



RISE



Sanjan Nagar  
Public Education Trust



**A Foundational Learning  
Community of Practice Initiative  
Learning Through Harmonies**

گائیں  
اور  
سیکھیں

#GaenAurSeekhain  
#LearningThroughHarmonies  
#AajKyaSeekha

چلو پڑھو بڑھو ترانہ

Singer: Rakae Jamil  
Music Composer: Red Brick Music Studio



A Foundational Learning  
Community Practice Initiative  
*Learning Through Harmonies*

گائیں اور سیکھیں

**Song Name:** Chalo Parho Barho Tarana

**Singer:** Rakae Jamil

**Music Composer:** Red Brick Music Studio

**Lyricist:**

**Performed by:** Sanjan Nagar Public Education Trust Higher Secondary School

**Choir/Lead Vocalist:** Sanjan Nagar School Choir (Hassin Danish, Areeba Ahmed, Malaika Basharat)

**Resource Persons:** Alya Rasheed, Rizwan Gill, Farzana Kasur Attiya Anwar

**Grade/s:** Grade 3 onwards

**Subject/s:** Diversity, Right to Education, Imagination, Linguistic, Reading and Writing Skills, Life skills, Peace, Tolerance

**Credits:** SNPET-HSS & Red Brick Studio (Rakae Jamil)



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## Lyrics:

کہ راہوں میں ہیں پھر وہ جلتا دیا  
یہ چہرے ہیں پیارے تو کیوں در بدر سے ہیں  
کوئی تو دیکھا دے انہیں راستہ  
چلو پڑھو اور بڑھو ہاں کر کے دکھاؤ۔ چلو پڑھو اور بڑھو  
اپنے سنے بناؤ پڑھو اور بڑھو  
ہاں کر دکھاؤ چلو پڑھو اور بڑھو  
تم سے ہیں یہ ساری آنکھیں ہیں  
سونی راہیں یہ تم کو چاہتی ہیں  
تو جہاں بھی کوئی زباں بھی ہو  
آ بھی جاؤ نہ اپنے سنے کے سنگ سنگ  
کوئی سنیں یا نہ سنیں ہے علم یہ سب کے لئے  
یہی صدا ہے وقت کی منزل جنوں اپنے لئے  
ایسی دنیا میں کھونہ جانا تم خود کو پایا تو پھر زمانہ تم  
تو چلو نہ پھر بڑھو نہ پھر پڑھو نہ پھر بڑھو نہ پھر  
چلو پڑھو اور بڑھو ہاں کر دکھاؤ  
چلو پڑھو اور بڑھو اپنے سنے بناؤ پڑھو اور بڑھو  
پڑھو اور بڑھو ہاں کر دکھاؤ چلو پڑھو اور بڑھو  
تو چلتے رہو پڑھتے رہو بڑھتے رہو  
سپنوں کو بناؤ چلتے رہو پڑھتے رہو



## Audio Video Link:

[https://www.cpbpakistan.itacec.org/images/cpb/Chalo Parrho Barrho Ed\\_2011.mp3](https://www.cpbpakistan.itacec.org/images/cpb/Chalo_Parrho_Barrho_Ed_2011.mp3)

## Alignment of Chalo Parho Barho Tarana with SNC 2020

**Thematic Area:** Diversity, Right to Education, Imagination, Linguistic, reading and writing skills.

### Part 1: Alignment with SNC (Single National Curriculum)

Subject	Competency	Standard	Benchmarks Grade 3/4/5	Student Learning Outcome
English Grade 3-5	<b>Competency 3:</b> Formal and Lexical Aspects of Language	Standard - 1 Vocabulary	Build vocabulary through simple affixes, compound words, converting parts of speech, and classifying words into different Categories. Use vocabulary with correct spelling from the textbooks, extended environment and media	Students enhance their vocabulary for meaningful and effective communication
	<b>Competency 5:</b> Appropriate Ethical and Social Development	<b>Standard 1:</b> Students develop ethical and social attributes and values relevant in a multi-cultural and civilized society.	<b>Benchmark II:</b> Demonstrate the social and academic conventions and dynamics to communicate information/ ideas through role plays, discussions and conversations.	Students develop ethical and social attributes and values relevant in a multicultural and civilized society.



## Activities:

### Activity 1:

چلو پڑھو بڑھو گانا سنیں اور نیچے دیے گئے گانے کے بول میں سے نئے الفاظ تلاش کریں پنسل سے ان پر نشان لگائیں اور معنی لکھیں۔

ہے جواں ان آنکھوں میں خواب سارے  
کہ راہوں میں ہیں پھر وہ جلتا دیا  
یہ چہرے ہیں پیارے تو کیوں در بدر سے ہیں  
کوئی تو دیکھا دے انہیں راستہ  
چلو پڑھو اور بڑھو ہاں کر دکھاؤ - چلو پڑھو اور بڑھو  
اپنے سینے بناؤ پڑھو اور بڑھو  
ہاں کر دکھاؤ چلو پڑھو اور بڑھو  
تم سے ہیں یہ ساری آنکھیں ہیں  
سوئی راہیں یہ تم کو چاہتی ہیں  
تو جہاں بھی کوئی زباں بھی ہو  
آ بھی جاؤ نہ اپنے سینے کے سنگ سنگ  
کوئی سنیں یا نہ سنیں ہے علم یہ سب کے لئے  
یہی صدا ہے وقت کی منزل جنوں اپنے لئے  
ایسی دنیا میں کھونہ جانا تم خود کو پایا تو پھر زمانہ تم  
تو چلو نہ پھر بڑھو نہ پھر پڑھو نہ پھر بڑھو نہ پھر  
چلو پڑھو اور بڑھو ہاں کر دکھاؤ  
چلو پڑھو اور بڑھو اپنے سینے بناؤ پڑھو اور بڑھو  
پڑھو اور بڑھو ہاں کر دکھاؤ چلو پڑھو اور بڑھو  
تو چلتے رہو پڑھتے رہو بڑھتے رہو  
سپنوں کو بناؤ چلتے رہو پڑھتے رہو بڑھتے رہو  
دنیا کو بناؤ دنیا کو بناؤ



## Activity 2:

گانے کو سن کر آپ کے ذہن میں کیا تصویر بنتی ہے اپنے خیالات کو چند جملوں میں بیان کریں ڈرائنگ بنائیں۔



### Activity 3:

نیچے دیے گئے حروف کی مدد سے نئے الفاظ بنائیں۔ اور نیچے دی گئی جگہ پر لکھیں۔

# ہ خ او ب ر م ش

عرب، خوب، عارب، خاموش،

رمشا، شامی، مشہور





#### Activity 4:

نیچے دیے گئے حروف کے چارٹ میں سے مکمل الفاظ تلاش کریں۔

جوان، خواب، چہرے، سنے، علم، منزل، دنیا، وقت، آنکھیں

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ں	ش	پ	ر	د	م	ل	ع
ب	ا	و	خ	ق	ع	ب	ف



## Activity 5:

خالی جگہ پُر کریں / الفاظ مکمل کریں؟

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## Feedback Form:

### FORM 1 for Teachers/ External Reviewer

### Evaluation Form for the implementation of Learning through Harmonies Foundational & Social Emotional Learning

### Teachers- External Reviewer

### Title of the Song: "Chalo Parho Barho"

Were you introduced to LTHs in a workshop? Yes/No

Did you download from the APP: Yes/No

### To be filled by Teacher/Teacher Assistant/ Volunteer

Country	
Province and District	
Date of the activity conducted	
School Name in Full	
Type of School Govt./Private/Foundation	
Name of Teacher/Teacher Assistant/ Volunteer who assisted the pilot	
Number of Participants Teachers, Students & External collaborators)	

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

N o	Statement	1	2	3	4	5
1.	The children are actively engaged in activities that use Learning through Harmonies (LTH) resources/content					
2.	The children are actively participating in group work while using Learning through Harmonies (LTH) modules					
3.	The LTH resources are useful for the facilitator					
4.	Children are learning more with music and its activities					

Please respond to the questions in the table below

N o	Question	Answer
5.	Which song module is used most in daily school routines? Which subject?	
6.	What is the frequency of using songs in your classes? E.g., Two songs per week etc.	
7.	Can you see evidence of improved learning outcomes to the use of songs modules/content?	
8.	How can the song content/resources contribute to improving learning outcomes?	Specific Subject: Vocabulary Building: Learning by doing?

## FORM 2

### Evaluation of the use of Learning through Harmonies Resources in camps

To be filled by an external observer/monitor during the Session Observation

Country	
Province/ District	
Date of the activity	
School	
Number of Participants	
Title of the Song Selected from LTH	
Name of External Observer	

Please read the statements below and indicate the option that best describes your opinion

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The teacher was prepared to use the song modules					
2.	Children are actively participating in the session					
3.	The discussion was appropriate to the song module/context					
4.	Children seem to know the song and used the activities well					

No	Question	Answer
5.	Did the teacher include use of song modules/resources in the lesson plan?	
6.	Which song is used most in the school? & Which subject period?	
7.	What is the frequency of using the selected songs as a learning resource? E.g., One song per day/ 1 per week etc.	
8.	Can you attribute any improved learning outcomes to the use of music for learning? Back it up with evidence	
9.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	



## FORM 3

### Evaluation of the use of Learning through Harmonies Resources in learning camps

#### To be filled by Students

Country	
Province	
District	
School Name	
Date of the Activity	
Name of Student	
Your Grade	
Gender	Girls Boys. Other

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
9.	The session/song activities were very engaging and the teacher conducted the session really well.					
10.	All the children in class actively participated in both individual and group activities					
11.	The songs selected for LTH made learning meaningful for me					
12.	The LTH helped me in learning new words and activities through the selected songs,					

Please respond to the questions in the table below

No	Question	Answer
13.	Which part of the learning through harmonies experience did you enjoy most?	Theme wise breakdown Lyrics and Composition: Singing: Links of the curriculum and SLOs: Learning Activities:
14.	Do you think that the songs were well selected by thematic areas and fit well with your curriculum?	
15.	Was there anything you thought was missing from the LTH approach & content?	
16.	Do you think learning through music and related activities is easier? Explain why?	
17.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

# “Learning through Harmonies- Gain aur Seekhain”

**Pilot Duration:** October – December 2022

**Cities /Provinces:** Karachi –Sindh, Lahore- Punjab

**Collaborating Teams:** Government, Education Depts. (Sindh/Punjab), ITA/Pakistan Learning Festival, Poets, Musicians, Schools (public & private) Universities & Expert

A Communities of Practice (COP) innovation for supporting Foundational Learning in Pakistan implemented by Idara-e-Taleem-o-Aagahi (ITA)- its flagship program Pakistan Learning Festival (PLF) in collaboration with Research on Improving Systems of Education (RISE) Program at the Blavatnik School of Education, University of Oxford.

## Vision

” To embed music and performing arts in mainstream curriculum for foundational and social emotional learning”

The learning campaign "Learning through Harmonies- Gain aur Seekhain" aims to foster Social Emotional Learning (SEL) and focuses on enhancing the Foundational Learning of school-going kids by exposing them to pedagogy using music, maker art and craft techniques, and other learning activities related to the songs/poems.

*The proposed learning campaign has taken place in 2 phases which are given below:*

1- Selection and curation of 12-15 songs across themes of inclusion, climate change /STEM and tolerance/diversity in learning will be mapped to foundational literacy rich in language at the right level, linguistic appreciation, geographical diversity, tolerance, heritage, and packed with meaning-making.

*Target Grades: 2- 8 primary and middle level (maybe senior too)*

2- The curated songs along with their activities’ modules has been implemented in the learning camps at different schools followed by evaluation of the students.

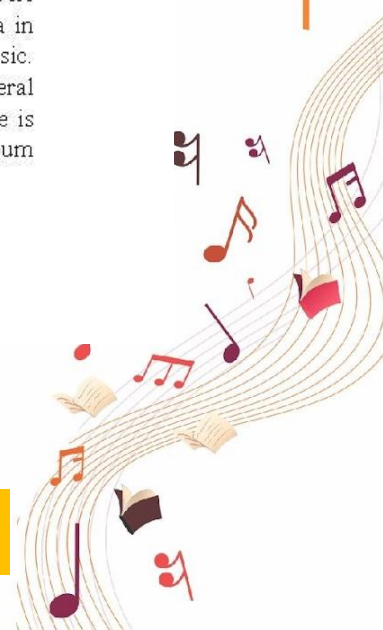


## Profile of all partners



Rakae Rehman Jamil is a musician, music producer and a professor based in Lahore. He acquired his B.A. degree in Musicology from the National College of Arts in Lahore, and his Masters' degree in the Humanities from the University of Chicago with a concentration in Ethnomusicology. He is an Assistant Professor of the Musicology Department at the National College of Arts in Lahore, Pakistan.

Jamil is also one of the lead members of the band "Mughal-e-Funk" which was established in 2017, and is the sitar player for the band. He is also a music producer, and owns his production company titled "Red Brick Music Studios" ([www.rbmusicstudios.com](http://www.rbmusicstudios.com)). He has received extensive training in South Asian instrumental classical music from Pakistan and India, where he spent eight months at the ITC- Sangeet Research Academy in Kolkata in 2010 learning from India's most eminent practitioners of classical music. Jamil has also performed as a session artist as well as a lead artist in several cities across the globe, including Canada, UK and U.S.A. Currently he is producing his second album with Mughal-e-Funk", and his own solo album which he is producing himself.





Idara-e-Taleem-o-Aagahi (ITA)

1/A, Canal Park,  
Gulberg II, Lahore.  
Tel: +92 42 35711107-9