessments help literacy teachers and implementers tailor instruction to the specific needs of learners. Here are some types of assessments related to adult literacy programs:

Placement Assessments: These assessments are conducted at the beginning of a literacy program to determine the learner's current skill level and place them in an appropriate instructional level.

Diagnostic Assessments: Diagnostic assessments delve deeper into specific areas of literacy, such as reading comprehension, vocabulary, or writing skills, to identify strengths and weaknesses.

Baseline assessment will serve the purpose of above both type of assessments.

Formative Assessments: These assessments are ongoing and are used to monitor progress throughout the program especially on weekly basis to gauge the LLMs of the learners regarding their course. They provide feedback to both learners and instructors, helping to guide instruction and support learner growth.

Periodic Assessments: It involve collecting and evaluating learner's work over time to track progress and demonstrate mastery of literacy skills across various contexts at the end of each course book.

Summative Assessments: Summative assessments are conducted at the end of a program or a specific instructional unit to evaluate overall learning outcomes and mastery of literacy skills.

Each type of assessment serves a unique purpose within an adult literacy program, contributing to the overall goal of improving literacy skills and empowering learners to achieve their educational and personal goals.

Tools for Assessment in EOTO

1. Baseline assessment to identify the illiterate learners
2. Assessment of Book-1
3. Assessment of Book-2
4. Final Assessment (Book-3 & Math)

How to conduct the Final Assessment

The final assessment will be conducted in the presence of Focal Person/ Class Teacher/ NCHD staff whoever is feasible in the situation. The assessment will be conducted in non-formal manner at the concerned school in general or any community place if the situation suits.

Session 10

Overview To: Monitoring Process of EOTO Initiative

Objectives:

Understanding significance & types of monitoring tools used in EOTO Initiative

Understanding the process to of monitoring at different intervals

Methodology:

Lecture, Discussion, Presentation, Demonstration and Group work

Material:

Training Manual, Books & handouts in soft (English & Urdu)

Duration

 14:30 -15:00

11. Monitoring of EOTO Activities

NCHD will adopt a robust monitoring mechanism to ensure effectiveness of the EOTO strategies and activities. The M&E department will tailor its monitoring mechanism to suit the EOTO initiative. Focus will be on ensuring minimum possible flaws in execution of project activities.

By monitoring the activities of EOTO carried out by the institutions, organizers will be able to identify challenges or barriers that they may be facing. This could include issues such as access to resources, comprehension difficulties, or cultural barriers to learning. Identifying and dealing with these challenges timely will allows for targeted interventions to address them.

Types of monitoring in EOTO Initiative

- Desk Monitoring (available documents i.e. learners file)

- On-job Monitoring (activity based monitoring i.e. Google form will be introduced to serve the purpose)

For the "Each One Teach One" campaign specifically, monitoring would involve tracking the number of pairs formed, the frequency and quality of teaching sessions, improvements in literacy skills among learners, and feedback from both tutors and learners about their experiences with the program. This would help ensure that the campaign is effectively imparting literacy skills and achieving its targets.

Google form link is shared below to enter the data of illiterates on the prescribed formats for tracking the progress of activities.

https://docs.google.com/forms/d/1Q-ZcJBuBEg8bup_WEgQ6gaXUIIzqECaY9dSaR50qqwM/edit

Session 11

Overview To: Recording & Reporting Process of EOTO Initiative

Objectives:

Understanding significance Recording & Reporting Process in EOTO Initiative

Understanding the filling of reporting formats

Understanding how to manage and maintain the record of EOTO activities.

Methodology:

Lecture, Discussion, Presentation, Demonstration and Group work

Material:

Training Manual, Books & handouts in soft (English & Urdu)

Duration

12. Recoding and Reporting

Maintaining record files is of significant importance for tracking progress and ensuring thorough documentation. Here's a structured approach to maintaining learner files for literacy teachers:

1. **Compiled Information Sheet**: A comprehensive information sheet will be part of each file regarding student engaged as Literacy Teacher in EOTO Initiative and will be maintained by each class teacher and duly signed by the Focal points /Master Trainers of the respective Institution. Include details such as name, age, contact information, literacy level assessment results, and any other relevant demographics.

2. **Baseline Literacy Assessment (BLA):**

   - Record the results of the initial literacy assessment conducted before the start of the program.
   - Note down any specific areas of difficulty or challenges identified during this assessment.
   - Document the date of assessment and any observations made during the process.
   - BLA form will be part of record file being maintained by the class teachers in institutes.

3. **Literacy Kit Distribution:**

   - Note the date when each student received their literacy kit.
   - Keep a record of the materials provided in the kit.

4. **Book-wise Assessments:**

   - Maintain book wise assessments given as per prescribed formats by NCHD.
   - Record the titles of the books assessed and the corresponding dates.
   - Note any progress or challenges observed during these assessments.

5. **Final Assessment:**

   - Record the results of the final assessment conducted at the end of the literacy course.
   - Compare these results with the baseline assessment to measure the learner's progress.
   - Document any achievements or milestones reached by the student during the program.

6. **Additional Notes and Observations:**

   - Provide space for teachers to jot down additional notes and observations about each student.
   - These notes can include insights into learning styles, preferences, and any external factors that may impact learning.
   - Focal persons/Master trainer to ensure that learner files are regularly updated with new information, assessment results, and progress reports.

These files will also be reviewed periodically by NCHD to track progress and identify areas for improvement.

Session 12

Overview To: Accreditation /Certification Process to neo Literates of EOTO Initiative

Objectives:

Understanding significance of Accreditation /Certification Process to neo Literates

Understanding the eligibility criteria for achieving the certificate

Methodology:

Lecture, Discussion, Presentation

Material:

Training Manual, Books & handouts in soft (English & Urdu)

Duration

 15:40 -16:00

13. Award of certificates for the Neo Literates

NCHD will certify the graduating learners based on the data to be submitted by each school/college. Following documents are pre-requisites to issue a certificate to the neo literates.

- Learner and Student (Literacy Teacher) data sheet
- Learners baseline form
- Final assessment sheet
- A simple paragraph or letter written by the learner

The above mentioned activities aim to effectively implement the EOTO initiative and empower students to teach illiterate individuals in their communities.

Special Incentives for volunteers – Literacy Champions

In addition to the 10 bonus marks, special incentives to the student volunteers may be provided upon successful completion of the course e.g.

- Certificate/ letter of appreciation
- Special badges
- Shields

Further, those students who exhibit excellent performance during EOTO initiative will be awarded certificates as Literacy Champions.

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Annexures

1. BLA Form with Instructions

2. Scheme of Studies

3. Literacy Teachers Training Plan

4. Assessment Formats

    o Book -1

    o Book- 2

    o Book- 3

    o Maths

5. Indicators for monitoring (using Google form)

6. Recording & Reporting format

    o Compiled Sheet of Students

    o Contents of Record File

	PEHLA QADAM NCHD	ابتدائی جائزہ فارم ـ (Baseline Assessment form)	
		ایک کو پڑھائے ایک (Each One Teach One)	

لرنر کے ذاتی کوائف:

تاریخ: _____

1۔ نام: _____ 2۔ ولدیت/زوجیت: _____ 3۔ عمر: _____ 4۔ جنس _____ 5۔ گاؤں/محلّہ _____

6۔ یونین کونسل _____ 7۔ تحصیل و ضلع _____ 8۔ اگر کبھی سکول میں داخلہ لیا تھا تو کون سی جماعت تک پڑھا: _____

9۔ سکول چھوڑنے کی وجہ _____ 10: ازدواجی حیثیت _____ 11۔ بچوں کی تعداد _____

12۔ شناختی کارڈ/ب فارم نمبر: _____

تعلیمی مہارتوں کا جائزہ

3۔ حروف تہجی لکھنا [ہاں] [نہیں]	2۔ حروف تہجی کی پہچان [ہاں] [نہیں]	1۔ اپنا نام لکھنا [ہاں] [نہیں]	
6۔ سادہ گنتی کا لکھنا [ہاں] [نہیں]	5۔ سادہ چار حرفی الفاظ کا لکھنا [ہاں] [نہیں]	4۔ سادہ چار حرفی الفاظ کا پڑھنا [ہاں] [نہیں]	
9۔ دو اعداد تک جمع [ہاں] [نہیں]	8۔ آسان عبارت کا لکھنا [ہاں] [نہیں]	7۔ آسان عبارت کا پڑھنا [ہاں] [نہیں]	
		10۔ دو اعداد تک تفریق [ہاں] [نہیں]	

لٹریسی ٹیچر (سٹوڈنٹ) کا نام ـ _____ موبائل نمبر: _____

داخلہ کریں	داخلہ نہ کریں
6 تا 1	7 تا 10

کلاس: _____ سیکشن: _____ سکول: _____

ابتدائی جائزہ کا طریقہ کار
（Baseline Assessment）

اقدامات ِ جائزہ：

۱۔ جائزہ کار لرنر کو ابتدائی جائزہ فارم دے اور اسکو پنسل بھی فراہم کرے اور کہے آئیے آج پڑھنا لکھنا سیکھتے ہیں۔

۲۔ اُسے درست طریقے سے پنسل پکڑنے، کاغذ کو سیدھا پکڑنے اور سامنے رکھنے میں مدد کرے۔

۳۔ جائزہ کار فارم میں دیئے گئے بڑے خالی خانے کی طرف اشارہ کرکے لرنر کو واضح کرے کہ یہاں لکھنا ہے۔

۴۔ حسبِ ضرورت اس جائزہ فارم کی پشت پر بھی لکھوایا جا سکتا ہے۔

۵۔ جائزہ کار حروفِ تہجی کی مکمل اشکال کو خالی صفحے پر لکھے اور لرنر کو لکھنے کو کہے۔

۶۔ اب دوبارہ خالی صفحے پر حروف تہجی لکھے اور لرنر کو لکھنے کی ترغیب دے اور اسکی حوصلہ افزائی کرے۔ (ا، ب، ج، د،) وغیرہ

۷۔ چار حرفی الفاظ جیسے چاچا، تایا، نانا، طوطا، حاجی وغیرہ کو خالی صفحے پر لکھے اور لرنر سے پڑھوائے۔

۸۔ اب اُسی صفحہ کو بند کرکے لرنر سے چار حرفی الفاظ کی املاء کروائے۔

۹۔ سادہ آسان عبارت خالی صفحے پر لکھے مثلاً چاچا بولا تالا لا۔ بانو باغ میں جا رہی ہے۔ وہ کھانا کھاتے ہیں۔ مجھے پڑھنا لکھنا آتا ہے۔ لرنر سے پڑھوائے۔

۱۰۔ خالی صفحہ کو بند کرکے سادہ آسان عبارت کی املاء کروائے۔

۱۱۔ لرنر سے سادہ گنتی لکھوائے 12, 18, 23, 38 وغیرہ۔

۱۲۔ دو اعداد تک بغیر حاصل کے جمع اور تفریق کروائے جیسے۔

47 - 34	33 - 16	57 + 32	11 + 15

۱۳۔ آخر میں لرنر کو اپنا نام لکھنے کو کہے اگر وہ نام نہ لکھ سکے تو بعد میں خود اُس کا نام لکھ دے تا کہ جائزہ فارم کی شناخت کرنے میں آسانی ہو۔

اہم نوٹ：

۱۔ جائزہ میں دیئے گئے Indicators نمبر 7 تا 10 میں کامیابی حاصل کرنے والے خواندہ افراد ہوں گے۔

۲۔ جائزہ کار ناخواندہ افراد کو پڑھانے کا وقت تعین کرے۔ تا کہ اسی وقت میں لرنر کو پڑھائے۔

۳۔ لرنر اپنے شناختی کارڈ یاب فارم کی فوٹو کاپی ابتدائی جائزہ فارم کے ساتھ منسلک کرے۔

ایک کو پڑھائے ایک
（Each One Teach One）

نیشنل کمیشن فار ہیومن ڈیولپمنٹ (NCHD)

تعلیمی معاونت

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Maths will Start from 2nd week

①

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	83					جائزہ ٹیسٹ

نوٹ :

اردوگرامر کی مہارتیں مشق کی فہرست میں لکھ کر دی گئی ہیں اور لکھنے کے لیے اساتذہ گرائمر والے پیریڈز میں اس فہرست کے مطابق ہوم ورک دیں اور باقاعدگی سے لیں۔ ان مہارتوں کے لیے اساتذہ بچوں کو گروپس میں تقسیم کر دیں اور ان بچوں سے استفادہ کریں جن کی اردو بہتر ہے اور ریاضی میں اچھے ہیں۔

6 فرد اساتذہ ان کے اپنی نگرانی میں بچوں سے رائٹنگ کا کام لیں اور سلیٹ پر ہوم ورک کا استعمال کریں۔

اگر کوئی ایسا بچہ ہے جو دوسرے بچوں کی رہنمائی کر سکتا ہے تو اس کی مدد سے پورے گروپ کو پڑھائیں اور دوسرے بچوں کے ساتھ بیٹھ کر اس کا فائدہ اٹھائیں۔

"Each One Teaches One Initiative"

③

National Literacy Movement "Roshan Pakistan"

Each One Teach One

Schedule of Teachers Training

نمبر شمار	دورانیہ	سرگرمی	مقصد
1	15 minu 25 منٹ	اول	—
2	10 منٹ	دوم	—
3	25 منٹ	سوم	—
4	10 منٹ	چہارم	—

1

#				
5				
6	Demonstration			
7		130		
8		30		
9		20		
10		25		
11		10		
12		30		
13	Rephrase	20		

2

14			
20	دورانیہ		مختلف اصناف کی شناخت اور ان کی خصوصیات سے آگاہی کے لیے مختلف سوالات کروائے جائیں گے۔ اس کے ساتھ ساتھ طلبہ کو "Foot Note" کے بارے میں بتایا جائے گا کہ یہ کیا ہوتا ہے۔
15		20	انشائیہ لکھنے کی مشق
16	10 نمبر	کتابی حوالہ	" " کے تحت طلبہ سے انشائیہ لکھوایا جائے گا۔ (اس حوالے سے مختلف مثالیں)
17	15	نظم کی تشریح کی مشق	" " کے تحت طلبہ سے نظم کی تشریح کروائی جائے گی۔
18	10	مطالعہ کی اہمیت پر مضمون	" " کے تحت طلبہ سے مختلف مضامین لکھوائے جائیں گے۔
19	10	" " کے تحت طلبہ سے مختلف موضوعات پر لکھوایا جائے گا۔	
20	15	مختلف موضوعات پر مضامین لکھنے کی مشق، کہانی لکھنے کی مشق	" " کے تحت طلبہ سے مختلف موضوعات پر مضامین اور کہانیاں لکھوائی جائیں گی۔

3

15	20		10	10	10	10	
21	22	23	24	25	26	27	

Presentations

4

#			
28	20		
29	45		
30	30		
31	30		

جائزہ فارم (تعلیم سب کے لیے - اوّل)

Assessment Urdu Book 1

نیشنل کمیشن فار ہیومن ڈویلپمنٹ   PEHLA QADAM NCHD

ذاتی کوائف

نام : ــــــــــــــ   ولدیت/زوجیت : ــــــــــــــ   جنس : ــــــــــــ   شناختی کارڈ نمبر/ب فارم نمبر : ــــــــــــــ

گاؤں/محلّہ : ــــــــــــــ   ضلع : ــــــــــــــ

تاریخ جائزہ : ــــــــــــــ   جائزہ کار کا نام : ــــــــــــــ   ⊘/50

1 لرنرز سے ان تصاویر کی شروع کی آواز پوچھیں ۔ جن تصاویر کی شروع کی آواز بتا دے اُس پر ✓ کا نشان لگا دیں ۔

/10

2 پڑھائی :

/15   (الف) سادہ آوازیں : ــــــــــــــ   (ب) دو حرفی/ چار حرفی الفاظ : ــــــــــــــ   (ج) جملے : ــــــــــــــ

3 لکھائی :

/5   آوازیں لکھوائیں :

4 لکھائی :

/10   چار حرفی الفاظ کی املا :

5 املا کے کم از کم پانچ جملے لکھیں ۔

/10
1 : ــــــــــــــ
2 : ــــــــــــــ
3 : ــــــــــــــ
4 : ــــــــــــــ
5 : ــــــــــــــ

ماسٹر ٹرینٹر کا نام : ــــــــــــــ   عہدہ : ــــــــــــــ   دستخط : ــــــــــــــ

نیشنل کمیشن فار ہیومن ڈویلپمنٹ

Instructions for conducting Assessment of Urdu Book-1

 /50

اقداماتِ جائزہ:

1- جائزہ کار لرنرز سے جائزہ فارم میں دی گئی تصاویر کے شروع کی آواز پوچھے۔ لرنرز جن تصاویر کے شروع کی آواز
بتائے۔ جائزہ کار ان تصاویر پر ✓ کا نشان لگا تا جائے۔ (ہر درست آواز بتانے پر ایک نمبر دے)   /10

2- جائزہ کار: /15

(الف) لرنرز سے باری باری سادہ آوازیں (پانچ پانچ) پڑھوائے۔ (ہر درست آواز بتانے پر ایک نمبر دے)

(ب) پھر دو حرفی/ چار حرفی الفاظ پڑھوائے۔

(ج) پانچ پانچ جملے بھی پڑھوائے۔

3- دیئے گئے ڈبوں میں مختلف پانچ سادہ آوازیں لکھوائے۔   /5

4- چار حرفی الفاظ کی املا کروائے اور لرنرز دیئے گئے ڈبوں میں باری باری لکھے۔   /10

5- دی گئی خالی جگہوں پر پانچ جملوں کی املا لکھوائے۔   /10

جائزہ فارم (تعلیم سب کے لیے ۔ دوم)
Assessment Urdu Book 2

نیشنل کمیشن فار ہیومن ڈویلپمنٹ

ذاتی کوائف

نام : _____ ولدیت/زوجیت : _____ جنس : _____ شناختی کارڈ نمبر/ب فارم نمبر : _____

گاؤں/محلّہ : _____ ضلع : _____

تاریخِ جائزہ : _____ جائزہ کار کا نام : _____

/50

1۔ پڑھائی :

(الف) چار حرفی الفاظ (بھاری آوازیں) _____ (ب) تین حرفی الفاظ _____ (ج) مضمون _____

/15

2۔ لکھائی :

پوری اشکال والے الفاظ کی املا :

/10

3۔ جملوں کی املا :

1 : _____

2 : _____

3 : _____

4 : _____

5 : _____

/10

4۔ کتاب میں دیئے گئے اسباق کی املا :

/15

ماسٹر ٹرینر کا نام : _____ عہدہ : _____ دستخط : _____

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نیشنل کمیشن فار ہیومن ڈویلپمنٹ

PEHLA QADAM
NCHD

Instructions for conducting Assessment of Urdu Book-2

1۔ جائزہ کار

پڑھائی: /15

(الف)   چار حرفی الفاظ پڑھنے کا جائزہ لے (بھاری آوازیں)   5 نمبر

(ب)   تین حرفی الفاظ پڑھوائے۔ مثلاً مور، روگ، باغ وغیرہ۔   5 نمبر

(ج)   کتاب میں دیے گئے مضامین پڑھا کر جائزہ لیں۔   5 نمبر

2۔

لکھائی: /10

جائزہ کار پوری اشکال والے الفاظ کی املا لکھوائے مثلاً کان، بال، بات، صحن، گرمی، بڑے، دکھ، وغیرہ۔

(کوشش کریں کہ کچھ ایسے الفاظ بھی لکھوائے جو کہ کتاب میں موجود نہ ہوں)

3۔

جائزہ کار کم از کم پانچ جملے لکھوائے کوشش کرے کہ ایسے جملے لکھوائے جو کہ کتاب میں نہ ہوں اور جن میں بھاری آوازوں والے الفاظ بھی آئیں۔   /10

مثلاً   بھولا آنا تالا لانا۔   آ راجا آرا لا۔   یہ چاچا کا گھوڑا ہے۔   آ بابا آٹا لانا۔

آپا آ تالا لا۔   دارا بھابھی سے چھوٹا ہے۔

4۔

/15

کتاب میں شامل اسباق سے املا کروائیں کم از کم پانچ جملے لکھوائیں۔
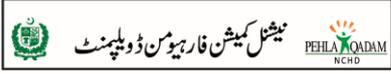
جائزہ فارم (تعلیم سب کے لیے ۔ سوم)

Assessment Urdu Book 3

نیشنل کمیشن فار ہیومن ڈویلپمنٹ | PEHLA QADAM NCHD

ذاتی کوائف

نام : _____ ولدیت/زوجیت : _____ جنس : _____ شناختی کارڈ نمبر/ب فارم نمبر : _____

گاؤں/محلّہ : _____ ضلع : _____

تاریخ جائزہ : _____ جائزہ کار کا نام : _____

$\bigcirc\!\!\!/ 50$

ذاتی کوائف

مادری زبان : _____ اُستاد کا نام : _____ اگر کبھی داخلہ لیا ہے تو کون سی جماعت تک پڑھا ہے : _____

1۔ ازدواجی حیثیت : _____ اگر شادی شدہ ہے تو بچوں کی تعداد : _____ $/10$

خاندان کے افراد کے نام : _____ _____ _____ _____ _____

سہیلیوں/دوستوں کے نام : _____ _____ _____ _____ _____

2۔ اخبار کا پیراگراف پڑھائیں۔ $/10$

3۔ املا $/15$

4۔ خط/کہانی/مضمون : $/15$

ماسٹر ٹرینر کا نام : _____ عہدہ : _____ دستخط : _____

نیشنل کمیشن فار ہیومن ڈویلپمنٹ PEHLA QADAM NCHD

Instructions for conducting Assessment of Urdu Book-3

لرنرز کو جائزہ فارم دیں۔

20/	1- لرنر سے کوائف لکھنے کو کہیں۔ یہاں پر کوائف لرنر سے بطور جائزہ لکھوائے جائیں گے۔ نوٹ : (اُستاد کوائف ہرگز لکھ نہ کر دے)

10/	2- اخبار پڑھوائیں / پوسٹر پڑھوائیں۔

10/	3- لرنر کو کتاب میں سے ایک پیراگراف کی املا کروائیں۔

10/	4- لرنر سے خط / مضمون یا کہانی لکھوائیں۔ اس کے لیے موضوع اسی وقت لرنر سے پوچھیں۔

نیشنل کمیشن فار ہیومن ڈویلپمنٹ	PEHLA QADAM NCHD	جائزہ فارم (تعلیم سب کے لیے۔ریاضی) Assessment Math	From darkness to light روشن پاکستان

ذاتی کوائف

نام : _____ ولدیت/زوجیت : _____ جنس : _____ شناختی کارڈ نمبر/ب فارم نمبر : _____

گاؤں/محلّہ : _____ ضلع : _____

تاریخ جائزہ : _____ جائزہ کار کا نام : _____

 /50

تعلیمی مہارتوں کا جائزہ :

1۔ خالی جگہ پُر کریں ۔   /10

☐ ☐ ☐

☐ ☐

2۔ جمع کے سوال حل کریں۔

مثلاً

/10 ☐   /10 ☐

3۔   /10

عنصر نے 35 رنز بنائے۔

حمزہ نے 48 رنز بنائے۔

بتائیے دونوں نے کل کتنے رنز بنائے؟ _____

4۔ تفریق کے حل کریں۔

مثلاً

/5 ☐   /5 ☐

ماسٹر ٹرینٹر کا نام : _____ عہدہ : _____ دستخط : _____

Instructions for Conducting Assessment (Book -Math)

نیشنل کمیشن فار ہیومن ڈویلپمنٹ

PEHLA QADAM
NCHD

Instructions for conducting Assessment of Book Maths

ذاتی کوائف	جائزہ کارلرنر کو جائزہ فارم دے اور ذاتی کوائف لکھنے کو کہے۔

1- جائزہ کارلرنر کی گنتی کو چیک کرنے کے لیے خالی جگہ پر کرنے کو کہے۔

/10

57 , 58 , __	64 ,65 , __	__ ,72 , 73

86 , __ 88	98 ,99 , __

2- جائزہ کار کسی صفحہ پر جمع کا دو ہندسی بغیر حاصل کے دو سوال لکھے اور جائزہ فارم پر حل کرنے کو کہے۔

مثلاً

/10

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  23
+ 45
_____
```

/10

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  77
+ 11
_____
```

3- جائزہ کار جمع با حاصل میں سے ایک تحریری سوال صفحہ پر لکھے اور لرنر کو جائزہ فارم پر حل کرنے کو کہے۔

/10

عنصر نے 35 رنز بنائے۔

حمزہ نے 48 رنز بنائے۔

بتائیے دونوں نے کل کتنے رنز بنائے؟ _____

4- جائزہ کار کسی صفحہ پر تفریق کے دو ہندسی بغیر حاصل کے دو سوال لکھے اور جائزہ فارم پر حل کرنے کو کہے۔

/5

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  84
− 26
_____
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/5

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  94
− 32
_____
```

Indicators for Monitoring (Google Form)

National Commission For Human Development

"Each One Teach One" Literacy Program"

1	**Information of Learners**
1	Name of Learner: --
2	Father/Husband Name: -------------------------------------
3	Age: ------------- Gender: M-------------- F------------
4	Marital Status: Married----------------- Unmarried------------------
5	Village/Mohallah/Sector: --
6	Union Council:---------------------------
7	District:---------------------------
8	Ever Enrolled in School: Yes------ No----- if yes then up to which grade did you study ----------
9	Reason for dropping out of school:---
10	Number of Children:--------------------------------
11	CNIC/B Form number:--
2	**Information of Student as (Literacy Teacher)**
1	Name of Student (Literacy Teacher):--
2	Class --
3	Section --
4	Name of School/College/University:--
5	Mobile number:--

Compiled Sheet of Students for Learner File

National Commission for Human Development

Each One Teaches One- Initiative

Name of Class Teacher _____ **Section** _____ **Class** _____

Name of School _____

Sr. #	Name of Student	Name of Illiterate	CNIC/B-Form of Illiterate	Date of Conducting Assessments					Certificate Issued
				Baseline	Literacy Kit	Book-1	Book-2	Final	

_____

Signature of Class Teacher

_____

Signature of Master Trainer with Stamp