



# Project Status Report



Contemporary Education  
in Deeni Madaris through  
NFE

**A PHDF  
FUNDED PROJECT**



Reporting Month: June 2023



Accelerated Learning Programme (ALP) focuses on completing learning in a shorter period of time. ALP is a form of complementary education. The ALP is complementary both in providing an alternative route and in matching its curriculum to the “official” curriculum, thus allowing learners to return to formal schooling at some stage

NCHD submitted a proposal to Pakistan Human Development Fund (PHDF) to implement this program in 100 deeni Madaris across the four provinces of Pakistan. The project was dully approved by the PHDF board in the last quarter of 2019 with an approved cost of RS 173 million for 5 years.

The project officially began in 16 districts (four districts from each province) in January 2020.

NCHD has outreach in all these districts The relevant provincial and district education departments were consulted and taken onboard during the launching phase. The first activity was the training of concerned field and office personnel besides teachers.

Cascade training model was followed for training of concerned staff and madrasa teachers. It was accomplished through a cascade training methodology in which JICA trained the lead trainers (two per province). The LMTs then instructed the DMTS, who in turn trained the district officials and teachers.

The ALP centres were formally established at selected Madaris., following the training exercises and provision of necessary learning materials. The area's notables were invited as key guests during the opening ceremonies. The sites were selected by the field staff in accordance with pre-determined criteria.

The 100 centers—20 in Sindh, 25 in Balochistan, 29 in KP, 26 in Punjab—are all open and functional. The course continues for 32 months and has been divided into three stages: package A (9 months), package B (9 months), and package C (14 months). The package C is now being taught in the centres. The package C will be completed till March 2024.

The external body will administer the final exam following the completion of package C. If the students pass the final exam, they will be promoted to the next level i.e. elementary ALP. At least 5 madaris have been allocated to one FO in order to give continual mentoring to teachers. Each madrasa is visited at least once a week by the concerned FOs.

Each district is visited by the Provincial office at least once a month for monitoring purposes. Similarly, the HO visits one PO along with a district once a month. Additional activities, such as study tours, are organized from time to time for the purpose of socialization, in addition to the teaching and learning process in madaris.

Computer literacy is given special attention. The addition of computers to the package has piqued the students' curiosity. Computer classes are taught by qualified NCHD field personnel. So far, the effort has achieved the desired impact. NCHD is pleased with the project's successful implementation and grateful to PHDF for providing the required finances for this opportunity.



**Raison d'etre:** An established education system is a symbol of any civilized nation. The Madaris' role in education system bears a long history and heritage of Islamic education and is considered as the symbol of Muslim identity. The Prophet Muhammad (PBUH) during his life emphasized and encouraged the rise of education so that to spread the message of the Holy Qur'an.

Madaris Education performed a significant role in the history of Muslims and has produced renowned scholars in religious as well as in the scientific field, but the pace of a Madaris has not been sustained with such attributes and characteristics to meet the present world's challenges. However, Madaris introduced general education to their students through Non-Formal approach alongside their own curricula.

Though, for a number of reasons the students of Madaris are still facing the 21st century challenges. In Pakistan there are still a large number of Madaris where no contemporary education exists at all. Thus, ren are far behind in formal education as compared to the other students in formal schools. Separate schools in Madaris will sharply enhance enrollment ratio in the country.

It is a true fact that there are certain areas in Pakistan, where resistance to education is a serious issue. However, it can be overcome by involving stakeholders like a religious scholar and community influential by adopting innovative approaches for providing access to education in those areas. As a result of this raison, NCHD and PHDF have joined hands to introduce contemporary education in selected madarsas to achieve the following;

General Objectives:

Under this project, Pakistan Human Development Fund (PHDF) through National Commission for Human Development (NCHD) will establish 100 ( please refer to annexed Annexure A for complete details) Schools in Deeni Madaris in four provinces of Pakistan to:

- Mainstream the students of Madaris by introducing the contemporary Education alongside the curricula of Madaris to enhance prospects of their students to pursue further study.
- To bring about qualitative improvement in students of Madaris to enable them to attain standards of National Education Systems in Formal and Non-Formal education (NFE) subjects.
- To encourage Madaris by giving assistance to introduce science, Math's, social studies, English and computer in their curriculum so that the academic proficiency for Primary and lower secondary is attainable for learners studying in these institutions.



The project envisages achievement of the following major targets during five (5) years of implementation of the project (extendable for a further five years). The primary physical deliverables are the establishment of 100 ALP centres in selected madaris, with one centers per madrasa.

Each madrasa will have at least 20 entitled students, with a 5 learners growth per year. Other noteworthy targets include teacher training prior to each package and the development of a school management committee for each madrasa besides continuous project implementation monitoring via progress review meetings (four meetings per year).

Deliverables	Year 1	Year 2	Year-3	Year-4	Year-5	Total
Establishment of Madaris Schools	100	-	-	-	-	100
Enrollment of Students in Madaris	2000	2500	3000	3500	4000	4000
Teachers Training (Every Year)	100	125	125	125	125	125
Prevention of dropping out of children	<5%	<5%	<5%	<5%	<5%	<5%
Development of Yearly Action Plans	1	1	1	1	1	5
Progress review meetings to be held	4	4	4	4	4	20
Formation of Madrasa School Committees	100	-	-	-	-	100

S#	Activity/Year	Months (start from approval of Project)											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Social Mobilization	█											
1	Establishment of Schools		█	█									
2	Enrollment & Mainstreaming			█	█						█	█	
3	Training of Madrasa Teachers			█	█								█
4	Yearly action plan	█	█	█	█	█	█	█	█	█	█	█	█
5	International Days celebration						█					█	
6	Data Compilation	█	█	█	█	█	█	█	█	█	█	█	█
7	Annual Exams										█	█	█

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NCHD remains committed to achieving its basic objective of promoting human development in Pakistan. For this purpose, we continue to develop and implement programs and projects in the light of our constitutional obligation and international commitments. NCHD launched the “pehla qadam” to initiate a national UPE in Pakistan in 2002

The primary goal of this endeavor was to mobilize the community to enroll their OSC in school during the enrollment campaign and to establish community schools to give access to education for out of school learners (OSC) in the areas where no school facility existed. It was a very impactful intervention.

The current project, contemporary education in deeni madaris through non-formal education, is a five-year undertaking. Since NCHD has previously worked on similar projects and has the necessary skills and manpower, it is implementing and executing this project with its own field and office staff.

The headquarters serves as a NPMU, preparing and developing the quarterly plan of action. The provincial offices have provincial project management units that do micro planning and hold staff trainings. The district offices are directly accountable for the project's completion inside the district, while the field officers carry out the operations at the grassroot level.

At least five Madara ALP centres have been assigned to one field officer, implying that 20 full-time devoted field officers are overseeing this programme at the village level. The work of field officers is supervised by the Assistant Director, while the supervision of ADs is overseen by the DD in each district.

Without the community's support, no community-based invention can succeed. To ensure community participation in this project, each madrasa ALP center has a madrasa management committee. The primary function of the aforementioned committee is to assist the teacher in enrolling students and preventing learners from dropping out.

In addition to management committees, an MOU is signed with the Madaris administration in each madrasa ALP center for mutual cooperation, and a progress assessment committee at the district level is formed to review the development and progress of the Madrasa Schools on a quarterly basis.

The committee is made up of the following individuals: a person from the district education department, a representative from Deeni Madaris, and a representative from NCHD. At the national level, the PHDF and the NCHD hold a combined session to assess progress. So far, this multi-layer strategy has proven to be fairly effective.



NCHD in consultation with Pakistan Human Development Fund finalized the Districts for execution of the project activities. After the donor approved the idea, implementation began by including the provincial and district education departments at various levels. The following is a summary of the processes that were followed during the project's implementation.

**Selection of Madaris:** The district management of NCHD identified those Madaris where boarding and day scholar students were available. The Madaris were selected among the identified Madaris which fulfilled the following mentioned and narrated criteria of the Project activities.

- Madaris that had at least 20-30 learners of Nazra, Hifz-e-Quran and Deeni Uloom and they had no access to formal schooling.
- The Management of the Madaris was willing to establish the non-formal education center (ALPC) in the Madrassa.
- Management and community of the Madaris agreed to provide volunteer services of teacher within Madaris or from nearby community
- Management of Madaris in the attachment area agreed to allocate appropriate time for teaching contemporary Education to the learners.
- The Madrassa which was a full-time institute with all necessary facilities to their students and teacher.
- -Madrassa that was not involved in any litigation, illegal activities and not in conflict of National Security of the country,

The foremost task in the identification of Madaris Schools was to identify the need base location, where no schooling facility existed. The locations were selected in both male and female Madaris. The process of identification of potential Madaris was performed in consultation with the Education Department.

**Carrying out of SMP:** The process of social mobilization played a very important and pivotal role in the establishment of the 100 Madaris schools. The sensitization, conceptualization and organization of the Madaris administration were the backbone of the project activities carried out by the well-trained staff of NCHD.

**OSC lists preparation:** NCHD management at the district level prepared a list of all those learners who were in the age cohort of 5-16 years and had never been to any school or dropped out from their schools back in the 100 locations and were studying religious education in the Madaris.

The students in the age bracket of 8-14 were enrolled in NFE School or Accelerated Learning Program Centers (ALPCs) for getting certificate at primary level. After a period of 32 months, the same students and learners will be enrolled in the lower secondary to attain the class 8th exam.



**Selection of Teacher(s):** To teach in and support Madaris schools voluntary, qualified and energetic Teachers within the Madrassa or from the nearest community in consultation with the Muhtamims/Nazim of the Madaris through proper interview and selection process were appointed on the special service agreement basis.

The minimum qualification of the Teacher was High School Certificate (H.S.C) or Darsi Nizami; however, preference was given to the teacher having higher qualification. The Madrassa Teacher were preferred of the same gender and his/her willingness to work in a Madrassa School for 6 days a week.

The teachers are paid honoraria by NCHD. A three members committee i.e. district in charge, Education Department representative and Muhtamim Madrassa interviewed the teacher for selection. Muhtamims/Nazim of the Madrassa are paid Rs.5000 per month for supervision and supporting School Teacher in class room activities.

**Training of Teacher(s) :** Once the selection process was completed, teachers were provided pre-service training for five days on the prescribed thematic and other relevant topics. The training was imparted by concerned field staff who were trained by the district master trainers. The DMTs were trained by lead trainers. JICA had trained the LMTs.

The training (please refer to attached Annexure B for training contents) of madrasa teachers was conducted within the districts. The training of district master trainers was carried out in respective provincial headquarters. The orientation of selected lead master trainers was conducted in AIOU Islamabad by JICA two members team.

**Provision of the RWMs:** The books were provided by NCHD according to the syllabus used by respective provincial government. As per plan with Education Department all the enrolled students in NFE schools were enter in EMIS. Each Madrassa was given computer desktops for enabling students to learn computer skills.

The concerned field officers teach as a computer teacher in assigned madrasas@5 madrasa per field officer for which he/she is paid additional transportation charges. The computer handed over to Madrassa will be utilized by Madrassa administration even after completion of the project.

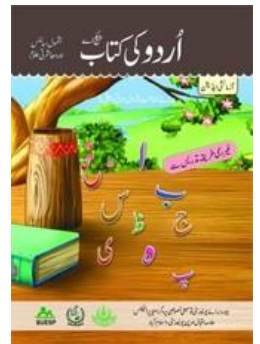
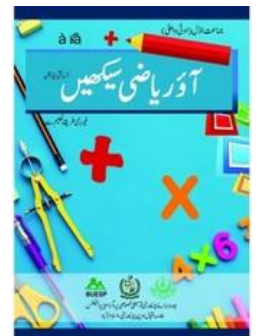
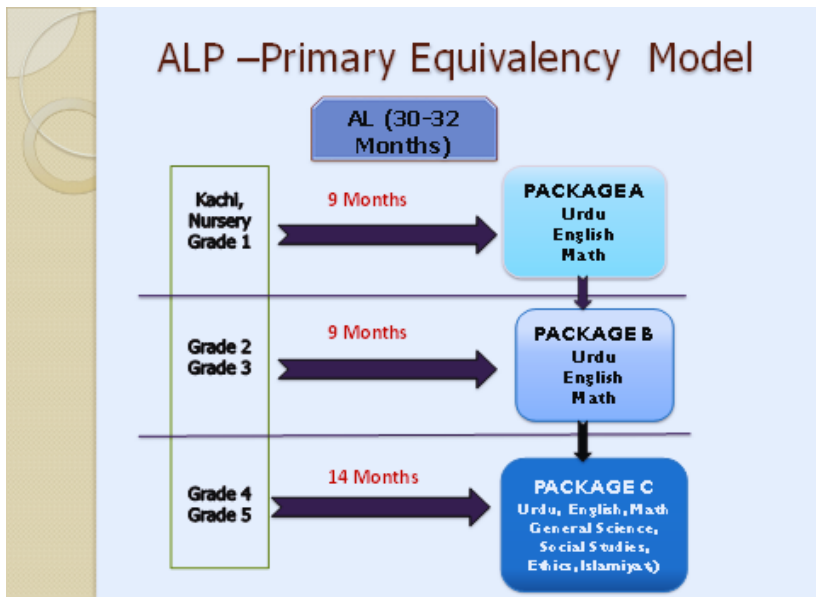
**Opening Ceremonies :** After completing necessary arrangements, the students were enrolled in the schools. The Muhtamim/school community arranged an opening ceremony and invited different stakeholders, including Elected Representatives, PHDF, District Education Officers, and Community Influential etc. to participate in the opening ceremony of the School.

A separate page was created on Face Book for access of the students, teachers and Muhtamims of the Madaris and general public for their comments and review. Similarly, print and electronic media was also used for advocacy and mobilization of the community. This was an opportunity to introduce the intervention and goals for the course.



**Package A:** Following the ceremonial opening of the centres, the learning process began. Package A was the first level of learning gained. The pupils were taught the three courses over the period of nine months. The three subjects included Urdu & Mathematics besides English. The course (package A) was divided into 25 weeks in accordance with the study plan.

The Urdu topics were introduced in the 1st week, while the math and English were introduced in the 3rd week. During package-A, 25 lessons in Urdu & 15 lessons in English were taught to students while the number of math units taught was eight. The mid-term assessment was conducted at end of week 12. The final assessment took place at end of week 24.



100



2,448



2,372



2,180



During the package A, the total number of students enrolled in 100 Madaris schools (ALPCs) was 2,448. The no. of learners who appeared in the final assessment held at the end of the package A term were 2,372 displaying a 97 % of attendance rate. The final package A assessment was qualified by 2,180 pupils, representing a 92% success rate.





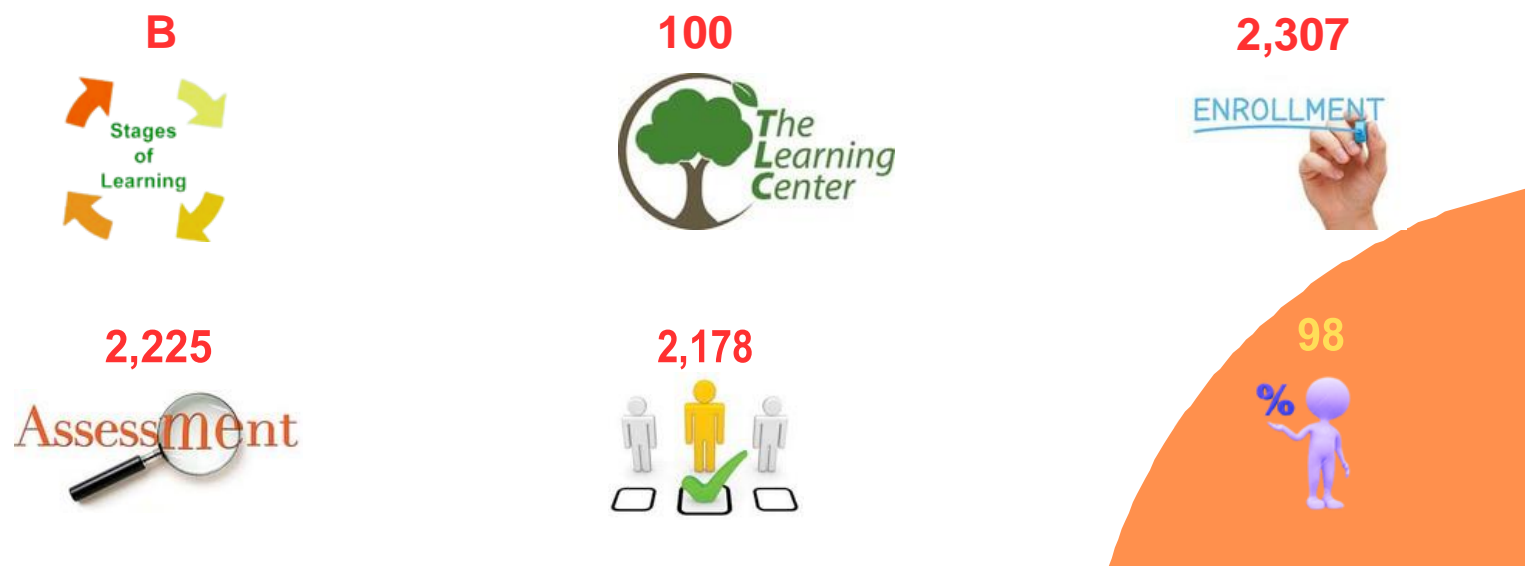
**Package B:** Package B was the second level of knowledge obtained. The four courses were taught to the students over a eight-months period. In addition to Islamiat, the three disciplines were Urdu, English and Mathematics. According to the study plan, the course (package B) was divided into 32 weeks.

During the package, pupils were taught 16 lessons in Urdu and 10 lessons in English, with an additional six arithmetic units taught. The mid-term exam was given at the end of four month. The final evaluation took held at the conclusion of week 32. The subject of Islamiat was covered in a similar manner in five lessons.

It is important to note that the NCHD district office employees double-checked the results of the final evaluation, which was carried out by the field officers. The process was observed by the corresponding provincial offices and headquarters. The same methodology was used to conduct the midterm evaluation.

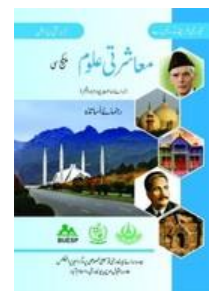
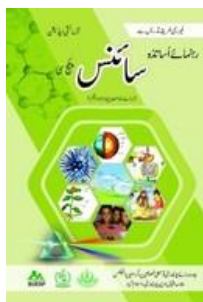
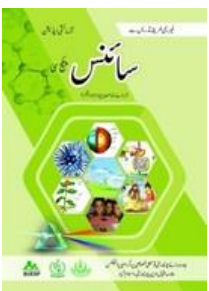
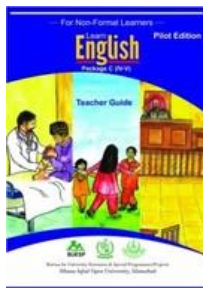
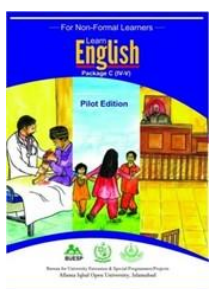
It is also worth noting that adequate question papers for the evaluation exercise were developed. The education team at NCHD's headquarters collaborated with the JICA technical team on this project. Each district team received the question sheets as well as carefully crafted guidelines as narrated below;

- The Paper/subject may be attempted for a maximum of 45 minutes. Following a subject paper, a five-minute break may be observed. The same day and time would be used for all (three) subject papers. The field officer, assistant director, or deputy director will conduct the assessment. 40% would be the passing mark. (50 Overall Marks).
- On the same day, the teacher would mark the paper in front of the field officer/AD/DD and prepare a result sheet. Papers with markings would be given to concerned NCHD personnel. Field Officer 100% Assistant Director 20% Deputy Director 10% Provincial Office 5% will recheck and validate marked papers.



**Package C:** Package C is being worked on, and a mid-term evaluation will be completed soon. Package C is the primary level ALP centers' third and final stage. Because it is a very complex course, subject specialists were specifically hired during teacher training in addition to field officers.

Package C will be completed in the month of March 2024. NCHD is working together with provincial chapters to conduct the final external evaluation and issue certificates to successful students. It is worth noting that the procedure for certification in the provinces has yet to be concluded, though work to finalize it is underway and progress is being made.



100



2,334

1,933

401





The true outcome of a learning process is the development of the personality and the equipping of pupils with the life skills required to lead a successful life in society. NCHD provides students with different activities in order to maintain advancing towards this personality improvement during the learning process at ALP centres.

The World Volunteers Day was observed in all Madaris schools and communities, as directed by the Ministry of Federal Education and Professional Training, and as instructed by the Management of NCHD. Awareness sessions were conducted by NCHD Staff on the importance of volunteerism and the spirit to serve others.

Jashni Eid Milad Nabi is an annual celebration to commemorate the birth of our Holy Prophet (PBUH) and it is observed in the month of Rabi ul Awal. Like Previous years, this year too during the month of May 2022, the day was celebrated by organizing ceremonies and mehfil milaad across the country including the 100 madaris schools.

After the Mid-term assessment 2 desktop computers were provided in each of the Madrassa as per Program design. Basic computer course syllabus / books was also shared /provided to the Madaris and the concerned officer was assigned the task to teach /supervise the computer class once in a week in each Madrassa at least for 2 hours.

9th Nov the birth day of Dr. Allama Mohammad Iqbal is celebrated as Iqbal Day to honor & remember the Iqbal's efforts for Pakistan movement & revolutionary poetry for the awareness of Muslims. Dr. Allama Iqbal suggested Idea of a separate state for Muslims in subcontinent.

On a regular basis, Iqbal Day was also observed in all Madaris schools. For the day's ceremonies, students rendered speeches or read poetry by Allama Iqbal. Other international days, such as International Day of Education, Literacy Day, and Salam Teachers Day, are also observed on a regular basis in all Madaris schools.

Sports are an important element of a student's development and growth. They aid in the development of mental wellness and physical fitness. Under this programme, NCHD provided sports kits and other required equipment to each madrasa to assist learners in acquiring the aforementioned abilities.

There is a common adage that goes, "I hear and forget, I see and remember, I do and understand," which represents the principle of remembering more information when visually experiencing the actions in a chosen location. These are some of the most important advantages of educational tours and the reasons why students should participate in them.

To provide the aforementioned chances to madaris school students, NCHD district offices organized special study tours in which each madrasa student, together with teachers and mohtamims, actively participated. It was a very relaxing and enjoyable experience for the pupils of Madaris Schools. The NCHD paid the whole expense.



Mentoring and monitoring are two critical components of the National Commission for Human Development's (NCHD) approach to supporting and improving the ALP Centres program's implementation.

In conclusion, mentoring and facilitation given by NCHD field officers are critical to the successful implementation of the APL Centres programme. Collectively, these initiatives contribute to the seamless operation and success of the ALP Centres in promoting education.

The field mentoring visit report is used to collect mentoring visit findings in order to analyze the overall condition for ALP center. Each Field Officer (FO) will have hard copy of the proforma to be filled on spot or smart phone with internet facility to be filled online.

This proforma consist the basic Information, teaching performance indicators, learning performance indicators, mohtamim performance indicators and remarks and recommendations. Mentoring Visit Reporting Link - <https://forms.gle/7gBUdFuJoxGSPDHU9>

The NCHD monitoring mechanism is critical in ensuring that the Accelerated Learning Programme (ALP) centres are efficiently implemented and meeting their objectives. Monitoring entails conducting a regular evaluation of the ALP center's operations.

During monitoring visits, NCHD monitors visit the ALP centers to observe the implementation of the program. They assess various aspects, including teaching and learning processes, curriculum delivery, student engagement, infrastructure, and overall management of the center.

The monitoring team carefully evaluates whether the ALP centres follow the program's principles, policies, and standards. They verify if the curriculum is being followed effectively, and if the teaching methodologies and materials are appropriate for the targeted students.

The team also assesses the effectiveness of the assessment and feedback processes used by the centres to track student development. Based on the monitoring findings, monitor provide recommendations and support to the ALP centers to address any identified issues or gaps.

In addition to mentoring and monitoring, quarterly progress review meetings are conducted at head office level wherein the provincial program heads participate. Apart from problem resolution, this provides an excellent place for discussion and evaluation of progress.

NCHD developed an intelligent online entry-based auto-generated MPR. The mentoring visits data is processed online. A system-based MPR is generated at the conclusion of each month. The results of the analysis are shared with everyone in the NPMU/PPMUs and districts.



Madrasa Schools's Field Visits



Madrasa Schools Learner's Assessment





**Madrasa Schools' Opening Ceremonies**



**Computers distribution in the Madrasa Schools**



**Training of Staff & teachers**



**Madrasa Schools Classes and Students**



**Madrasa Schools recreational visits**



**Madrasa School Supplies Distribution**





## Ministry of Federal Education & Professional Training, Islamabad

### National Commission for Human Development - HO Islamabad

Detail of Madrasa Schools wherein Accelerated Learning Programme (ALP) is being implemented, funded by Pakistan Human Development Fund (PHDF) Pakistan - June 2023

Sr. No	Name of Madrasa	Village Name	UC Name	Tehsil Name	District Name	Province Name	Name of ALP Teacher	Name of Administrator	Cell No.	Total no. of Student enrolled in Package C		
										Boys	Girls	Total
1	Madrasa Fathe Ul Aloom	Rafique Colony	MC UC 33	Chiniot	Chiniot	Punjab	Tahir altaf	Muhammad Luqman	0333-6713912	20	0	20
2	Madrasa Rahmatul Alameen	Muhallah Dil Khushab	UC 33	Chiniot	Chiniot	Punjab	Muhammad Zeshan	Umar Hayat	03457884626	18	0	18
3	Madrasa Qasimul uloom	126 Neko kara	UC 20	Chiniot	Chiniot	Punjab	Muhammad Luqman	Muhammad Imran	03437688778	20	0	20
4	Madrasa Anwarul Quran	Thattha Hariari	UC 12	Lalian	Chiniot	Punjab	Muhammad Ramzan	Zia Ur Rahman	03481010396	23	0	23
5	Madrasa Qamarul Islam	Kaloka	UC 12	Lalian	Chiniot	Punjab	Aman Ullah	Muhammad Iqbal	03457589282	24	0	24
6	Madrasa Suffa Darul Salam	Bahwana	Municipal Committee	Bahwan	Chiniot	Punjab	Kashif Imran	Muhammad Yousif	03476201234	22	0	22
7	Madrasa Taleemul Quran Siddiqi	Bahwana	Municipal Committee	Bahwan	Chiniot	Punjab	Muhammad Hasnain	Muhammad Sdiqie	03454374308	22	0	22
8	Madrasa Mohmadia Rizvia	Gagha Choke	UC 34	Bahwan	Chiniot	Punjab	Ali Shir	Aman Ullah	034546141876	24	0	24
1	Madrasa Mafta-ul-Aloom Ghafaria Hafizabad	Hafizabad	Haider Qureshi	Kot Chutta	DGKhan	Punjab	Jan Muhammad	M. Abdullah Ghafari	0333-6786490	24	1	25
2	Madrasa Atta-ul-Aloom Shah Jamalia	Notak	Notak	Kot Chutta	DGKhan	Punjab	Muhammad Saleem	Pir Assad Habib Shah Jamali	0334-6781066	25	0	25
3	Madrasa Jamia-e-Mehmoodia	Choti Zarain	Choti Zarain	Kot Chutta	DGKhan	Punjab	Shahid Akbar	Mollana G. Fareed	0333-6450202	24	1	25
4	Madrasa Umer bin Khitab	Pul Teeran wali	Choti Zarain	Kot Chutta	DGKhan	Punjab	Abdul Ghafoor	Muhammad Sadiq	0335-6351893	25	0	25
5	Madrasa Rehan-ul-Madaris	Basti Ghulab wali	Bohar	Tanusa	DGKhan	Punjab	Muhammad Waqas	Abdul Shakoore	0302-6769891	25	0	25
6	Madrasa Abbu Hurira	Ahmed Shah wala	Bohar	Tanusa	DGKhan	Punjab	Rehana Hassan	Qari M. Zia ul Haq	0332-2754930	3	22	25
7	Madrasa Al Farooq	Pul kunday wali	Arra Jaffar	Kot Chutta	DGKhan	Punjab	Muhammad Asif	Mollana M. Shahid	0334-6331313	25	0	25
8	Madrasa-tul-Binat Fatima-tul-Zahra	Kala	Kala	DGKhan	DGKhan	Punjab	Rabia Younis	Rabia Younis	0334-6755222	0	31	31
1	Fatah ul aloom	Harran Pur	Harran Pur	Pind dadan Khan	Jehlum	Punjab	Sohil Saleem	Qari Karamt Ullah	0346-7801300	18	0	18
2	Tahfeez UL Quran	Jaithal	Kandwal	Pind dadan Khan	Jehlum	Punjab	Qari Azhar UL haq	Muhammad Aaqib	0348-5470235	20	0	20
3	Muhammadia Ghosia	Lillah Town	Lillah	Pind dadan Khan	Jehlum	Punjab	Muhammad Javid Iqbal	Muhammad Riaz	3006081906	29	0	29
4	Hifz UL quran	Pinnan wal	Pinnan wal	Pind dadan Khan	Jehlum	Punjab	Muhammad Nadeem akram	Muhammad Hanif	0300-9787524	16	0	16
5	Mahd UL Faqeer	Daryala Jalip	Daryala Jalip	Pind dadan Khan	Jehlum	Punjab	Muhammad Sajawal saleem	Muhammad Ubaid ullah	0342-5071341	14	0	14
1	Abdullah Bin Umer	Kotla Noor Muhammad	Kotla Naseer	Rajan Pur	Rajan Pur	Punjab	Shahnawaz	Qari Ghulam Yasin	0333-6437388	25	0	25
2	Jamia Taj Dar e Madina	Farid Abad Colony Rajan Pur	Rajan Pur Sharqi	Rajan Pur	Rajan Pur	Punjab	Mujahid Hussain	Qari Muhammad Jaial Ul Din	0333-9087273	25	0	25
3	Jamia Sheikh Darkhwasti	Rajan Pur	Rajan Pur Sharqi	Rajan Pur	Rajan Pur	Punjab	Abdul Saboor	Qari Abdul Samad Darkhwasti	0333-7498845	25	0	25

# Annexure A



Sr. No	Name of Madrisa	Village Name	UC Name	Tehsil Name	District Name	Province Name	Name of ALP Teacher	Name of Administrator	Cell No.	Total no. of Student enrolled in Package C		
										Boys	Girls	Total
4	Madrisa Arabia Saed ul Madaris	Noshara Sharqi	Noshara Sharqi	Rajan Pur	Rajan Pur	Punjab	Muhammad Tariq	Muhammad Ibraheem	0333-6456510	25	0	25
5	Madrisa Faridia Jamal ul Quran	Kotla Androon	Sahan Wala	Rajan Pur	Rajan Pur	Punjab	Amir Hameed	Muhammad Aslam	0333-2868788	25	0	25
1	Madrisa Syed Abu Bakar Siddique	Data Nagar	Data Nagar	Bin Qasim	Malir, Karachi	Sindh	Firdous	Abdul Waheed	0307-2803113	9	16	25
2	Madrisa Ghous Ul Azam	Saboo Gabol Goth	Shah Town	Bin Qasim	Malir, Karachi	Sindh	Urooj Shabbir	Asghar Ali Korai	0300-2456849	5	15	20
3	Madrisa Darul Uloom Razaqabad	Razaqabad	Razaqabad	Bin Qasim	Malir, Karachi	Sindh	Waseem Ali	Pir Muhammad	0321-8703872	25	0	25
4	Madrisa Darul Huda Usmania	Saboo Baloch Goth	Chand Para	Bin Qasim	Malir, Karachi	Sindh	Ayesha Ramzan	Qari Sanaullah	0300-2754027	19	6	25
5	Madrisa Tahfeez ul Quran	Eldoo Goth	Pipri	Bin Qasim	Malir, Karachi	Sindh	Muhammad Usman	Hamdullah	0301-2364609	21	4	25
1	Faizan e Murshid Attar	Village Aamra	Keenjhar	Sujawal	Sujawal	Sindh	Ghulam Nabi Malano	Mohammad Umer Aamro	3073014850	23	2	25
2	Ghosia	Village Mohammad Ismail Dars	Laiqpure	MP Bathoro	Sujawal	Sindh	Rehman Gul	Mohammad Idress	0302-9532110	19	6	25
3	Sadat e Hashimi	Darghah Miskeen Shah	Chuaharr	Shah Bander	Sujawal	Sindh	Ali Ghohar Rind	Abdul Wahid	NA	19	6	25
4	Fazan e Mujdia Naeemia	Village Haji Darya Khan J Khan	Chachi Jahan Khan	Shah Bander	Sujawal	Sindh	Mahmood Ali Jat	Haji Darya Khan Jat	3158397450	20	0	20
5	Madrist ul Madina	Village Ishaque Junejo	Dolat Pure	Shah Bander	Sujawal	Sindh	Deen Mohammad	Mohammad Ibrahim Junejo	3062680811	19	6	25
1	Mazhar-ul-uloom Hyderia	Balouch colony Site area	Bolahri	kotri	Jamshoro	Sindh	Tufail Ahmed	Muhammad Ismail	0344-3887577	17	5	22
2	Masjid al Firdos	Buxo Marri	Bolahri	Kotri	Jamshoro	Sindh	Din Muhammad	Ali Nawaz	0301-6382607	17	7	24
3	Danish Gah Babul Hawaii Foundation	Sann stop	Sann	Manjhand	Jamshoro	Sindh	Ali Bux Birahmani	Khidmat Ali	0307-3633725	26	0	26
4	Shams-ul-Uloom Nim Goth	Nim Palari	Sarri	Thana Bula Khan	Jamshoro	Sindh	Shouban Ali	Faiz Muhammad	0301-2058151	14	11	25
5	Muhammadi Masjid Madrisa	Shafi Muhammad palari	Sarri	Thana Bula Khan	Jamshoro	Sindh	Shamas uddin	Lutuf Ali	0306-2207563	10	13	23
1	Fatimat Ul Zilra	Vejhiar	Vejhiar	Chachro	Tharparkar	Sindh	Abdul karim	Fateh Muhammad	3483584548	16	10	26
2	Noor Ul Islam	Seeharkhai	Bolhari	Diplo	Tharparkar	Sindh	Muhammad Ishaque	Abdul Qayoom	3433885894	13	12	25
3	Subghat ul Islam	Soonder	Veera vah	NPK	Tharparkar	Sindh	Ali Akber	Muhammad Ramzan	3463390960	25	0	25
4	Subghat ul Aarfeen	Sahiyaro	Chelhar	Chachro	Tharparkar	Sindh	Muhammad	Dooro	3413974497	7	19	26
5	Ali Al Murtaza	Deplo	Deplo	Deplo	Tharparkar	Sindh	Ali Muhammad	Punhoo				
1	Moinia Taleemul Quran	Killi Patra	Rarasham	Kingri	Musakhel	Balochistan	Hafiz Sadrudin	Hafiz Mohammed Zaman	3416829330	27	0	27
2	Madarsa Shumali Syadan	Durug	Durug	Durug	Musakhel	Balochistan	Maqsood Ahmed	Hafiz Mehboob Shah	3236235405	17	8	25
3	Jamia Mehmodia Darul Quran	Durug	Durug	Durug	Musakhel	Balochistan	Kaloom bi bi	Hafiz Abdul Aziz	3472466355	18	7	25
4	Jamiat Taleem ul Quran	Nath	Durug	Durug	Musakhel	Balochistan	Hafiz Amir Zaman	Hafiz Mehar Jan	3227870391	18	7	25
5	Madarsa Hifzul Quran	City	Saddar	Musakhel	Musakhel	Balochistan	Hafiz Mohammed Shah	Surat khan	3412055004	17	10	27
6	Madinatul Uloom Usmania	Goth Mohib Ali Lehri	Sharqi	D.M.J	Naseerabad	Balochistan	Rajab Ali	Ali Akber	3363733695	27	0	27



# Annexure A



Sr. No	Name of Madrisa	Village Name	UC Name	Tehsil Name	District Name	Province Name	Name of ALP Teacher	Name of Administrator	Cell No.	Total no. of Student enrolled in Package C		
										Boys	Girls	Total
7	Jamiya Dar ul Uloom Husainia	Mengal Kot	Jhudair	D. M. J	Naseerabad	Balochistan	Dhani Bakhsh	Abdul Malik	3123105331	26	0	26
8	Madarsa Hussainia Naqshbandia	Arigation Colony	Gharbi	D. M. J	Naseerabad	Balochistan	Irshad Ahmed	Nawab Deen	313773634	23	0	23
9	Madarsa Fezan e Rasool Hussainia Naqshbandia	Khosa Mohallah	Sharqi	D. M. J	Naseerabad	Balochistan	Abdul Fahim	Karim Bakhsh	331774786	22	0	22
10	Madarsa Dar ul Quran Usmania	Mohallah Haji Usman Banguizai	Sharqi	D. M. J	Naseerabad	Balochistan	Faisal Ashraf	Abdul Razaq	3343707600	28	0	28
11	Madarsa imam azum	city	south city	Kharan	Kharan	Balochistan	Karnal qazafi	maulvi Habib Ahmed		28	0	28
12	Madarsa jamia Ghausia	city	south city	Kharan	Kharan	Balochistan	Hamid Raza	maulvi Khalil Ahmed		27	0	27
13	Madarsa ameer mavia	city	North city	Kharan	Kharan	Balochistan	Mohammad Sadiq	Maulvi Zahir Ahmed		30	0	30
14	Madarsa Qasmia	city	South city	Kharan	Kharan	Balochistan	Waqar Ahmed shah	Qari Nehmat ullah		30	0	30
15	Madarsa Tanzeem ul uloom	Miskan kalat	Miskan kalat	sar Kharan	Kharan	Balochistan	Mohammad jahanzeb	Maulvi Fida Hussain		38	0	38
16	Madrasa Anwar ul Quran	Nawa Killi	50	Quetta	Quetta	Balochistan	Mohammad Asif	Hafiz Abdul Qadar	3422018790	24	1	25
17	Madrasa Jamia ghosia rezvia anwar baho	Wadat Colony	33	Quetta	Quetta	Balochistan	Muhammad Usman Hanif	Mufti M. jan Qasmi	3158076104	25	0	25
18	Madrasa Jamia al Huseen	Arbab Ghulam Ali Road Deba	33	Quetta	Quetta	Balochistan	Hafiz Kaleem Ullah	Mufti Mukhtiar Ahmeed	3337843715	25	0	25
19	Madrasa Jamia islamia Nooria	Hudda Mano Jan Road	29	Quetta	Quetta	Balochistan	Khayar Ahmeed	Mufti Khalilullah	3337842772	25	0	25
20	Madrasa Arbia al Quran	Nawa Killi	50	Quetta	Quetta	Balochistan	Fazal Ulhadi	Azghar Khan	3158489904	25	0	25
21	Madrasa Abu bakar sadiq	Fathay Bagh	58	Quetta	Quetta	Quetta	Muhammad Hussain	Muhammad Qadeem	3164366406	20	0	20
22	Madrasa Darul alum Qadria trust	Kech Baig	59	Quetta	Quetta	Balochistan	Ghulam Mustafa	Mohammad Abbas Qadari	3013723401	25	0	25
23	Madrasa Mufta ul Quran	Kill Bahdur abad Brewery Road Quetta	60	Quetta	Quetta	Balochistan	Ejaz ul Huq	Hafiz Abdul Fatah	3132155583	22	0	22
24	Madrasa Jamia Mazhar ul Islam	Kili haji adam khan	32	Quetta	Quetta	Balochistan	Fareed Ahmed	Sami-ullah	3067341388	25	0	25
25	Madrasa Jamia chishtia	Killi Kirani	60	Quetta	Quetta	Balochistan	Muhammad Rafiq	Dur Muhammad	3337959743	25	0	25
1	Alharmen Nool Arabia	Goraka Nar Dalasa	Shamshe Khel	Bannu	Bannu	KPK	Turab Shah	Mohammad Tayyab	03003970810	23		23
2	Al-Markaz Islamia	Hafiz Khel	Ghoriwala	Bannu	Bannu	KPK	Noor Wahid shah	Nasim Ali Shah	03008337041	19		19
3	Fatima Tul Zubar	Bazida Kokol Khel	Lalo zai	Bannu	Bannu	KPK	Fatima	Zubair Ahmad	03329415190		19	19
4	Madrasa Dar-ul-Uloom Rahmani	Railwar road Bannu	Bannu City	Bannu	Bannu	KPK	Usman Diyar Arif	Inam Ullah	03339892652	20		20
5	Madrasa Islamia Ili banat	Hafiz Khel	Ghoriwala	Bannu	Bannu	KPK	Ayasha Jabeen	Qari Israr	03333322923		22	22
6	Madrasa Nazamul Uloom	Moh. Nawab	City 2	Bannu	Bannu	KPK	Ala uddin	Imdad Ullah	03339721428	19		19
7	Madrasa Zia Ul Quran	Muslim Abad	Sokari	Bannu	Bannu	KPK	Shahid Ullah	M. Ismail	03315760732	20		20
8	Madrasa Dar-ul-Uloom Islamia	Hingel Nawab Bannu	Hingel Nawab	Bannu	Bannu	KPK	M. Murtasim Billah	Hidayat Ullah		16		16

# Annexure A



Sr. No	Name of Madrisa	Village Name	UC Name	Tehsil Name	District Name	Province Name	Name of ALP Teacher	Name of Administrator	Cell No.	Total no. of Student enrolled in Package C		
										Boys	Girls	Total
9	Qasim ul Uloom	Miryani	Mambati Baraq zai	Miryani	Bannu	KPK	Rahim Ullah	Fazlur Rahman	3344387670	20	0	20
10	Riaz-ul-Uloom Kaki	Kaki	Kaki 1	Kaki	Bannu	KPK	Safir Khan	M. Shaheeq	3339797038	19	0	19
1	Madrasa Nomania Dallo Khel	Dalo Khel	Mela Shahab Kh	Lakki Marwat	Lakki	KPK	M. Sohail	Maulana Insaaf	0346-9715503	21	0	21
2	Madrasa Tarbiat-ul-Atfal Lilban	Shagai Walai	Serai Naurang	Serai Naurang	Lakki	KPK	Armina	Rasool Zaman	0334-203030	0	17	17
3	Jamia Aisha Sadiqa Lilbanat	Lakki city	Lakki city	Lakki Marwat	Lakki	KPK	Sarwat	M M Ishaq	0333-9164535	0	25	25
4	Jamia Sultania Muhammadiyah	Pahar Khel Thall	Pahar Khel Thall	Lakki Marwat	Lakki	KPK	Ata ur Rahman	Fida Mohammad	0336-8756244	25	0	25
5	Jamia Swalehat	Dara Pezu	Dara Pezu	Ghazni Khel	Lakki	KPK	Bushra	Allah Noor	0306-8308318	0	20	20
6	Jamia Taqwiat ul Eman	Serai Naurang	Serai Naurang	Serai Naurang	Lakki	KPK	Zakia Mehnas	Irfan Ullah	0301-8070593	0	29	29
7	Madrasa Anwar Ul Uloom	Kalan	Mela Shahab Kh	Lakki Marwat	Lakki	KPK	H. Qudrat Ullah	Javed Ullah	0333-9342755	20	0	20
8	Madrasa Islamia Saeedia	Kaka Kel	Kaka Khel	Ghazni Khel	Lakki	KPK	Najma	Inayat Ullah	0346-9516586	0	19	19
9	Madrasa Noor Ul Islam	Wanda Shahab Khel	Pahar Khel Thall	Lakki Marwat	Lakki	KPK	Inayat ur Rahman	Umar Jan	0312-432064	24	0	24
10	Madrasa Al Mahdul Islami Lilba	Tajori	Tajori	Serai Naurang	Lakki	KPK	Hajira	Hafiz Syed	0346-9516586	0	23	23
1	Darul Uloom Taleem ul Quran B	Tom Besham	Butyal	Bisham	Shangla	KPK	Imdad Ullah	Ihsan Ullah	3435871787	24	0	24
2	Madrasa Abdullah Bin Masood B	Borshat	Kozkana	Alpuri	Shangla	KPK	Shams ul Islam	Said Nabi	3449678206	17	1	18
3	Madrasa Jamia Saeedia Kozkana	Kozkana	Kozkana	Alpuri	Shangla	KPK	Saif Ullah	Faiz Ullah	3445000463	20	0	20
4	Madrasa Jamiat Ul Uloom Islami	Besham Tom	Butyal	Bisham	Shangla	KPK	Tariq Mehmood	Qari M. Sardar	nil	25	0	25
5	Madrasa Khulafai Rashideen	Chakesar	Chakesar	Chakesar	Shangla	KPK	Amir Rahman	Mohammad Tahir	3464013217	22	0	22
1	Darul Quraan Kotanai	Kotani	Kotani	Khwaza Khela	Swat	KPK	Fazal Haleem	Abdul Aleem	3439675832	14	0	14
2	Mirajul Quraan	Ingarodheri	Ingarodheri	Babu Zai	Swat	KPK	Habib us Salam	Anwar ul Haq	3430960487	20	0	20
3	Tafheemul Quraan Alabad	Ala abad	Guli Bagh	Charbagh	Swat	KPK	Roshan Amin	Fazal Ameen	3489020570	28	0	28
4	Tafheemul Quraan Baidara	Baidara	Baidara	Matta	Swat	KPK	Nazir Ahmad	Sami ul Haq	3458107837	30	0	30



**ToT**

PHDF funded Madrasa Project  
Jan 20-24, 2020 Green Hotel Peshawar Saddar



National Commission for Human Development Khyber Pakhtunkhwa  
Ministry of Federal Education & Professional Training Government of Pakistan

1

### Objectives:

- Brief trainers about back ground, salient features and deliverables of PHDF Funded Madrasa Project and ALP;
  - Orient Trainers how to use the textual material and teachers' guides of Urdu, Mathematics and English.
  - To demonstrate complete information of NFBE materials/Teacher Guide and Package A to Trainers.
  - To enhance capacity of trainers to implement methodologies and approaches of NFBE/ALP in Madrasa.
  - To ensure the trainers are well equipped on Package A assessment techniques and its usability.
  - To familiar the trainers with the role and responsibilities of NFBE Trainers in selected Madrasa
- Orient the trainers on contents and process of signing of agreement with Madrasa teachers and Muhtamin/teacher selection
- Facilitate Concerned ADs to develop detailed implementation plan for operationalization of selected Madrasa in the districts.

Sr.#	Duration	Session	Methodology	Group of Trainers/AO
<b>Day 1</b>				
<b>1</b>		<b>Session 1: Introduction and Background</b>		
1.1	10.00	Opening		Group A
1.2	-	Introductions		
1.3	11.00	Welcome note		DO KP/Guest
1.4		Objectives of training	Info sharing	Group A
1.5		Workshop rules & pre-training test		
Tea Break: 30 min				
<b>2</b>		<b>Session 2: Madrasa Project Overview</b>		
2.1	11.30	Genesis	Info sharing, PPT & group discussion	Group B
2.2	-	Outreach		
2.3	13.00	Salient features		
2.4		Major Deliverables		
Lunch Break: 1hr				
<b>3</b>		<b>Session 3: What to do - implementation of Project?</b>		
3.1		Selection of Madaris		
3.2	14.00	Selection of the learners	Info sharing, PPT & group discussion	Group B
3.3	-	Selection of the Teacher(s)		
3.4	17.00	Training of selected teachers		
3.5		Provision of Books /Computers		
3.6		Signing of the MoU/ PR Committee		
3.7		Madrasa School Opening Ceremony		

2

Sr.#	Duration	Session	Methodology	Group of Trainers/AO
<b>Day 2</b>				
<b>1</b>	09.00	<b>Session 1: How to do- implement of Madrasa Project?</b>		
1.1	-	Mode of Education?	Info sharing, PPT & group discussion	Group A
1.2	10.45	What type of Curriculum?		
1.3		Examination and certifications		
Tea Break: 15 min				
<b>2</b>		<b>Session 2: Overview of the Curriculum for Madrasa Education</b>		
2.1	11.00	What is the ALP? Why ALP? Advantages of ALP?	Info sharing, PPT & group discussion	Group A
2.2	13.00	What is the ALP curriculum/text books (Packages)?		
2.3		Diversity and learning needs in NFE/Madrasa		
Lunch Break: 1 h				
<b>3</b>		<b>Session3: Introduction of Materials in Package A</b>		
3.1	14.00	Introduction of learner books & teacher guides	Info sharing, PPT & group discussion	Group A
3.2	17.00	Duration of the Package A and level of the class (s)		
<b>Day 3</b>				
<b>1</b>		<b>Session 1: Text Book Urdu including Science &amp; Social Studies</b>		
1.1	09.00	Course Introduction of the book- Urdu Package A	Info sharing, PPT & group discussion	Group C
1.2	-	Course objectives of the subject- Urdu Package A		
1.3	11.00	Understand major concepts included in the subject- Urdu Package A		
Tea Break: 15 min				
<b>2</b>		<b>Session 2: How to teach the subject- Urdu Package A</b>		
2.1	11.15	Difference between Formal and non- formal teaching methods	Info sharing, PPT & group discussion	Group C
2.2	-	Difference between traditional and sound method of teaching		
2.3	13.00	Urdu teaching methodology- 8 steps procedure		
Lunch Break: 1 h				
<b>3</b>		<b>Session 3: Demonstration of Model Lesson</b>		
3.1	14.00	Group work for preparation of a model lesson	Group work & presentation	Group C

3

Sr.#	Duration	Session	Methodology	Group of Trainers/AO
3.2		Practice session/feedback/Presentation of model lesson		
<b>Day 4</b>				
<b>1</b>		<b>Session 1: Text Book two- English Package (A)</b>		
1.1	09.00	Course Introduction of the book- English Package A	Info sharing, PPT & group discussion	Group A
1.2	11.00	Course objectives of the subject- English Package A		
1.3		Understand major concepts included in the subject- English Package A		
Tea Break: 15 min				
<b>2</b>		<b>Session 2: How to teach the subject- English Package A</b>		
2.1	11.15	What are the Phonics, Phoneme the Phonemic?	Info sharing, PPT & group discussion	Group A
2.2	-	Basic Language Skills (listening, Speaking, Reading Writing)		
2.3	13.00	4 steps procedure- sound recognition & writing, new words making & assessment		
Lunch Break: 1 h				
<b>3</b>		<b>Session 3: Presentation of the Model Lesson</b>		
3.1	14.00	Group work for preparation of a model lesson	Group work & presentation	Group A
3.2	17.00	Practice session/feedback/Presentation of model lesson		
<b>Day 5</b>				
<b>1</b>		<b>Session 1: Text Book 3- Mathematics Package (A)</b>		
1.1	09.00	Course Introduction of the book- Math Package A	Info sharing, PPT & group discussion	Group B
1.2	-	Course objectives of the subject- Math Package A		
1.3	11.00	Understand major concepts included in the subject- Math Package A		
Tea Break: 15 min				
<b>2</b>		<b>Session 2: How to teach the subject- Math Package A</b>		
2.1	11.15	Prior knowledge of the learners in Mathematics	Info sharing, PPT & group discussion	Group B
2.2	12.00	Teaching methods of mathematics key concepts		
<b>3</b>		<b>Session 3: Presentation of the Model Lesson</b>		
3.1	12.00	Group work for preparation of a model lesson	Group work & presentation	Group B
3.1	13.00			

4



## Field Officers Mentoring Visit Report

Field Mentoring Visit Report is used to collect monitoring visit findings in order to analyze the overall condition for ALP center. Each FO will have hard copy of the proforma to be filled on spot or smart phone with internet facility to be filled online. This proforma consist the following sections:

- (A). Basic Information
- (B). Teaching Performance Indicators
- (C). Learning Performance Indicators
- (D). Mohtamim Performance Indicators
- (E). Remarks and recommendations

Note: This form will be used by each FO during his mentoring visit to assigned Madrassa. This Form will rate the performance of teacher, learner and Mohtamim. It should be noted and remembered that FO will directly responsible either for high OR poor performance of the teacher and learners besides Mohtamim. So this form will also reflect and rate the performance of each FO.

Click Next to Start

### Basic Information

Province \*



District \*

Lakki Marwat

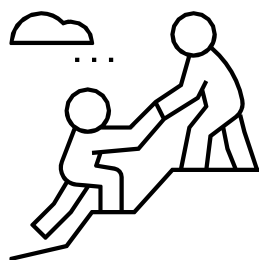


Name of Madrassa \*



Monitoring tool's Link

<https://forms.gle/jcRmUAnrGoDnRUWv7>



Mentoring tool's Link

<https://forms.gle/UU85vcKVpq2hrF8C8>



# Further Details

Who We Are?  
What We Do?  
Our Vision  
Our Mission  
Our Strategy  
How NCHD is Unique?  
Members of the Commission  
NCHD Ordinance

## Work with us



website

[www.nchd.org.pk](http://www.nchd.org.pk)



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