

NATIONAL CURRICULUM FOR LITERACY

**(BASIC LITERACY AND NUMERACY,
FUNCTIONAL LITERACY AND
INCOME GENERATING SKILLS)**

2007



**Developed by
Curriculum Wing,
Ministry of Education,
Government of Pakistan
in collaboration with UNESCO and ESRA**

TABLE OF CONTENTS

S.No	Chapter / Title	Page No
	Foreword	(i)
Section-1	Introduction	
1.1	Context and Rationale	1
1.2	Concept and Definitions of Literacy	2
1.3	Vision and Philosophy underlying the term “Literacy”	3
1.4	Aims and Objectives of Literacy curriculum	3
1.4.1	Aims	3
1.4.2	Objectives of the National Literacy Curriculum	3
1.5	Target Group and Special Focus.	3
1.6	Process of Development of Literacy Curriculum	4-5
1.7	Structure of Literacy Curriculum and Inter-relationships.	5-6
1.8	Overall Implementation Strategy	7-8
Section-2	Literacy and Numeracy Skills	
2.1	Context and Rationale	8
2.2	Definition	8-9
2.3	Specific Objectives	9
2.4	Description, Objectives and Expected Outcomes of Literacy Levels	9
2.4.1	Level 1 (equivalent to class 1+ assessment standard)	9
2.4.2	Level -2 (equivalent to class-2+ assessment standard)	9-10
2.4.3	Level-3 (equivalent to class-4+ assessment standard)	10
2.5	Summary Grid of Learning Outcomes of Literacy Curriculum	11
2.6	Time Allocation	12
2.7	Assessment and Certification	12
2.8	Strategies	12-13
2.9	Matrices of National Curriculum for Literacy and Numeracy Skills	
2.9.1	Level-1	14-18
2.9.2	Level-2	19-20
2.9.3	Level-3	21
Section-3	Functional Literacy	
3.1	Context and Rationale for Functional Literacy	22
3.2	Concept of Functional Literacy	22
3.3	Specific Objectives of Functional Literacy Curriculum	22
3.4	List of Themes	23
3.5	Thematic Matrices	
3.5.1	Islamic Education and Teachings	24
3.5.2	Values and Attitude	25
3.5.3	Ethics	26

3.5.4	Rights and Responsibilities	27
3.5.5	Our Environment and its Protection	28
3.5.6	Health and Nutrition	29
3.5.7	Mother and Child Care	30
3.5.8	Road Safety	31
3.5.9	Disaster Management	32
3.5.10	Life Skills (Conflict Resolution, Decision Making etc.)	33
3.5.11	Technological Literacy with Special Focus on I.T Literacy	34
3.5.12	Gender Equality and Social Issues	35
Section -4 Income Generating Skills		
4.1	Context and Rationale	36
4.2	General Objectives	36
4.3	Curriculum Guidelines	36
4.3.1	Poultry Farming	37
4.3.2	Fish Farming	38
4.3.3	Bee Farming	39
4.3.4	Livestock Rearing	40
4.3.5	Rearing of Sheep	41
4.3.6	Inter Cropping	42
4.3.7	Mushroom Growing	43
4.3.8	Local Handicrafts (Tie-dye Technique)	44
4.3.9	Weaving of Woolen Blankets and Floor Mats	45
4.3.10	Dress Making	46
4.3.11	Embroidery	47
4.3.12	Food Processing and Preservation	48
Section-5 Guidelines		
5.1	Guidelines for Material Developers	49
5.2	Guidelines for Teachers	50-51
5.3	Delivery Mechanism	52
Annexure		
Annex-I	Curriculum Development Team	53
Annex-II	Technical Committee	54
Annex-III	Provincial Review Team, Punjab, Lahore.	55
Annex-IV	Provincial Review Team, Sindh, Karachi.	56
Annex-V	Provincial Review Team, NWFP, Peshawar	57
Annex-VI	Provincial Review Team, Balochistan, Quetta	58
Annex-VII	National Review Committee	59-60

Foreword

Literacy leads to lifelong learning process and thus contributes significantly for sustainable human development. It empowers individuals, groups and nations to participate effectively and positively in the development of the society and the economy. The progress of a country largely depends on the number and quality of its literate population. Pakistan like many other developing countries is in dire need to educate and train its human capital on urgent basis. This is the only mean to develop and expand the potential capacity of its economy. It is strongly felt that the needs and consequent learning process for youth and adults are different from those who study in formal system. For grown up people, a different environment and teaching learning approach is required. This consideration necessitates development of a specific curriculum, a different set of learning material and teaching methodology for Non-Formal Education and adult literacy programmes.

It was in this context that the Ministry of Education recommended the preparation of a National Curriculum for Literacy in its policy document titled "Guidelines for the Strategic Framework of Action for UN Literacy Decade (2003-2012)", published during 2003. The action was initiated soon and with the assistance of Education Sector Reforms Assistance (ESRA), the Curriculum Wing, Ministry of Education developed the first "National Guidelines for Youth and Adult Literacy" in 2005. These Guidelines were extensively shared and consulted with the Provincial Education Departments, experts, NGOs, and other stakeholders and now have been used as a basic document in the development of this National Curriculum for Literacy.

There has been a serious problem of retention of the learners in the literacy centers for completion of the literacy programmes. To tackle this issue it has been decided to add two more components relating to learners needs and interests, i.e. Functional Literacy and Income Generating Skills in the Curriculum. In Functional Literacy component, twelve themes related to learners' common and daily life needs and interests have been added. In Income Generating Skills component, twelve skills for learners from rural and urban both for males and females have been selected. Focus has been on the skills that involve minimum equipments / tools and investment. But, this is not the exhaustive list and is subject to change/addition/deletion according to changing requirements.

In Basic Literacy component, three levels have been introduced. These include the skills of reading, writing and numeracy with strengthening of the literacy skills up to the formal level of schooling and life-long learning. There will be an evaluation on the basis of which the learner will be certified and the literacy programme/centre will be accredited. Assessment tools will also be developed for assessing the literacy skills of the learners in accordance with this curriculum for their certification.

The development of National Curriculum for Literacy has only been possible with financial and technical assistance of UNESCO and ESRA. We are grateful to them for their contributions in this nation building activity. The interest and cooperation extended by all the stakeholders especially NCHD from Islamabad, BUNYAD and PACADE from Punjab, SEF from Sindh, EEF from NWFP and SOCIETY from Balochistan and other concerned NGOs and Government Departments at the federal and provincial levels is equally important and is acknowledged.

We will welcome any suggestions or comments for making this Curriculum more effective.

Arif Majeed
Joint Educational Adviser
Curriculum Wing
Ministry of Education
Islamabad

SECTION – 1

INTRODUCTION

Introduction

1.1: Context and Rationale

Literacy is the first step towards independent and lifelong learning. It comprises a set of basic skills which constitute the foundation in adult basic education. It is one of the important instruments for equipping people with minimum knowledge and skills that can help individuals to contribute effectively to the socio-economic development of the country. Being unable to read and write is not only a disability for the individuals themselves, but illiteracy of masses also hinders social reforms, poverty alleviation and modernization in a society and thus impedes overall economic productivity. Due to its important role in socio-economic development of a society, literacy has been accepted as an indicator of human resource development. Pakistan's low ranking in the global Human Development Index (HDI) is due to its snail paced progress in the area of literacy.

The developing countries like Pakistan need to educate and train their human resources on urgent basis for speedy development. The most reliable and surest means of promoting literacy in a country is to universalize primary education through formal schooling. However, this long term strategy cannot cover those who have missed schooling, or have dropped out, and are now illiterate. A multi-pronged approach is thus needed in such situations. Non-Formal Basic Education centers (NFBE) and adult literacy programmes should therefore be launched to reach the missed out and drop out children, youths, and adults. Needs and learning processes among out of school youth and adults are different from the children who study in formal schools. A different environment and a special teaching-learning approach is required to attract grown up people to learning, and retain their interest in it. This necessitates a distinctive curriculum, and different set of learning materials and teaching methodologies for NFE (Non-Formal Education) and adult literacy programmes.

Promotion of literacy in the shortest time span is a priority for Pakistan, where about half of the population is illiterate. A number of factors have affected the quality of literacy programmes implemented in the past. These factors include inconsistency in national policies, abrupt closure of literacy programmes, lack of institutional backup, little or no research and training institutes for NFE and adult literacy and absence of national curriculum for literacy. A number of government and non-governmental organizations have implemented adult literacy programmes by using their own diverse sets of literacy materials, without following a common curriculum framework and uniform standards of assessment. This has resulted in poor or lack of standards in competency levels of graduates of some of the literacy programmes with respect to official definition of literacy in the country. It was in this context that the Ministry of Education recommended preparation of a national literacy curriculum in its policy document of 2003 titled "Guidelines for the Strategic Framework of Action for UN Literacy Decade (2003-2012)", developed in collaboration with UNESCO and JICA. Formulation of a national curriculum for literacy has also been envisaged in the recommendations for a new education policy, which is now in the process of finalization. (Education in Pakistan: A White Paper, December 2006, Islamabad). Ministry of Education accordingly initiated efforts towards this direction.

In collaboration with Education Sector Reforms Assistance (ESRA) Programme, the Curriculum Wing, Ministry of Education developed the first National Guidelines for Youth and Adult Literacy. These Guidelines have been used as a basic document in the development of the National Curriculum for Literacy. Further, development of literacy curriculum is part of a broader national strategy to achieve a 50 per cent improvement in existing level of adult literacy by 2015. Preparation of national curriculum for literacy also responds to the need for harmonizing national efforts effectively and for placing "literacy" at the heart of elementary education for transforming Pakistan into a literate society.

1.2 Concept and Definitions of Literacy

Varied opinions exist about the concept and the definition of literacy. Literacy can be viewed from different angles. It can be perceived merely as a skill to recognize alphabets. Some may emphasize communication feature of literacy, which is the ability to decipher written codes to understand and express oral messages. In certain situations, use of literacy for bringing social change, or fostering a new political philosophy in the masses may be overemphasized. Some may assign greater value to the positive impact of literacy on productivity of industrial workers and farmers. Originally, a number of international organizations have been using a traditional definition of literacy which was limited to the ability to read and write, with understanding, a short simple sentence or paragraph and to do simple arithmetic calculations. The functional dimension or empowerment feature of literacy was added later. Use of literacy skills by an individual to independently handle routine situations in his/her daily life became the ultimate objective of literacy. The following definition of functional literacy highlights this aspect:

"A person is functionally literate when he has acquired the knowledge and skills in reading and writing, which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture or group"¹

Recently, Actionaid International, in collaboration with UNESCO consulted 142 organizers of literacy programmes and experts in 47 countries to evolve a common understanding about the concept and definition of literacy. As a result, the following perception of literacy has emerged:

"Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihood, and gender equality. The goals of literacy programmes should reflect this understanding"².

The above perception makes it clear that the pursuit for literacy should not be confined to the acquisition of the ability to recognize alphabets, or read and write simple words only. Equally important is practical application of this ability to become an active member of the society, improve the quality of his/her life, enhance livelihood, and become conscious about gender equality and other social norms and values of the society. It may thus be concluded that although skills of reading, writing, and numeracy lay the foundations for literacy, the ultimate goal is to use these skills for improving quality of life by acquiring new information and knowledge and bringing healthy behavioral changes among the adult learners.

In terms of competency levels in reading, writing, and numeracy, different countries have derived their own norms and definitions of literacy, which are based on their linguistic, economic, and social needs. In Pakistan, literacy is usually defined as the ability of a person to read and write simple statements with understanding in the national or regional languages, besides being able to do some simple calculations.

¹ Gray, W. S. *The Teaching of Reading and Writing, Paris, UNESCO, 1956- Monographs on Fundamental Education, X.*

² UNESCO, *Global benchmarks for adult literacy, Global Campaign for Education/Action Aid International, 2005.*

1.3: Vision and philosophy underlying the term “literacy”

Preparation and implementation of a national curriculum for literacy is inspired by the vision that free basic education is a human right, and literacy is the first step towards independent learning. Basic education and literacy help in attaining other human rights. This vision has already been reflected in the Constitution of Pakistan as follows:

The state shall:

“remove illiteracy and provide free and compulsory secondary education within minimum possible period³”

Literacy programmes and acquisition of literacy skills by out of school youth and adult illiterates should be seen in the perspective of lifelong learning. The concept of lifelong learning forms the basis for human resource development, and is increasingly being followed in market economies where technological changes require continued up-gradation of knowledge by the individuals, groups, and societies who want to survive and progress in the competitive world.

1.4: Aims and Objectives of Literacy Curriculum

The national literacy curriculum has been prepared to harmonize outputs of existing literacy programmes and improve their quality. This initiative is a part of the commitment of the Ministry of Education, Govt. of Pakistan to achieve Education For All (EFA) goals, and create a literate environment in the country. The overall aim and objectives of the national curriculum for literacy are as under:-

1.4.1: Aim: To provide learning opportunities for out of school population (age 10+) who never went to school or have dropped out before becoming literate, and develop their literacy and numeracy skills relevant to their practical life, enabling them to improve quality of their lives.

1.4.2: Objectives of the National Literacy Curriculum

The National Curriculum for Literacy will contribute in achieving the following objectives:-

- i. To promote the acquisition of knowledge and the development of competencies and skills required to enhance learners’ quality of life.
- ii. To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the interventions sustainable.
- iii. To ensure quality of learning through the adoption of appropriate methodologies and strategies.
- iv. To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes.
- v. To facilitate mainstreaming of neo-literate in formal system of education.

1.5: Target Group and Special Focus

The literacy programmes attempt to reach the **out-of-school population** (age 10+) who never went to school or who dropped out before learning to read and write independently and/or before completing primary education. Since the majority of the out-of-school population in Pakistan comprises females, special emphasis should be placed to attract them, meet their learning needs, and create conducive environment for their successful acquisition of literacy skills. Special focus is also placed on **rural areas**, given the fact that most of Pakistan’s illiterate population lives in rural areas, and is characterized by poverty and lack of development opportunities.

³

Government of Pakistan, 1973, Article 37-b, of the Constitution of Pakistan 1973, Islamabad

1.6: Process of Development of Literacy Curriculum

Initial outlines of the national curriculum for literacy were first reflected in the National Guidelines for Youth and Adult Literacy (2005). The process for preparation of these guidelines started during 2003, and was completed in 2005. These Guidelines deliberated on evolving definitions of literacy in Pakistan, and proposed a revised definition of basic literacy to also include numeracy, which is not included in the national definition. The Guidelines also elaborated literacy skills into three levels and proposed a time frame for their acquisition. Realizing the need for an exclusive official document on literacy curriculum, Ministry of Education with technical support of UNESCO and ESRA, initiated the process for development of a national curriculum for literacy during 2006.

A Steering Committee was constituted by the Ministry of Education to oversee and extend guidance in the process of development of literacy curriculum through a consultative process. The Steering Committee consisted of representatives and experts from National Commission for Human Development (NCHD), Allama Iqbal Open University (AIU), The Pakistan Education Foundation (PEF), Pakistan National Commission for UNESCO (PNCU), Education Sector Reforms Assistance (ESRA) Program, UNESCO, and the Curriculum Wing and the Projects Wing of the Ministry of Education. This Steering Committee met twice during November – December 2006 and formed three expert committees to prepare draft outlines of curriculum for basic literacy, functional literacy, and income generating skills. During the preparation of a draft curriculum, the following national and international documents were consulted and kept in view as reference:

- i. Principles of Curriculum Design for Literacy Training, ATLP, Volume No 1, 1989, UNESCO Principal Regional Office for Asia and Pacific, Bangkok
- ii. Literacy and Non formal Education Curriculum Framework, Ministry of Education, Literacy Department, 2005, Afghanistan, Kabul
- iii. Curriculum Framework for Literacy Course in India,
- iv. National Adult Literacy Curriculum (Revised), Directorate of Non-formal Education (DNFE), Primary and Mass Education Division, Bangladesh.
- v. National Guidelines for Youth and Adult Literacy, 2005, Ministry of Education, Govt. of Pakistan.

Draft curricula in three categories outlined by three teams were discussed and reviewed in a meeting of the Technical Committee which met from 13-14 February 2007, in Islamabad. Representatives from major organizations implementing adult literacy programmes in the country, and experts from Provincial Bureaus of Curriculum and university departments of education participated in this meeting and refined the draft curricula. These drafts were presented in a series of provincial level workshops during March, 2007. These workshops were held in provincial headquarters as per details given below:-

S. No	City and Venue	Dates
1	Lahore : Punjab Textbook Board	March 5-6, 2007
2	Karachi: Higher Education Commission (provincial headquarters)	March 12-13, 2007
3	Quetta: Bureau of Curriculum and Education Extension	March 19-20, 2007
4	Peshawar: NWFP Textbook Board	March 26-27, 2007

Representatives and experts of government organizations and major NGOs in respective province, working in the area of adult literacy were invited to these meetings. Provincial level meetings provided all stakeholders an opportunity to study the draft curricula and provide their feedback for improvement. Provincial meetings proved beneficial and productive in getting valuable inputs of people working at the grass root level. After completion of the series of provincial meetings, the expert committees met again to revise and improve the curricula in the light of gaps identified and recommendations given in the provincial meetings. The draft curricula

were also shared with UNESCO Institute of Lifelong Learning (UIL, Hamburg, Germany) which provided professional advice for re-alignment and fine-tuning of the draft.

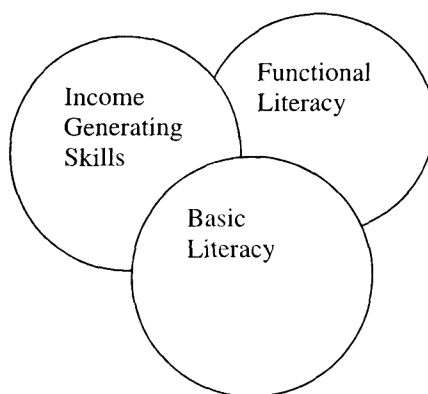
1.7: Structure of Literacy Curriculum and Inter-relationships

As stated in the preceding paragraphs, the ultimate goal of literacy curriculum is to equip the learners with information, knowledge and skills which empower them to improve their quality of life. Literacy programmes should not restrict their focus only to teaching of reading, writing, and simple calculations. Acquisition of these skills is not the end in itself, but means to achieve the long term objective of empowerment. Keeping in view both short term and long term objectives of literacy programmes, curriculum has been woven around three axis, namely literacy and numeracy skills, functional literacy or life skills and income generating skills. For understanding the place and relationship of these three components or axis of the curriculum following aspects should be kept in view:

- i. Acquisition of reading, writing, and numeracy skills forms the first step towards independent learning, or learning to learn through use of print media. It is pertinent to state that the official definition of literacy used for census purposes in Pakistan (1998) does not include arithmetic, although other countries in the region have included this important skill in their literacy definitions.
- ii. All the three basic skills of literacy i.e. reading, writing, and numeracy have been included in the Literacy Curriculum of Pakistan. These skills have been elaborated in the first section under the category of Literacy and Numeracy Skills. Competency levels of these literacy and numeracy skills have been determined keeping in view the national definition of literacy, and literacy curricula of other countries in the region.
- iii. A sequential order or spiral structure has been proposed in case of literacy and numeracy skills by dividing these into three levels. Division of curriculum grid in three levels has been recommended by UNESCO and is followed in a number of countries. This sequencing of competencies in different levels is based on universal principles of teaching language and arithmetic.
- iv. Functionality of literacy programmes is the most important dimension for their success and real impact. Skills of functional literacy, including life skills, sensitization about gender equality, citizenship, social values and norms, and income generating skills etc. have been enlisted in the relevant section under the category of Functional Literacy Skills (or Life skills).
- v. Most of the illiterates in Pakistan are poor and belong to disadvantaged groups of the society. Illiterate farmers, labourers, manual workers, unemployed youth, and rural women can either save or earn money by learning new income generating skills, or enrichment of already acquired crafts or occupational knowledge. In Section 4, Income Generating Skills, a list of such trades, vocations, crafts, and economic activities has been given which can be undertaken by the learners without costly instruments or high-tech training. Another basis for selection of these vocations or economic activities is that the products can either be used by the learners themselves (by saving their spending) or can be marketed easily within their immediate environment.
- vi. An important feature of three components of literacy curriculum (literacy and numeracy skills, functional literacy skills, and income generating skills) is the flexibility in their delivery. It is not necessary that functional literacy contents or income generating skills are offered after learners have completed a basic literacy course, or have fully acquired literacy and numeracy skills. Rather, it is strongly recommended that functional literacy contents are offered from the very beginning, along with literacy and numeracy skills, to make teaching of reading and writing more interesting and meaningful. The following modes of delivery are recommended for basic literacy, functional literacy and income generating skills:-
 1. Infusion approach: This approach aims at integrating functional literacy contents into the basic literacy primers in the form of key words, meaningful sentences, and small paragraphs. Inclusion of such indirect and direct messages in the basic literacy primers will provide teachers an opportunity to elaborate messages behind those key words or sentences through verbal explanations.

2. Reflective learning or Oral transmission: Through this mode useful information on life skills may also be included in the lesson plans of basic literacy. For example, teacher may start the lesson by first offering verbal information and guidance on selected themes and generating discussions among the learners on a particular issue relating to their daily life situations, including health care, food and nutrition, or civic responsibilities etc. This will make literacy classes more interesting for the learners as they will be acquiring new information even before their mastery over literacy skills.
3. Supplementary readers: Development and production of post literacy material or supplementary readers with functional literacy contents or income generating skills in easy language is the most common and important mode of delivery. These readers may be provided to the learners once they have acquired literacy skills of middle level and have entered into the phase of self learning. Provision and availability of such readers in literacy centres will enrich the knowledge of teachers, enabling them to improve their lesson plans, by transmitting useful information on functional literacy contents to their learners more effectively.

As the development of sustainable and functional literacy and numeracy skills is to be organized as a continuous process with different stages, the National Curriculum for Literacy is based on a model of three-level literacy programme with detailed framework for minimum learning standards and expected outcomes at each level. All the three levels of literacy are defined within the context of socio-economic conditions of Pakistan.



Integration of Literacy Components

Integration of skills development

The present curriculum is based on estimated information regarding time (number of hours a day) and duration (weeks/months) needed for the coverage of various skills at the required level or standard. In Pakistan, no independent research has been undertaken so far to determine time duration needed for completion of various levels of literacy. In a recent survey conducted by the Actionaid International, it has been recommended that a good quality literacy programme should continue up to three years of learning. In this national curriculum, a time span has been suggested. It is expected that this suggested time span will contribute in motivating the literacy organizations to reconsider duration of their literacy cycles, to ensure that sustainable literacy skills are acquired by all learners at their centres by the end of their literacy course.

1.8: Overall Implementation Strategy

This National Literacy Curriculum aims to harmonize the on going efforts of literacy programmes implemented by the government organizations and NGOs. It does not suggest a particular set of literacy materials or teaching learning methodologies. Organizations and individuals working for adult literacy can develop their own diverse sets of literacy material and follow delivery methods of their choice. National Curriculum for

Literacy provides guidance on the competency levels to be achieved by the learners to qualify for being considered and certified as 'literate'. This guidance is elaborated in the form of lists of competencies in language and arithmetic for various levels. Their details are provided in matrices given in the respective section.

A strict or specific time frame has not been set for implementation of this curriculum. Government organizations are obliged to keep in view the requirements and standards of literacy skills while planning their future programmes. On the other hand, NGOs are expected to gradually harmonize their teaching and learning strategies and assessment standards to the competencies envisaged in the curriculum.

The overall implementation strategy of the National Curriculum for Literacy is elaborated below:

1. The curriculum does not aim to prescribe a particular set of literacy material or teaching-learning methodologies. It endeavors to harmonize outputs of the literacy programmes, or terminal competencies of graduates of literacy classes. It provides broad criteria, quality standards and guidelines to understand the foundations and requirements for literacy programmes and its practical implications for teaching and learning at various levels.
2. Literacy skills will be taught in an **integrated and articulated** manner relevant with life skills and practical skills. Learning contents should be related both to the learners' immediate environment and culture, and the broader society and global context.
3. Life skills should stress the domain of the world of work, employment, economy, entrepreneurship, livelihood and **income generating activities** in order to help learners' improving their material conditions of life. Where ever possible, linkages should be established to the **local level development initiatives** and training programmes.
4. Provisions for making use of and creating **literate environment** will be necessary to make literacy efforts sustainable, and to promote independent learning.
5. A **non-formal** approach will be used to accommodate the heterogeneity and the different realities and needs of various segments of the population, such as differences of age, gender, geographical area, language and specific learning interests.
6. Decisions on the **language(s)** used and taught in the literacy programmes will be made by the provincial governments or the NGOs implementing literacy programmes in their respective areas / regions based on the demand of the target group.
7. The literacy approach must be **culturally and contextually gender responsive**. The implementation of curriculum, as well as all other components of the programmes will be responsive to gender needs.
8. An **attitude of lifelong learning** needs to be developed in a continuous manner throughout the three levels by providing opportunities to understand and reflect about how people learn and why learning is important in peoples' lives.
9. **Linkages and cooperation** between agencies/organizations (both government and non- government) working for socio-economic development need to be strengthened in order to facilitate the integration of the literacy programmes and courses with other developmental initiatives.
10. The use and combination of a variety of **delivery modes** is recommended, such as face-to-face teaching, each one-teach-one approach, self-instruction and distance learning, etc.

It is pertinent to point out that basic literacy and numeracy skills form the most significant component of this curriculum and thus to a great extent is a prerequisite for other two components i.e. Functional Literacy and Income Generating Skills. For that reason, it is proposed that the basic literacy and numeracy teacher may offer the functional literacy curriculum to learners in an integrated way, depending upon their academic performance and motivational level. The Income Generating Skills component of curriculum basically pertains to the self-learning stage. It may thus be undertaken by the learners individually, or in groups, under the guidance of a teacher or technical instructor, as the case may be.

SECTION – 2
LITERACY AND NUMERACY SKILLS

2. Literacy and Numeracy Skills

2.1: Context and Rationale

Acquisition of Literacy and Numeracy Skills is the first step towards independent and lifelong learning. This comprises a set of basic skills which constitute the foundation of adult and basic education. It is one of the important instruments of equipping people with minimum knowledge and skills that can help individuals to contribute to the socio-economic development of the country. There is a need to design a set of quality standards for literacy and numeracy skills, keeping in view the fact that literacy and adult education programs in the country are organized by a variety of governmental and non-governmental organizations, which use their own diverse sets of teaching and learning strategies and materials. This curriculum has been designed to meet the needs of program managers, developers of literacy and numeracy materials, and to the growing body of organizations and individuals involved in addressing adult literacy and numeracy issues. Besides it will also be highly useful for trainers, literacy teachers and facilitators.

In this curriculum, some key competencies that aim at an integral development of learners' potentials have been determined. These broader cross-curricular competencies need to be addressed throughout the three levels and through diversity of life-related themes and learning strategies. These competencies can be clustered as follows:

- Personal competencies (learning to be)
- Cognitive competencies (learning to know and learn)
- Relational or social competencies (learning to live together)
- Productive competencies (learning to do)
- Transformational competencies (learning to change)

In addition to the communicational competencies (reading, writing, listening, speaking), some of the generic or instrumental competencies that can be developed in a cross-curricular manner include:

- Critical and analytical thinking
- Creative problem solving
- Identification and assessment of capabilities
- Independent learning skills and attitude

The learners may be divided into following four groups in the context of national language:

- (a) Urdu as mother tongue
- (b) Urdu as bilingual need
- (c) Urdu as second language
- (d) Urdu as foreign language

The strategies and methodologies for teaching and learning thus vary from group to group. Therefore the eclectic approach based curriculum for literacy and numeracy aims at fulfilling these needs.

2.2 Definition:

In the context of Literacy and Numeracy Skills, we may define **Literacy** as:

"The ability to read, write and calculate simple symbols, digits, words, sentences, texts, with understanding at normal speed, and tackle everyday life problems related to citizenship, gender

sensitivity, health, ethics and technical know-how to improve life and ultimately the society.” The definition refers to Literacy and Numeracy Skills components.

The above mentioned definition covers all the three levels of literacy which may equip a person with critical thinking and problem solving skills, awareness of citizenship, new technical information and skills to improve oneself and one’s environment.

2.3 Specific Objectives:

Specific objectives of the National Curriculum for Literacy are:-

- i. To develop language skills (listening, speaking, reading and writing) for effective communication in the required language and to continue learning;
- ii. To develop numeracy skills and problem solving skills for application in daily life;
- iii. To apply knowledge of ethical and religious norms and values to all spheres of life;
- iv. To enhance awareness related to practical uses of science and technology, including mass media and ICTs;
- v. To develop responsible attitude towards environment and health through scientific knowledge;
- vi. To enhance appreciation for family and community life by inculcating positive values and attitudes, including gender sensitivity;
- vii. To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions;
- viii. To enhance independent and positive critical thinking.

2.4 Description, Objectives and Expected Outcomes of Literacy Levels:

2.4.1 Level 1 (equivalent to class 1+ assessment standard)

The focus at this first level will be on the introduction to **basic literacy and numeracy**. Literacy and numeracy skills will be developed through themes that are relevant to learners’ everyday life (life skills). Necessary oral skills in Urdu as a second language will be gradually introduced wherever required. Practical and pre-vocational skills would be optional for learners depending on the availability of the training facilities.

Objective: To enable the learner to recognize, read, write and reflect with understanding, the purpose and message of simple sentences and texts, addresses, posters, signs, symbols, digits, numbers up to 1000 (in figures) and up to 50 (in writing) and perform arithmetical operations up to 2- digit numbers.

Expected outcome: Ability to read a simple paragraph with understanding, to express ideas in simple writing and to do basic calculations.

2.4.2 Level 2 (equivalent to class 2+ assessment standard)

The focus at this level will be to further strengthen the literacy and numeracy competencies acquired at the former level. The use of real life related materials will be encouraged (newspapers, magazines, comics, street signs, calendars, posters, etc). At this level reading and writing in Urdu will be introduced and developed in a more systematic way particularly in those cases where it is learner’s second language. The scope of life skills themes will be increased. English as an international language may be introduced orally, if teaching capacity is available.

Objective: To enable the learner to read and write, with accuracy and fluency, understanding different types of text and designs of various forms used for different purposes, recognize numbers up to 100,000 and their progression; calculate up to 5-digit numbers in addition and subtraction and by 3-digit numbers in multiplication and division, learn simple measurements and be able to express own views and identify and solve problems related to self and surroundings.

Expected outcome: *Ability to read newspapers and communicate in simple writing to fill forms of daily use with understanding and to perform arithmetical operations and measurements related to day to day needs.*

2.4.3 Level 3 (equivalent to class 4+ assessment standard)

The focus at this advanced / self learning level will be on the consolidation of the competencies developed in the previous levels related to communicative language, arithmetic and life skills. Second language skills will be further strengthened and English as an international language will be introduced in reading and writing depending on the availability of teacher.

Objective: To enable the learner to read and write accurately, fluently with speed and understanding of meanings of text. The learner at this level should be able to reflect on any type of text of daily usage; perform arithmetic operations for digit numbers and be able to practice the average and percentage, comprehend information and results and find ways for one self to make his/ her life better as a literate member of the society.

Expected outcomes: *Ability to read and comprehend contents of textbooks, magazines and general reading material, write applications, letters giving information and feelings in simple text and ability to interpret, synthesize and solve arithmetical operations, geometrical and measurement problems related to day to day needs and continue self-learning.*

A literate young person after these three levels may join the regular/ formal school. He /She may study additional school courses like Islamic Studies, Science and Social Studies etc, to become primary level educated person and to continue further formal education.

2.5 Summary Grid (Level wise) of Learning Outcomes of the Curriculum

	Level 1. (1+)	Level 2 (2+)	Level 3 (4+)
Reading	To recognize, read, and understand simple sentences, words, posters, digits, numbers, symbols, signs and signboards etc.	To read and understand the news items, simple paragraphs of different types of texts, advertisements and posters etc.	To read fluently while understanding various kinds of general text, tables, graphs like pie, bar, pictorial etc., signs and symbols of common usage and comprehend the information, results and impacts.
Writing	To write personal and family names and addresses, simple words/ sentences and numbers up to fifty (both in digits and words) and basic arithmetic symbols	To write simple notes, letters, messages, receipts with digits and symbols as well as numbers above fifty and fill simple forms after understanding them.	To communicate in writing in the form of applications, letters, brief accounts, personal views and present information in simple text, forms, and geometrical figures.
Speaking	To speak the language clearly and easily and communicate simple messages in oral and written form and solve simple numerical problems of day to day life and show keenness to acquire knowledge for development.	To speak and express views in an adequate way, gather and use information and demonstrate ability to identify and solve problems concerning self and surroundings.	To prepare and give an oral presentation or report about a discussion appropriately.
Listening	To listen and identify the main points of simple instructions and short narratives or information.	To listen actively the details of a discussion, explanations, instructions, narratives and identify the main points.	To identify and analyze different purposes behind the use of language and reflect critically on speaker's point of view.
Numeracy	To recognize, understand and count numbers up to 1000 and add, subtract, multiply and divide up to 2- digit numbers with carry over.	To recognize, understand and count numbers from 1000 to 100,000. To perform arithmetic operations (addition and subtraction up to 5-digit numbers, multiplication and division by 3-digit numbers) related to simple measurements of time, money, length, weight, volume, area, etc	To perform arithmetical operations and calculate more than 5- digit numbers. Understand geometrical figures and measurement as well as problems related to average and percentage.
Life Skills	Life skills component should preferably be started from level III.		To participate and contribute in society as a literate person for the solution of day to day problems, issues and to continue self-learning

The specific learning outcomes with their objectives, skills, contents, activities are elaborated in the Matrix of the Curriculum.

2.6 Time Allocation: 350-520 hours for the three levels without practical skills. The number of learning hours includes the time that learners spend on individual work in Community Learning Centers (CLC).

	Level -I	Level -II	Level -III	Total Hours
1. Teaching:	175 hours	100 hours	80 hours	355 hours
2. Revision:	75 hours	50 hours	40 hours	165 hours
Total:	250 hours for language or numeracy	150 hours for language or numeracy	120 hours for language or numeracy	520 hours

(Note: Above time span is suggestive. Different literacy programmes can achieve the learning objectives in a shorter time span by using innovative methods)

2.7 Assessment and Certification

Different kinds of assessment tools can be used in literacy programmes. Learners wishing to enroll in a literacy program should be assessed for **placement**. This is to ensure that they are placed at the correct level of learning. If they do not fall within the proposed three literacy levels, they should be referred to other institutions or training programmes.

Educators who teach a literacy program should be aware of the different forms of assessment. They will be expected to conduct **internal informal, formal and diagnostic** assessments. Diagnostic assessments should enable the educators to recognize learning difficulties. Moreover a system should also be designed for referring learners with special learning needs to appropriate learning institutions.

Formative and summative assessments should be carried out. Formative assessment includes the range of continuous assessment activities which are in-built into the course materials, such as self assessment, peer assessment, class tests and oral presentations etc.

In assessments half of the marks (50%) should be for formative assessment and the remaining 50% for their summative assessment. At levels-I and II the summative assessment should be internal and at level-III the summative assessment should be external. Learners should receive a certificate at the end of each level.

Special provisions should be made to accommodate the learners, who do not wish to be formally assessed and accredited with a certificate for continuation in a literacy programme.

2.8 Strategies

In order to effectively implement the curriculum framework the following strategies and support measures are recommended:-

a) All material developers before embarking upon the task of developing specialized materials should ascertain what is already available and what can be slightly modified or adapted to suit specific learning objectives and at what level. This exercise will save a lot of unnecessary labour and will result in affective utilization of the existing materials.

b) Program monitoring will enable implementers to foresee problems and to make amendments in programs / plans to rectify the deficiencies. Continuous monitoring may help the educators to adjust their teaching methods and to improve curriculum contents. Various tools for monitoring will be required for each level and program and need to be developed before the implementation of the programme.

(c) **Openness and flexibility** in the implementation of the curriculum framework will be decisive for its functionality and success of the literacy program.

(d) Use of multiple resource materials which can be applied to real life situations should be used for promoting literacy skills. Teaching and learning of reading and writing skills will be eclectic in nature combining different methods with a diversity of exercises. Emphasis will be placed on making learners recognize and comprehend the meanings of phonemes and words. Vocabulary and complexity of the text will be in a graded form i.e. complexity level to be increased gradually. This will be facilitated by the use of supplementary materials from learners' everyday lives (e.g. newspapers, official documents, court decisions, police reports, forms, accounts, land and trade etc.). Skills must be developed systematically across the curriculum in all the learning areas throughout the three levels. Since adults are already capable of carrying out many numerical operations in their daily lives, so each mathematical operation will be approached and taught in a different manner. Rather than depending on rote-learning the methodological approach should be based on understanding the principles behind an operation. The mathematical exercises need to be integrated into economical, occupational, commercial, vocational and other daily activities that people perform in their lives.

(e) Children, youth and adults even those who are illiterate and have never attended school have a wealth of competencies, knowledge and experience that must be acknowledged as the starting point for the teaching process in every level, area and lesson.

(f) The development of a **training curriculum** for literacy personnel (managers, material developers, supervisors, and teachers) is recommended. The involved literacy personnel should also have opportunities on an ongoing basis to upgrade their skills and develop professionally.

(g) Support structures like mobile libraries should be particularly arranged in rural and disadvantaged areas to develop a **literate environment**.

2.9 Matrices of National Curriculum for Literacy and Numeracy Skills

2.9.1 Level-1

Objective: To enable the learner to recognize, read and write with understanding the purpose, meaning and message of text based on words, simple sentences, addresses, forms, posters, signs, symbols, digits, numbers upto 1000 in figures and upto 50 in words and perform arithmetical operations up to 2- digit numbers.

(i) Language with Listening/ Speaking and Understanding		
Concepts/Contents	Teaching/Learning Activities	Assessment of Learning Outcomes
<ol style="list-style-type: none"> 1. Alphabets (basic, dots, characters, diacritics). 2. Shapes of letters (initial, middle, last and isolated). 3. Ligatures/ syllables consisting of two, three, four or five characters combinations with and without vowels. 4. Words having all forms of letters and their diacritics. 5. Words (meaningful) based on nouns, pronouns, verbs, objects, auxiliaries, digits and numbers up to 50 etc. 6. Simple sentences of two, three or four words and so on. 7. Additional words/ vocabulary for teachers for reinforcement. 8. Special words with specific diacritics for different occasions and idioms etc. 9. Word selection from personal to national, historical and cultural heritage: <ol style="list-style-type: none"> (a) Body and its parts; (b) Things of daily use; (c) News vocabulary, things from surroundings and atmosphere; (d) History, Culture, Pakistan and Islam. 10. Different forms of interrogative, negative, affirmative, passive and active. 11. Complex sentences having two clauses with common or other grammatical notions. 	<ol style="list-style-type: none"> 1. Motivational activities and strategies related to personal issues. 2. Showing pictures. Analysis of pictures and questioning about their names, combination, functions and activities as per methodology or strategy. 3. Discussion on day to day matters depicting pictures, charts, graphs, news, events. Group discussion on contemporary issues in the language concerned to create an atmosphere for the language speaking and understanding. 4. Using A.V. Aids like cards and charts etc. of different characters, letters, words, signs, symbols and questioning about their names, phonemes or functions relating to daily life. 5. Brainstorming, role playing, buzzing, participating in the contests and speeches in target language. 6. Recognizing time, reading, counting and calculating in the sums for daily use. 7. Model reading by instructor for letters, words, sentences, with proper sound and accented pronunciation. 8. Recitation by the learner and reading as directed by the teacher through model presentation. 9. Giving additional words to depict the sound and existence of the letters and syllables. 	<p>Techniques based on observations, oral tests and performance exercises in reading and writing will be used to assess the achievements of outcomes as under:</p> <ul style="list-style-type: none"> - Reading silently and answering the questions for the meanings and copying the words/ sentences. - Reading the digits up to the numbers of 1000 and in words upto number 50. - Reading specific words and simple sentences having nouns, verbs and the objects in their syntactic arrangements. - Reading complex structured sentences with qualifying words like object, negation, affirmation and interrogation, salutation, etiquettes (their different canonical forms or words from personal likings, experience, mechanical or technical vocabulary or from cultural, historical or problem solving issues). - Reading a paragraph with understanding and answering the questions orally. - Reading and copying news headlines with understanding. - Reading and writing newspaper headlines and answering orally to the questions related to meanings of the message.

<p>12. Complex sentences, specially having parenthetical clauses.</p> <p>13. Sentences about surroundings, atmosphere, culture and history of Pakistan and Islam etc.</p> <p>14. Sentences also having mixed (diphthongs) characters, diacritics and doubles etc.</p> <p>15. Mostly sentences consisting of daily use and in active form of speech.</p> <p>16. Recognizing shapes and signs and learning names of line, circle, semi circle, square, triangle, oval and rectangle.</p> <p>17. Numbers upto-1000.</p> <p>18. Digits, equations and sums in words and simple sentences.</p> <p>19. Reading sentences with arithmetical symbols.</p>	<p>10. Recognizing and memorizing order of the alphabets.</p> <p>11. Practicing games about letters, words and sentences</p> <p>12. Using words and sentences to explain personal experiences about familiar things in target language to create an atmosphere for the language learning.</p> <p>13. Filling in the blanks using letters/ words.</p> <p>14. Reading and writing particular idioms and groups of words.</p> <p>15. Reading specific sentences by following teacher through dictation or questioning.</p> <p>16. Model pronouncing of names of digits by showing their shapes and place.</p> <p>17. Reading the names of numbers by following teacher's pronunciation.</p> <p>18. Construct sentences orally with the help of familiar and easy words on practical issues.</p>	<ul style="list-style-type: none"> - Recognizing, reading and understanding arithmetic symbols. - Reading and understanding the arithmetic expressions to solve sums. - Reading and telling time from watch or clock. - Reading and telling basic measurements of length, weight, volume and quantity etc. - Reading cash memos, utility bills and receipts etc. - Reading dates of birth, price tags, expiry dates of provisions and medical items. - Reading condolence, congratulation and wedding or other celebration messages. - Reading of milestones, bill boards and posters having words, sentences, signs, digits and symbols etc
---	--	--

(ii) Writing- with Listening, Looking, Understanding		
<p>Same content as mentioned under reading be given :</p> <p>Besides reading, letters, symbols, shapes, words and sentences or fill in the blanks may also be given.</p>	<ol style="list-style-type: none"> 1. Practice/ drill (over writing) on different letters, ligatures, words, dots, diacritics as per need of the language. 2. Copying different letters, words, ligatures, dots, diacritics as per need of the particular language. 3. Copying letters and ligatures (with and without dots and diacritics), words and sentences. 4. Practicing signs/ letters/ ligatures of almost similar appearance or sound. 5. Filling in the blanks with letters and words etc. 6. Writing letters, words and sentences by following the dictation. 7. Combining different syllables to form words and sentences. 8. Writing words with specific diacritics and symbols. 9. Filling forms of self and family (having place names and addresses etc) including NIC forms and passport applications. 10. Drill activities for writing exercises. 11. Answering questions by writing. 12. Writing numbers in words by following dictation or seeing digits. 13. Writing sentences based on experience or opinions. 	<p>The outcomes of the reading section also apply for writing. In addition learning outcomes include the following:</p> <ul style="list-style-type: none"> - Writing of own, family names and places names etc. by following dictation or by himself/herself in any form including NIC and passport forms etc.

(iii) Reflecting- with Listening/ Speaking/ Writing		
<ol style="list-style-type: none"> 1. Same contents as described under Reading, Writing and Numeracy of daily use. 2. Different measurement scales used in everyday life. 3. Names and symbols of different geometrical shapes. 4. Shapes and fractions of half, quarter and one third etc. in digital form. 5. Time scale on watch or clock reading dates, days, months and years (in words, digits, symbols and figures). 	<p>Same contents as described under Reading, Writing and Numeracy.</p>	<p>In addition to the learning outcomes related to reading and writing, the following outcomes are also relevant here.</p> <ul style="list-style-type: none"> - Recognizing the sounds depicted in the characters/ letters/ words/ sentences uttered by the instructor. - Recognizing the dots/ one, two, three, four etc. and their diacritics and speak out. - Recognizing basic characters/ letters, symbols/ phonemes/ shapes (initial, middle, last, isolated) and their reading. - Recognizing the ligature of word Allah in Urdu, Sindhi or Pashto; its sound and shape. - Reading, writing and recognizing the associated sounds and shapes, letters and their names. - Recognizing the specific vowels (letters or diacritics); reading and writing and using them in new words. - Recognizing ligatures/ syllables consisting of two letters with vowels at the end. - Recognizing ligatures/ syllables consisting of three letters (Initially one vowel in the middle); reading and writing basic letters, dots, diacritics and ultimately four or five letters ligatures to form a word.

(iv) Numbers, Addition, Subtraction and Multiplication		
<ol style="list-style-type: none"> 1. Numbers upto 1000. 2. Signs of plus, minus, multiplication, division and equation. 3. Equations/ Sums for 1-digit numbers, then 2-digit numbers (addition and subtraction). 4. Multiplication for 1-digit numbers, then 2- digit numbers and division by 1- digit and then by 2- digit numbers. 5. Sums of daily use: buying, measurement, rent, fair, utilities, fees, zakat, trade, etc. 6. Tables from 2 to 10 showing the continuity of multiplication and its reverse (division). 7. Measurement scales used in every day life. 8. Names and symbols of different geometrical shapes (mentioned earlier). 9. Fractions: such as half, quarter, one third etc. in digital and geometrical forms. 10. Time scale, watch or clock reading, dates, days, months, years (in words, digits, symbols, figures). 	<ol style="list-style-type: none"> 1. Oral introduction to numbers based on learners' previous knowledge. 2. Reading number charts in figures and words. 3. Writing numbers in figures and words upto 1000. 4. Reciting numbers in any language. 5. Counting things and writing the answer. 6. Practice of time calculation. 7. Use of scale and unit of time, weight, length volume and area etc. 8. Recognizing, understanding and writing arithmetic signs. 9. Recognizing and reading digits without dictation and collation order of numbers. 10. Addition of 1- digit number by 1- digit number, then 2, then 3, and so on. 11. Addition of 1 and 2- digit numbers. 12. Subtraction of 1 and 2 digit numbers from 1 and 2- digit numbers. 13. Addition exercises of everyday use. 14. Subtraction exercises of every day use. 15. Understanding the continuity of addition as multiplication and recognizing multiplication sign to solve multiplication sums of 1- digit number with 1- digit then 2- digit number. 16. Recognizing, understanding and memorizing simple tables from 2 to 10. 17. Doing sums involving multiplication of different forms starting from 1-digit numbers then by 2- digit numbers. 18. Understanding the continuity of subtraction as division and recognizing signs of addition and subtraction to solve 1-2 digit number sums. 19. Doing sums of division related to every day life starting by 1- 2 digit numbers. 21. Solving sums having all the four arithmetic functions. 22. Recognizing, understanding and filling the digital and geometrical shapes of half, quarter, one third, two third, etc. 23. Recognizing, understanding, drawing and filling different geometrical shapes. 24. Drill/ exercise to revise for reinforcement to the skills acquired. 25. Playing arithmetical games to reinforce learning of mathematical concepts. 	<ul style="list-style-type: none"> - Counting things. - Adding or subtracting upto 2- digits numbers. - Multiplication or division involving 1- digit number and then 2-digit numbers. - Understanding the function of multiplication as continuity of addition and division as continuity of subtraction. - Writing digits in words. - Preparation or filling of a cash memo or receipt or bill.

2.9.2 Level-2

Objective: To enable the learner to read, write, and reflect with speed, accuracy and understanding different types of texts, designs, formats and numbers up to 100,000 and their progression. Perform arithmetic operations upto 5- digit numbers in addition and subtraction and by 3-digit numbers in multiplication and division for simple measurements and explicitly express own views, identify and solve problems relating to self and surroundings.

(i) Language Reading		
Concepts / Contents	Teaching / Learning Activities	Assessment of Learning Outcomes
1. Stories. 2. Songs. 3. Essays. 4. Informative materials. 5. Directive Elements. 6. Instructions for social and cultural needs (self, family and collective roles) 7. Newspapers, News• Clippings, News Stories, Features, Editorial notes and columns etc.	1. Reading silently. 2. Reading loudly. 3. Reading with speed (Skimming, scanning exercises) 4. Describing main points/ ideas. 5. Exercises/ Drill. 6. Discussions on the main ideas & topics.	- Reading with understanding silently at a speed of 35 words per minute and with voice 30 words per minute. - Deducing results, main ideas and important points from the news, reports and discourses. - Understanding the tables, graphs, shapes, etc
(ii) Language Writing		
1. Letters. 2. Minutes/reports of meetings. 3. Alphabetical lists. 4. Receipts and Bills etc. 5. Different types of Forms.	1. Fill in the blanks. 2. Dictation. 3. Short answers. 4. Copying 5. Writing paragraphs and reports etc. with the help of points.	- Writing (with purpose and accuracy) any type of text with a speed of 10 words per minute. - Copying, 5 words per minute with dictation, giving proper spacing and making adequate format. - Writing or completing text with the help of important points.

(iii) Numeracy		
1. Solving sums from daily life problems and needs. 2. Budgeting /calculation at workplaces related to ordinary life problems.. 3. Geometrical measurement questions of land area etc.	1. Solving arithmetical exercise, calculations and sums etc. 2. Solving applied exercise of budgeting, geometrical or measuring problems etc.	<ul style="list-style-type: none"> - Recognizing and writing numbers upto 100,000. - Calculating upto 5-digits numbers in addition and subtraction and upto 3 digit numbers in multiplication and division. - Making simple shapes, graphs (pie and bar), and tables and calculating area etc.
(iv) Life Skills for Literacy		
The above mentioned content also applies to this aspect.	The above mentioned exercises especially debates and discussions.	Expressing views verbally or in writing and identifying and solving the problems faced.

2.9.3 Level-3

Objective: To enable the learner to know, read and write fluently and with accuracy, speed and understanding the meanings of text and perform arithmetic operations for any digit numbers and practice life skills with average and percentage concepts, comprehend information, results, and impacts and find ways for self-learning in future to make life better as a literate member of the society.

(i) Language Reading and Writing		
Concepts/Contents	Teaching/Learning Activities	Assessment of Learning Outcomes
- Material based on living things, Animals, Man, Society, Universe, Ethics, Religion, Science, News, Features, Offices, Technology, and Judiciary etc.	- Reading the given material with speed:- (a) silently, (b) loudly and giving answers to comprehension questions	- Reading any kind of discourses, tables, simple graphs, shapes and signs with consistency of speed and accuracy and to understand them. - Interpreting information, newspapers, minutes, reports of day to day use etc. - Skimming and scanning of unknown material to give answers to various questions.
(ii) Writing		
1. Letters mentioned in previous levels and writing the minutes, applications and taking notes etc. 2. Graphs and geometrical figures. 3. Reporting an event.	1. Writing with speed and accuracy on the given themes and needs etc. 2. Writing minutes of a meeting. 3. Reporting any event. 4. Filling various kind of forms e.g. Nikah Nama, etc	- Writing text consisting of at least 500 words, applications, reports, letters, filling forms, drawing pictorial & simple graphs etc. with consistency, accuracy and speed.
(iii) Numeracy		
Exercise of sums to solve (day to day issues) Geometrical & Graphical material.	Drill/ exercises of different arithmetical sums.	Doing sums involving more than five digit number (arithmetic and geometric sums) with average and percentage concepts.
(iv) Life Skills for Literacy		
The concepts, matters, and topics / materials mentioned above are also applicable here.	- Oral and written exercises. - Visit to libraries and other such centers to read additional material. - Acquire skills related to computing/ calculating/ solving problems about basic measurements. - Advocate for self and community on common issues. - Find functional material to read.	- Reporting, writing letters or applications to authorities, taking minutes, solving problems, conflict resolution, home budgeting or shop keeping and accounting etc. - Gathering information, analyzing and synthesizing it to draw conclusions.

SECTION -3
FUNCTIONAL LITERACY

3. Functional Literacy

3.1 Context and Rationale for Functional Literacy

In Pakistan about half of the population is illiterate and lives in the inaccessible areas. Special attention is therefore, needed to make them literate. Further, most of the literate population is functionally illiterate. This has created a number of issues and daily life problems. Since independence, a number of literacy promotion initiatives have been launched without appreciating the true spirit of it, being need based, functional and useful. The most distressing aspect of the situation is the fact that we have been making disjointed and sporadic efforts in this important area that too without laying desired emphasis on functional aspect of literacy.

In addition, the materials developed and taught in the past were not linked with the daily life problems of the learners and to the ground realities. The programmes should have been designed on scientific lines focusing on literacy and its link with daily life skills. Most of our target adults are not only deprived of necessary life skills but also have been relapsing into illiteracy. Hence, there is a dire need to have a curriculum of functional literacy integrated with basic literacy.

3.2 Concept of Functional Literacy:

The term 'functional literacy' has different meanings in different perspectives. However, the experts in the field do agree that functional literacy should not only concentrate on literacy and numeracy but also on practical life skills and problem-solving skills. This type of literacy is an urgent need in the present age of information and technology. By and large, it is considered as a process of continuing education. The programmes and activities are designed not only to prevent neo-literates and semi-literates from relapsing into illiteracy but also to impart the needed life-skills enabling them to lead a successful life and to resolve their day-to-day problems. It attempts to give interested learners an opportunity to develop their learning potential for a more successful life after completion of basic literacy course.

In the above context, the concepts considered in relation to functional literacy include: post literacy, education, lifelong learning and independent learning. All these concepts are not mutually exclusive and thus have overlapping features. The most striking one is the life skill component. A careful look at these concepts reveals that the terms 'post literacy' and 'functional literacy' are more akin to each other because of the fact that the acquisition of literacy skills facilitates the individual and paves the way for the acquisition of life skills relevant to learners life situations.

3.3. Specific Objectives of Functional Literacy Curriculum:

The proposed curriculum of functional literacy aims at the achievement of the following major objectives:

- i. Facilitating the learner in the application of basic literacy skills in tackling daily life issues;
- ii. Consolidating and reinforcing basic literacy skills already acquired by the target clientele;
- iii. Acquiring numerous/ various life skills relevant to the daily life situations;
- iv. Facilitating the process of life-long learning and self – learning;
- v. Enhancing the understanding of community to enable the learners to get adjusted in a better way;
- vi. Improving the quality of life as an ultimate goal.

3.4. List of Themes.

The themes considered most important for inclusion in the functional literacy curriculum are listed below:-

- 1 Islamic Education and Teachings
- 2 Values and Attitude
3. Ethics
4. Rights and Responsibilities
5. Our Environment and its Protection
6. Health and Nutrition
7. Mother and Child Care
8. Road Safety
9. Disaster Management
10. Life Skills (Conflict Resolution, Decision Making etc).
11. Technological Literacy with Special Focus on I.T. Literacy
12. Gender Equity and Social Issues

3.5 Thematic Matrices

3.5.1 Islamic Education and Teachings

Objectives

To enable the learner to:

- Understand and acquire the knowledge of the basic teachings of Islam (**TALEEM**).
- Develop his / her personality/character on the basis of Islamic teachings and principles (**TARBIYYA**).
- Develop love for good and dislike for sin so as to purify the soul (**TAZKIYA**).
- Render selfless services for the welfare of society and humanity at large

Concepts/contents	Teaching/learning Activities	Assessment of Learning outcomes
1.IMANYIAT: - Tauheed, - Risalat, - Akharat 2. IBADAT: - Assalat - Azzakat - Assum and - Al- Haj 3. AKHLAQIYAT: - Akhalaq-a-Hasna - Respectable personality development - Selfless services to the nation 4. MUAMLAAT: - Uswa-e-Hasna as role model - Honesty in business / work - Truthfulness - Aadal and Ihsan - Huquq and Fraiz - Principles of contract and transactions, (Shahadat). - Marriage and other related issues - Family life - Patience (SABAR)	1 Introducing and teaching the relevant themes and concepts through basic literacy primers. 2 Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. 3 Reading of the booklets and other supplementary reading materials especially developed to achieve the said objectives. 4 Demonstration by the teacher regarding the performance of different steps relating to ablution, prayer and other fundamental rituals as well as cleaning the dead body.(TAJHEEZ-O-TAKFEEN) 5 Discussions in class or group on various topics /titles /concepts from social life of learners. 6 Arrange lectures of locally available Muslim scholars. 7 Dars-e-Quran -o- Hadith. 8 Model lessons by the teacher. 9 Practical training (TARBIYYA) in Ibadaat, Akhlaqiyat and Muamlaat. 10 Dissemination of information common issues with the help of posters. 11 Teacher will act as a role model for effective teaching of subject concepts.	Using the following techniques for assessing learning outcomes: 1. Learners may be observed for assessing the ways of performing different practical activities about Assalat and other Ibadat. 2. Observation of changes in learners attitude and behaviour by taking Holy Prophet's (PBUH) life (Uswa-e-Hasna) as a Reference/ Model. 3. Oral tests, question-answer, interview and discussion for finding out the learners' knowledge about different aspects of Islamic teachings. 4. Quizzes etc, for assessing the level of cognitive understanding and assimilation of Islamic education and teachings.

3.5.2. Values and Attitude

Objectives

To enable the learners to:

- i. Understand the concept, need and importance of moral values in the everyday life.
- ii. Develop love and respect for moral values;
- iii. Bring positive change in their outlook and behavior in terms of adoption of values;
- iv. Build a healthy character and resultantly better communities and societies.

Concepts /Contents	Teaching/Learning activities	Assessment of Outcomes
<ol style="list-style-type: none"> 1. Meaning, need and importance of values in the everyday life of learners; 2. Major values: <ul style="list-style-type: none"> - Smile and cheerfulness; - Politeness and humbleness; - Softness in speech; - Respect and tolerance for others' opinion and view point. - Truthfulness. - Contentment. - Sense of responsibility. - Generosity. - Courage, patience (Sabar) and steadfastness. - Honesty and trustworthiness in business /work and everyday dealings. - Simplicity in life style. - Respect for elders. - Rizq-e-Halal. - Love and kindness. - Sacrifice. - Cooperation and collaboration - Mutual understanding and friendship. - Self Respect / Self-Esteem etc. 	<ol style="list-style-type: none"> 1. Introducing and teaching the relevant themes and concepts through basic literacy primers. 2. Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ textbooks. 3. Reading of booklets and other supplementary materials especially developed for the purpose; 4. Verbal talk by the teacher followed by discussions and question-answer sessions on different values; 5. Story telling and narration of life events and visions of great people to sensitize the learners; 6. Study of Uswa-e-Hasna of the Holy Prophet (SAW) for developing desirable values; 7. Practical training (TARBIYYA) based on different activities to exercise values and shoulder responsibilities in their family and society; 8. Undertaking importance of social work for developing a sense of dignity of labour and motivate the learner to serve the humanity. 	<p>Using the following techniques for assessing outcomes:</p> <ol style="list-style-type: none"> 1. Observations recorded about everyday activities of learners. (see them dealing with others and their reactions in different situations). 2. Character assessment by taking life (Uswa-e-Hasna) of Holy Prophet (SAW) as a Reference/ Model. 3. Oral tests, Question-answer, Interview and discussion for knowing about the learners' feelings, dealings and views/opinions 4. Daily report on practicing the values. 5. General views from community about fellow learners. 6. Assessment within and outside literacy center. 7. Quizzes etc. for assessing the level of cognitive understanding and assimilation of different concepts related to attitudes and values.

3.5.3 Ethics

Objectives

To enable the learners to:

- i. Understand the concept, need and importance of moral values in everyday life;
- ii. Develop and internalize a deep love and respect for ethical values;
- iii. Appreciate and practice different ethical concepts and positive attitudes in their everyday life;
- iv. Contribute towards the well-being of community by displaying positive attitudes towards community.

Concepts /Contents	Teaching/Learning activities	Assessment of Outcomes
<ol style="list-style-type: none"> 1. Concept of basic ethics and practices in the light of teachings of Islam and other religions. 2. Need and importance of ethics and positive attitude in everyday life. 3. Sensitization about different ethical concepts and attitudes:- <ul style="list-style-type: none"> - Tolerance and respect for all / religions / sects, languages, areas and casts. - Universal brotherhood. - Participation in joys and sorrows of people from other religions - Obedience to parents, teachers, family elders and society elders. - Mutual cooperation and team spirit. - Dignity of labour and respect for others. - Peace, understanding and mutual co-existence - Patriotism and nationalism consciousness. - Helping others in time of need. - Indiscrimination. - Respect for the laws of the land. 	<ol style="list-style-type: none"> 1. Teaching/learning of the concepts through incorporating the same in basic literacy primers/ booklets. 2. Reading the material on ethical considerations and practices developed for this purpose. 3. Oral talk by the teacher on the concept of ethics and different attitudinal practices followed by question-answer and discussion on different aspects of ethics I in our socio-cultural context. 4. Story-telling method by the teacher for creating awareness about the ethical values and regard and respect for people from other religions and sects. Elderly people from the locality may also be invited to narrate stories with moral lessons like honesty, unity and sacrifice etc. 5. Performing practical activities for promoting ethical practices such as: <ul style="list-style-type: none"> - Attending ceremonies and functions of various sects and communities. - Making queues and waiting for the turn. - Hoisting Pakistani flag on homes on national days and such other occasions and showing respect for National Anthem and Flag. - Collecting postage stamps issued on different occasions in Pakistan and also collecting stamps of other countries; - Using wall charts and flip charts for providing information about different ethical values and practices. - Study trips/visits to different places of interest e.g. places of worship of different religions and sects found in the locality. 	<p>Following techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> 1. Observation of learners for assessing the adoption of practices relating to ethical values such as (i) Showing respect for people from other religions and communities; (ii) Dignity of work; (iii) Helping others without any discrimination in the hour of need; (iv) Obeying the laws of the land in daily life. 2. Oral tests, question-answer, interview and discussion for finding out the learners' knowledge about different aspects relating to ethical values and practices such as showing respect to other professions and people and demonstrating tolerance towards others. 3. Quizzes etc. for assessing the level of cognitive understanding and assimilation of different aspects of ethics such as the following: <ul style="list-style-type: none"> - Importance of inter-faith / inter-religion harmony in the society. - Recognition of the good work done by any body without any bias. - Knowledge about the teachings of Islam regarding equality, tolerance, justice, fair play and truthfulness. 4. Assessing the frequency of attending the functions and ceremonies of other sects and religions.

3.5.4 Rights and Responsibilities

Objectives

To enable the learners to:-

- Understand their rights and obligations towards other family members as well as society;
- Grasp and internalize the concepts of rights and duties as something being reciprocal in nature;
- Be well aware of the rights of people belonging to different segments of population and develop a positive behaviour towards them;
- Play effective role as member of family and as member of democratic Muslim society;
- Demonstrate tolerance, regard and respect towards members of society belonging to other religions / sects / languages.
- Understand one's rights and discharge duties and responsibilities appropriately.

Concepts /Contents	Teaching/Learning activities	Assessment of Outcomes
<p>1. Meaning and scope of human rights and responsibilities in the light of Islam and other religions.</p> <p>2. Introduction of major human rights:</p> <ul style="list-style-type: none"> - Rights of people within family; - Respect for the rights and privileges of other people living in mohallah / community or village; - Rights of children and child protection issues; - Rights of elderly people; - Rights of teachers; - Rights of women; - Rights of handicapped / special people; - Rights for employment; - Rights Neighbourer'; - Right Consumer; - Rights and responsibilities as citizen of the country; - Justice and equal opportunities for all irrespective of caste, creed, religion / sect or language; - Tolerance for others and living together; - Love and respect for humanity in general; - Self evaluation with respect to duties and responsibilities; 	<ol style="list-style-type: none"> Teaching / learning of the subject concepts through incorporating the same in basic literacy primers/ textbooks. Reading the material on rights and responsibilities and their practices developed for this purpose. Oral talk by the teacher and question-answer and discussion on the concept of human rights in the light of Islam and other religions and inter-linkage between rights and duties. Using the story-telling method by teacher and elderly people in the area, highlighting the need and importance of human rights and sacrifice in everyday dealings with different persons in family as well as society. Performing practical activities promoting the observance of the rights of other people like women, special persons and children etc. Group work on discussing the experiences of learners about taking care of others' rights and performing their own obligations. Study visits to hospital / orphanages/ schools of physically disabled persons, if available in the area, for sensitizing the learners about the need and importance of taking care of such people. 	<p>Following techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> Observation of learners in classroom as well in everyday life situations for assessing as to what extent they have adopted the practices relating to the observance of others' rights by discharging their own obligations towards others. Oral tests/ Role plays question-answer, interview and discussion for finding out the learners' knowledge about their own duties towards other people and taking care of the right of others such as family members, children, women and special persons. Quizzes etc. for assessing the level of cognitive understanding and assimilation of different aspects about the rights of children, elderly people, handicapped and disadvantaged groups of society.

3.5.5 Our Environment and its Protection

Objectives

To enable the learners to:-

- Create awareness about the need and importance of health and pleasant environment.
- Identify different types of pollutants and threats to environment;
- Identify the major diseases caused by environmental pollution.
- Mobilize people to take steps for the protection of environment at different levels;
- Create awareness about neat and clean environment and keep surroundings hygienic and healthy;

Concepts /Contents	Teaching/Learning activities	Assessment of Learning Outcomes
<ol style="list-style-type: none"> Meaning and nature of environment and of environmental protection. Major Types of environment: (Natural / physical and Material) Levels of Environment: (Family/home level, community/local level and regional level) Importance of environment in our life: (Religious, Social, Health and Economic importance). Different threats to environment: (Population increase, Traffic pressure, Industrial wastes, Insecticides/pesticides etc) Pollution its types and protection. (Soil pollution, Air pollution, Water pollution, Noise pollution, and Radiation etc) Diseases caused by environmental pollution: (Flue, Bronchitis, Hepatitis, Asthma, Malaria etc). Strategies and skills for keeping the environment clean. Responsibilities for safe environment at various levels i.e. Self/Family/Home level, Community level and Regional level 	<ol style="list-style-type: none"> Concepts of environmental protection will be taught by incorporating the relevant material in basic literacy primers in order to make basic literacy functional; Reading of primers and booklets and other support materials developed for this purpose; Verbal talk by the teacher followed by discussion and question-answer sessions; Study trips to places of interest to sensitize the learners about environmental protection and observation of sites, places, industries etc to compare between clean and polluted environment; Group & individual work on observations and impressions about different problems relating to environment; Success stories highlighting the need and importance of environmental protection from pollution; Wall charts, flip charts and pictures prepared on different aspects of the theme; Models depicting different aspects of environment; Launch awareness campaigns on cleanliness and tree plantation. Motivate learners to adopt better sanitary practices, disposal of garbage/ waste to ensure cleanliness. Motivate the learners for better personal hygiene and environmental cleanliness. 	<p>Using the following techniques for assessing outcomes:</p> <ol style="list-style-type: none"> Observation of learners by the teacher for assessing the relevance of their practices and activities related to environmental protection; Oral tests, question-answer, interview and discussion for finding out the learners' knowledge about different aspects of environmental and pollution-related issues; Quizzes etc. for assessing the level of cognitive understanding and assimilation of different concepts relating to the theme.

3.5.6 Health and Nutrition

Objectives

To enable the learners to:-

- i. Understand the need and importance of health and cleanliness;
- ii. Understand the symptoms and causes of different diseases;
- iii. Take necessary pre-cautionary measures for protection against different diseases;
- iv. Be aware of needs and requirements of balanced diet for different age group;
- v. Know the cures of different diseases and illnesses through specific foods and fruits.

Concepts & Contents	Teaching /Learning Activities/	Assessment of Learning Outcomes
<ol style="list-style-type: none"> 1. Personal cleanliness; (Cleanliness of dependents and house especially of kitchen, bathrooms etc. 2. Cleanliness of surrounding (mohallah, work place, street) Highlighting the proper disposal of wastes, garbage and harmful things. 3. Symptoms, causes, protection and cure of common diseases (Headache, Toothache, Eye-soars, Diarrhea, Allergies and Depression). 4. Major diseases: (Malaria, Typhoid, Tuberculosis, -Polio, Tetanus, Hepatitis, Cancer, HIV / AIDS, Heart diseases, Diabetes, and Hypertension etc) 5. Medication and other cares: (First Aid, Vaccination). Consultation with qualified medical practitioner, walking, Physical exercises, and Precautions for maintaining health 6. Importance of balanced diet and awareness of nutritional values of different foods 7. Cooking methods and skills for preparation of diet for children, old and sick people. 8. Treatment of different illnesses through different foods, fruits and vegetables. 9. Basic information about human body organs and systems 10 Importance and use of clean drinking water for healthy life. 	<ol style="list-style-type: none"> 1. Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. 2. Reading the booklets and other types of supplementary material developed for this purpose; 3. Oral instructions by the teacher followed by question-answer sessions on different aspects of health and cleanliness including: <ul style="list-style-type: none"> - Washing hands before eating; - Brushing teeth before going to bed; - Proper disposal of household wastes; - Use of dust bin; - Benefits of regular walk and exercise. 4. Demonstration by the teacher about performance of practical activities relating to the steps for facilitating health and cleanliness like: <ul style="list-style-type: none"> - Preparation of Oral Re-hydration Salt (ORS); - Keeping the premises neat and clean; - Administering first-aid; and - Physical exercises etc. 5. Use of models and charts for explaining the concepts relating to health and cleanliness. 6. Flip charts and recorded messages about different aspects of the theme. 7. Visits for observation of different relevant places like Municipality / Committee, different departments of local hospital, and affected areas in locality: <ul style="list-style-type: none"> - Getting first hand information to understand the situation of health and cleanliness; - Discussing different aspects of health and cleanliness with doctors/lady doctors. 	<p>Following techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> 1. Observation of learners for assessing the adoption of manners and practices helpful in maintaining health and cleanliness for example, keeping the environment neat and clean, precautionary measures for protection from different diseases, preparation of ORS, and handling first aid cases etc.; 2. Oral tests, question-answer, interview and discussion for assessing the learners' knowledge about different aspects relating to health and cleanliness; 3. Quizz etc, for assessing the level of cognitive understanding and assimilation of different aspects about the maintenance of neat and clean environment and protection against different diseases.

3.5.7 Mother and Child Care

Objectives:

To enable the learners to:

- i. Understand and appreciate the multiple problems associated with mother and child care;
- ii. Identify the causes and alternative solution for overcoming the problems relating to mother and babies;
- iii. Develop an understanding about the need and importance of the concept of healthy mother and children for a healthy community.

Concepts/contents	Teaching/learning Activities	Assessment of Learning outcomes
<ol style="list-style-type: none"> 1. Meaning of responsible motherhood and the necessary care. 2. Importance of breast feeding. 3. Looking after the newborns, immunization and vaccination. 4. Supplementary food for babies 5. Care of mothers' health. 6. Household hazards for children and safety measures. 7. Early childhood education. 8. Children's activities and play at different ages. 	<ol style="list-style-type: none"> 1. Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/booklets. 2. Reading the material developed on different aspects of mother and child care. 3. Oral talk by the teacher on different aspects associated with mother and child care, followed by question-answer and discussion sessions. 4. Using wall charts, pictures, flip charts and recorded cassettes for clarifying different concepts relating to the overall theme of mother and child care. 5. Group work on sharing with each other the information on different aspects of the theme. 6. Elderly ladies/mid-wives may be invited to apprise the learners about the tips advice for caring the mother and the child. 	<p>Following methods and techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> 1. Observation of learners for assessing the extent of the adoption of desirable practices in the field of mother and child care; 2. Oral tests, demonstration, question-answer, interview and discussion for assessing the learners' knowledge about different aspects of mother and child care; and 3. Quizz etc, for assessing the level of cognitive understanding and assimilation of different aspects of mother and child care.

3.5.8 Road Safety

Objectives:

To enable the learners to:-

- i. Understand the traffic rules and observe measures to avoid accidents;
- ii. Be aware of and appreciate their responsibilities while traveling on road;
- iii. Be courteous to others on road and recognize traveling rights and responsibilities.
- iv. Become a better citizens and function more effectively in society, taking care of themselves as well as others for a better and responsible life.

Concepts/contents	Teaching/learning Activities	Assessment of Learning outcomes
<ol style="list-style-type: none"> 1. Awareness of traffic laws signs and signals. 2. Kinds of traffic and emerging issues. 3. Dangers and accidents on the road. 4. Principles of walking on road, traveling in public transport, and other modes of traffic. 5. Major causes of road accidents and precautions for avoiding accidents. 6. Responsibilities in the case of an accident. 7. Road crossing precaution to be observed. 8. Instructions for cyclists and pedestrians. 9. Courtesy and good manners on the road relating to: <ul style="list-style-type: none"> - Overtaking; - Overloading; - Use of horn; - Use of high beam lights; - Parking/traffic jam etc. 10. Pollution caused by vehicles 11. Encroachment and wrong parking 12. Wheeling on cycle/motor cycle and the dangers associated therewith. 	<ol style="list-style-type: none"> 1. Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. 2. Reading material to be prepared on the theme. 3. Explanation through illustrations and pictures given in the material relating to the road and traffic rules. 4. Use of wall charts/flip charts and pictures for sensitizing the learners about their rights and responsibilities while on road. 5. Teacher will take the learners on the road and perform different activities. They will follow the principles demonstrated by the teacher while crossing the road, walking on the foot path, zebra crossing and following other traffic signals. 6. Impart instructions on the use of road for ones own safety as well as of others by using appropriate examples. 7. Group work on discussing news on accidents of different types and causes, terrible consequences and possible safety measures. They will also discuss the possible causes thereof and the possible safety measures for avoiding the same. 8. Discussion sessions with the traffic police and other relevant persons from the National Highway / Motorway Authorities. 	<p>Following techniques may be used for assessing the outcomes:</p> <ol style="list-style-type: none"> 1. Observation of learners while using road in an artificial situations for assessing the ways of doing things, competencies, attitudes and actions while using road and recognizing the rights of others on road. 2. Observation may also be used to assess the skills demonstrated in handling artificially arranged road mishaps or simulations under the guidance of the teacher. 3. Oral tests, Question-answer for assessing the understanding and assimilation of different signs and rules and regulations about traffic. 4. Quiz etc. for assessing the learners' level of cognitive understanding of different rules and regulations about traffic and motivating them to learn and understand the same.

3.5.9 Disaster Management

Objectives:

To enable the learners to:-

- Develop awareness about different kinds of disasters and calamities;
- Learn and strengthen skills and competencies for self survival during and after disaster;
- Develop skills and competencies for protection of family members and others;
- Demonstrate confidence, courage, patience and steadfastness to bear the losses in everyday life;
- Create a spirit of cures, concern and sacrifice for others.

Concepts / Contents	Teaching/Learning activities	Assessment of Learning outcomes
<ol style="list-style-type: none"> Meaning and nature of disaster. Forms of major disasters <ul style="list-style-type: none"> - Earthquake - Fire - Flood - Land slides - Hurricanes and storms - Epidemics - War - Bomb blasts etc. Common characteristics of disasters Awareness, precautions and strategies for protection Post disaster management skills. Introduction about "Helpline System" (Emergency squad, Police etc.) Rehabilitation of disaster effected people and families. 	<ol style="list-style-type: none"> Teaching/learning of the subject concepts through incorporating the same in basic literacy primers / booklets. Reading of the booklets and supplementary material especially developed on different kinds of possible disasters. Practical training for self survival and protection of others during and after disaster. Practical training for relief, rehabilitation and support in disaster/ calamity hit areas. Talk/discussion, awareness and precautionary measures on disaster management. Involving Civil Defence, Girl Guides, Boy Scouts, NGOs, and volunteers in practical training of learners. Teacher to demonstrate emergency kits on different disasters in the literacy centers on regular basis. Prepare Personal Emergency Kits (First Aid, and other items). Case study of any natural disaster management. Preparation, demonstration and distribution of charts, pictures leaflets and other supplementary reading material on different kinds of disasters. 	<p>Following techniques may be used for assessing the outcomes:</p> <ol style="list-style-type: none"> Observation and supervision of practical work and operation in artificial situations for assessing the ways of doing things, competencies, attitudes and actions in meeting emergencies during a disaster; Oral tests, question-answer for assessing the understanding and awareness of different concepts relating to disasters and calamities etc; Quiz etc, for assessing the learners' level of cognitive understanding of different disasters. Learners to demonstrate necessary acquired skills for example first aid skill, fire fighting and other precautionary measures.

3.5.10 Life Skills (Conflict Resolution, Decision Making etc.)

Objectives:

To enable the learners to:-

- i Realize the need and importance of life skills in daily life;
- ii Familiarize with different kinds of life skills.
- iii Internalize the major life skills needed in their life;
- iv Use life skills to improve the quality of life.

Concepts/contents	Teaching/Learning Activities	Assessment of Learning Outcomes
<ol style="list-style-type: none"> 1. Meaning and nature of life skills. 2. Need and importance of life skills in the day-to-day life of learners. 3. Major life skills and their different aspects; <ul style="list-style-type: none"> - Understanding relationships among family/ community; - Resolving disputes within family/community; - Communication skills; - Proper use of time(time management); - Developing self-confidence; - Coping with stress(stress management); - Family budgeting; (Household financial management); - Writing application to authorities for solving different problems; - Opening and operating bank account/ saving schemes; - Approaching the police for FIR. Importance of Registration as Voters and Casting vote; - Filling of Forms: Money order, Land registration Form, National ID cards, Driving License, Passport application Form, Birth and death registration form etc. 	<ol style="list-style-type: none"> 1. Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. 2. Reading the material developed for this purpose; 3. Undertake exercises and activities on different Life Skills like decision making and conflict resolution, etc. 4. Observation of different modes, methods and techniques related to daily life skills; 5. Discussions on different kinds of skills; 6. Group and individual work on the use of different skills relevant to everyday life. 7. Conduct and discuss case studies. 8. Study Trips/Visits to different places of interest regarding the use of different skills in socio-cultural situations. 9. Group and individual work on the use of different skills relevant to everyday life. 10. Role play with demonstration. 11. Practical demonstration for various steps. 12. Story telling; 13. Role plays on different skills. 	<p>Following techniques may be used for assessing the outcomes:</p> <ol style="list-style-type: none"> 1. Observation for assessing as to how the learner uses different skills in handling different situations; 2. Demonstration through role play for assessing the learners' understanding and mastery of different acquired skills; 3. Practical work for assessing the techniques of preparing budget and writing applications etc to higher authorities; 4. Quiz and question-answer sessions for assessing the level of cognitive awareness of learners about different life skills and their usefulness in everyday life situations.

3.5.11 Technological Literacy with Special Focus on I.T. Literacy

Objectives

To enable the learners to:-

- Understand the role of technology, especially of IT in overall improvement of quality of their lives by solving everyday life problems;
- Use different technological gadgets effectively for improving the quality of their lives;
- Follow and understand necessary instructions for the maintenance of technological gadgets/instruments.
- Save time and resources through the use of IT.

Concepts/Contents	Teaching/Learning Activities	Assessment of Learning outcomes
<ol style="list-style-type: none"> Kinds and nature of technology especially Information Technology. Scope of IT. Role of Information Technology in our life: <ul style="list-style-type: none"> - Easy ways of doing things; - Better access to information; - Improved quality of life; - Saving of resources and time. Some important technologies and their use: <ul style="list-style-type: none"> - Digital watch and tips for its use; - Radio and tips for its use; - Cassette recorder and tips for its use; - Television and common home appliances and tips for their use; - Fixed-line phone and tips for its use; - Wireless phone and tips for its use; - Cordless set and tips for its use; - Mobile phone and tips for its use; - Phone card and tips for its use; - Digital diary and tips for its use; - Calculator and tips for its use; - Kiosk and tips for its use (NADRA bills payment system). - Basic Computer and tips for its use; - Credit/debit card, ATM and tips for its use; Some general instructions for the maintenance of household devices / gadgets etc 	<ol style="list-style-type: none"> Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. Reading the materials developed for this purpose; Oral instruction by the teacher and question-answer and discussion on different aspects of IT; Teacher or some expert's demonstration about the use of different gadgets; Study Trips to places of interest to observe the use of different technologies; Observation about the use and maintenance of different technologies; Group and individual work on exploring techniques of using different technologies and home appliances; Use of models and charts for explaining the use of different technologies and drills and exercises on their usage. Use of flip charts and recorded messages. 	<p>Following techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> Observation of learners for assessing the ways of using different gadgets / instruments; Oral tests, question-answer, interview and discussion for finding out the learners' knowledge about the functioning of different technologies; Quizz etc, for assessing the level of cognitive understanding and assimilation of different aspects about the use and maintenance of different technologies.

3.5.12 Gender Equality and Social Issues

Objectives:

To enable the learners to:

- Understand and appreciate the overall themes of gender equity, and related socio-cultural issues;
- Bring an imperceptible and healthy change in their attitude about the phenomenon of gender with understanding the socio-cultural issues related to the same;
- Recognize the rights of and responsibilities towards the other gender at all levels of their age;
- Participate actively in their personal development and development of society to improve their quality of life.

Concepts/contents	Teaching/learning Activities	Assessment of Learning outcomes
<ol style="list-style-type: none"> Meaning of gender equality and its need and importance in the light of Islamic injunctions. Importance of equal rights for male and female for socio-cultural stability. Responsibilities of males in safeguarding the rights of females in family as well as in the society. Employment opportunities for women. Rights of women to take up non-stereotyped roles. Legal provisions for women's age of marriage, equal wages, anti-dowry laws and Haq e Mehar. Education of girl child: Problems and prospects. Maltreatment of females at different stages of their life: birth, childhood and education at parents and husbands level. Arranged marriages, marriages of widows. Haq-e-Mehar. Women's empowerment <ul style="list-style-type: none"> Women's role in decision making. Political rights e.g. right to vote. Inheritance and Property ownership Social security Equal opportunities for self employment. Provision of financial resources Day care centers and centers for providing protection and shelter to destitute women. Social evils. Overspending ISRAF. Firings on marriage occasions. Dogs competitions and fightings. Superstitions. Basant and violations of laws and deaths of innocents. Wani and Nikkah with Quran 	<ol style="list-style-type: none"> Teaching/learning of the subject concepts through incorporating the same in basic literacy primers/ booklets. Reading of booklets especially developed to achieve the objectives. Some topics can be written in the form of stories. Learners may read these stories. Oral talk by the teacher in class or groups on various concepts relating to gender equality, followed by discussion. Lectures of locally available scholars and enlightened persons. Dars-e-Qurran-o-Hadith highlighting the concept of gender equality. Assigning home work about reading the material for discussions in the classroom. Group work like holding discussion on news on the violation of gender rights appearing in newspapers and engaging to the learners in discussion and analysis of root causes thereof. 	<p>Following techniques may be used for assessing the learning outcomes:</p> <ol style="list-style-type: none"> Observation of learners' behaviour in different situations for assessing as to what extent they have adopted the practices about promoting gender equality; Interviews and discussion sessions for assessing the learners' level of understanding and clarifying concepts relating to gender equality and related issues; Quizzes etc, for motivating the learners for the acquisition of cognitive awareness and then more advance knowledge about different aspects of gender equality. Discuss case studies by demonstrating examples from practical life.

SECTION – 4

INCOME GENERATING SKILLS

4. Income Generating Skills

4.1: Context and Rationale

Pakistan is an agricultural country. About 70% of its population lives in rural areas. Rural areas are characterized by mass illiteracy, small land holdings, under employed farm labour, low agricultural yields and poverty. In order to attract rural population to join literacy classes, there is a need to include some income generating skills in the literacy programs. Besides inculcating healthy attitudes, it will help in poverty alleviation from the rural areas. Following are the general objectives for introducing income generating skills in functional literacy programs.

4.2 General Objectives

- a) To serve as a follow-up literacy material for retaining neo-literates into literacy;
- b) To inculcate interest among neo-literates to learn some practical skill in order to supplement their family income;
- c) To upgrade learners' work ethics and to serve as productive members of society;
- d) To provide basic knowledge and understanding for establishing their own business;
- e) To reduce poverty and thus improve standard of life in rural areas particularly in disadvantage population groups.

The selection and adoption of a particular income generating skill will depend upon an individual learner. The skills listed below are generally attractive to most of the learners in rural areas:

- i. Poultry Farming
 - ii. Fish Farming
 - iii. Bee Farming
 - iv. Livestock Rearing
 - v. Rearing of Sheep
- Inter-Cropping
 - Mushroom Growing
 - Local handicrafts (Tie – Dye Technique)
 - Weaving of Woolen Blankets and Floor Mats
 - Dress Making
 - Embroidery
 - Food Processing/Preservation

4.3 Curriculum Guidelines:

The curriculum for teaching the above skills at the basic level has been prepared. This will help in producing quality instructional material, besides maintaining uniformity of standard of booklets prepared by various agencies. These booklets should be prepared in simple language using short sentences to enable the learners to read them easily. Further, the illustrations/diagrams included in the booklets should be clearly drawn and labeled properly to facilitate the learners to understand the process. The use of scientific terminology in the text may be avoided to the possible extent. Further, to explain various processes, examples from real situation should be quoted and pictures various aspects of a skill be given for clear understanding of the learner.

As stated earlier, the booklets prepared in accordance with the curriculum will provide basic information and awareness about each particular skill. For obtaining more information, the Extension Agents of the concerned line departments could be consulted prior to establishing a business. Besides, the curriculum outlines pertaining to the skills listed above be considered as a suggestive model. The agencies engaged in the promotion of the literacy can include more crafts and trades which have traditional roots / links to each area and thus prepare reading material for their promotion and quality improvement.

4.3.1 Poultry Farming

Poultry farming is a low cost and easily manageable activity and can be started at a small level. Besides meeting protein requirements of the family members, it can also supplement their income. The curriculum outlines detailed below will provide basic knowledge and generate interest among learners for adoption of this trade.

Objectives	Concepts	Scope
Chapter I. Introduction and importance of Poultry Farming. To create awareness and develop interest for acquiring knowledge about poultry farming.	Poultry Farming, Importance of egg and meat as human diet.	Definition of Poultry, Poultry Farming and its economic importance. Explain the importance of egg and meat as human diet. Give important tips for successful Poultry Farming.
Chapter 2: Breeds of chicken. To develop understanding of different breeds of chicken	Classification of different breeds e.g. Egg producing breeds and Meat producing breeds.	Explain the classification of different breeds of chicken. Introduce Broiler farming and layer farming. Explain the Economics of broiler farming and layer farming.
Chapter 3. Hatching of chicks. To provide knowledge about different methods of chick hatching	Processes such as: Chick hatching (Traditional and Modern), Selection of eggs for hatching, Incubators and Incubation of eggs and taking off hatch.	Discuss traditional and modern methods of chick hatching. Selection, storage and handling of hatching eggs. Describe incubators and incubation of eggs. Precautions to be observed in taking off hatch from the incubator.
Chapter 4: Poultry Housing. To develop understanding about the site, size and types of poultry farm buildings.	Site and size of poultry farms. Kinds of construction. Ventilation and sanitation of poultry farms. Types of brooders, feeders and waterier.	Discuss the criteria for selecting of the site and area of poultry farm building. Give types of construction of buildings. Explain the ventilation and sanitation of poultry farms. Discuss systems of poultry housing. Define and explain brooder, feeders and types of waterier.
Chapter 5: Poultry Feed: To develop awareness about growth and feed of poultry birds.	Introduction of poultry feed. Essential feed nutrients. Nutritional requirements	Explain the importance of Poultry feed. Describe essential feed nutrients and their importance (Proteins, carbohydrates, fats, vitamins and salts/minerals). Discuss the nutritional requirements of poultry birds.
Chapter: 6 Poultry Diseases. To develop awareness about poultry diseases and measures for their prevention.	Introduction to various poultry diseases. Some common poultry diseases and their prevention	Discuss various diseases commonly occurring in Pakistan. Explain their cure and preventive measures.
Chapter 7 Poultry Packing and Marketing To develop awareness about packing of eggs, transport of poultry and its marketing	Introduction about Packing of eggs, Transport of Chicks and Poultry and its Marketing.	Discuss various methods of packing of eggs and transport of chicks/poultry to avoid wastage and the process required for marketing of the produce.

4.3.2 Fish Farming

Fish Farming is an important income generating skill to convert wasteland, productive. It can provide job opportunities to poor farmers and thus improve their economic conditions. The following course outlines can help to create basic awareness about this skill.

Objectives	Concepts	Scope
Chapter I. Introduction To develop awareness of Aquatic Plants and animals	The concept of fish farming.	Name the important aquatic plants and animals. Introduction to fish farming
Chapter II. Types of Fish To know about various types of fish	Various varieties of fish. Introducing procedures for keeping different types of fish.	Name different types of fish. Their characteristics to distinguish between them
Chapter III. Fish Ponds To develop understanding of Fish Farm/Fish Pond.	Site selection, soil, construction of pond, environment	Brief introduction, selection of suitable site, construction of ponds, their shapes and sizes, types of soil and suitable environments
Chapter IV. Fish Food To develop awareness about growth and feed of fish	Explain selection of proper food and feed for fish.	Differentiate natural food and artificial food
Chapter V. Fish Diseases and their Control To create understanding of fish diseases and their control	Describe diseases in fish, their prevention and cure.	Brief introduction to the importance of clean environment
Chapter VI. Fish Harvesting and Marketing To develop awareness of harvesting fish and its marketing	Methods of harvesting. Kinds of nets. Procedure for marketing	Explain methods of ? harvesting fish. Describe various types of nets commonly used. Explain the steps necessary for marketing

4.3.3 Bee Farming

Bee farming is a low cost and easily manageable activity. Besides providing Honey and Wax, it helps in pollination of plants, which in turn results in greater crop yield. The farmers, therefore, should keep some beehives in their fields. The curriculum outlines, detailed below will help preparing suitable textual materials for promotion of bee farming.

Objectives	Concepts	Scope
Chapter I. Introduction To provide general knowledge about bees, their family structure and the work carried out by the members.	Different species of honey bees found in Pakistan.	Describe general introduction, give names and characteristics of species commonly found in Pakistan. Explain anatomy of bees. Family structure and distribution of work in the hive.
Chapter II Selection of Site To understand conditions, suitable for keeping bees.	Site selection for bee keeping. Selection of suitable specie.	Describe criterion for selection of suitable site, environment and the specie most suited. Explain establishment of colonies in an Apiary.
Chapter III Equipment. To develop understanding of equipment required for bee keeping.	Equipment needed for keeping bees. Precautions to be observed while visiting an apiary. Parts of Hive.	Describe equipment required for bee keeping, steps to be undertaken and precautions to be observed during the visit of an Apiary. Explain Hive Parts.
Chapter IV Colonies and Feeding of Bee To establish competence in establishment of new colonies and bees.	Establishment of new colonies, Queen Rearing. Feed for bees.	Describe steps required for establishment of new colonies. Explain Queen rearing and feeding of bees.
Chapter V Swarm Control To develop understanding of swarm control.	Swarming measures for Swarm control. Shifting/migration of bees.	Explain swarming. Importance of swarm control. Describe methods of swarm control. Shifting of bees from one place to the other.
Chapter VI Diseases and harmful insects. To develop understanding of diseases in bees and protecting them from harmful insects.	Prevention from diseases in bees.	Explain precautions to be observed for prevention of diseases and saving the bees from harmful insects.
Chapter VII Collection of Honey. To provide knowledge of honey and wax, collection and marketing	Collection of honey and wax. Procedure required for their proper marketing	Describe collection of honey and wax from bee hive. Give useful tips for marketing of honey.

4.3.4 Livestock Rearing

Keeping of cows and buffaloes for domestic use is a very common practice among farmers. By rearing those on a small scale and on scientific lines can supplement farmers' income. The curriculum outlines given below will be useful for this purpose.

Objectives	Concepts	Scope
Chapter I. Introduction To create awareness about milk producing and meat producing cows/buffaloes/ bulls/ calves	Introduction. Suitable breeds of cows/buffaloes/calves/bulls for meat production. Suitable breeds of cows/buffaloes for milk production	Give general introduction about these animals. Describe separately the names and general characteristics of meat producing bulls/cows/buffaloes and milk producing ones, which are helpful in choosing a particular breed for rearing.
Chapter II Shelter. To develop understanding of safe keeping of these animals.	Type of shed, Size and its cleanliness etc.	Describe the size and structure of sheds. Housing the animals and maintaining cleanliness.
Chapter III Feed To develop understanding of food requirements of different breeds of animals.	Types of food (green and dried) available in different seasons. Feed requirement of milk producing and meat producing animals.	Describe separately the food requirements of milk producing and meat producing animals. Also provide information about food supplements needed by different types of animals.
Chapter IV Diseases To develop awareness of diseases in animals, their symptoms, causes and measures for prevention.	Diseases in animals, symptoms, causes and prevention.	Describe commonly occurring diseases in these animals. Their causes and steps for prevention.
Chapter V Profitable Dairy farming and marketing. To develop understanding of large scale production and preservation of milk.	Tips for increased milk production. Precautions for marketing. Preparation of useful products such as cheese, butter, khoa, etc	Describe measures for increased production of milk. Causes of splitting of milk and preventive measures to be adopted. Explain steps for keeping it safe for longer time. Describe preparation of cheese, butter, khoa and other products for marketing.

4.3.5 Rearing of Sheep

Rearing of sheep is quite common in the rural areas of Pakistan, especially in Baluchistan and some parts of NWFP, Sindh and Punjab provinces. These provide meat, wool and hides. Breeding the herds on scientific lines can result in appreciable increase in income. The following curriculum outlines can be helpful in this connection.

OBJECTIVES	CONCEPTS	SCOPE
Chapter I Introduction: To sensitize the learners about profitable and healthy rearing of sheep.	Introduction about rearing of sheep and goats. Various breeds of sheep found in Pakistan. Criterion for selection of a suitable breed for rearing.	Give general introduction about rearing of sheep and goats. Advantages of rearing sheep over goats. Describe separately the names and general characteristics of various breeds of sheep found in different parts of Pakistan. Selection of a suitable breed for rearing.
Chapter II Shelter: To develop understanding about advantages of keeping sheep.	Type of shelter (Barra). Size, site, cleanliness and surrounding environments	Describe the selection of suitable site for housing the sheep (Barra). Size and type of shed, surrounding environments and maintenance of cleanliness etc.
Chapter III Feed: To develop awareness about food requirements of sheep.	Types of food (green and dried) available in different seasons. Food requirements for meat producing and pregnant sheep. Food supplements.	Describe food requirements and grazing of sheep. Provide information about food supplements such as proteins, vitamins and minerals needed for meat producing and pregnant sheep.
Chapter IV Breeding: To develop understanding about profitable breeding of sheep.	Breeding of sheep. Precautions to be observed.	Describe conditions desirable for breeding of sheep (age, season, male/female ratio in the herd, etc.). Give some useful tips for profitable breeding. Feeding and taking care of new born lambs.
Chapter V Diseases: To develop awareness about common diseases of sheep, their symptoms, causes and measures for prevention.	Diseases in sheep, symptoms, causes and prevention.	Describe common diseases generally occurring in sheep; their prevention and cure. Parasites and how to get rid of them.
Chapter VI Record Keeping: To develop understanding about maintenance of record for healthy breeding.	Methods of identification of sheep. Maintenance of record about weight, age, pregnancy and vaccination etc, of the animals	Tattooing /Taging of sheep. Keeping of record such as number, age, weight, pregnancy and vaccination of individual sheep.

4.3.6 Inter Cropping

For the effective utilization of available land resources, two or more crops can be cultivated simultaneously in the same field. By doing so, substantial increase in per acre income can be achieved. The following curriculum outlines can be of use to farmers possessing small land holdings.

Objectives	Concepts	Scope
Chapter I. Introduction To develop awareness about Inter-Cropping	Introduction, importance and benefits of Inter-Cropping.	Describe the term Inter-Cropping, its importance and benefits.
Chapter II Choice of Crops To develop understanding of the factors to be kept in mind while making selections for Inter-Cropping	Criterion for choosing crops e.g differences in light requirement, depth of roots, height of plants, time span and water needs etc.	Describe by giving common examples of the factors which should be considered for choosing crops for sowing together.
Chapter III. Some Common Examples To develop understanding of various combination of crops which could be grown together	Examples such as sugar cane and vegetables, wheat and mustard, alfalfa and cotton etc.	Describe giving season-wise examples of crops which can be grown together.
Chapter IV Some Useful Tips To develop competence of Inter-Cropping technique for obtaining increased yield.	Useful tips about preparation of soil, application of fertilizers, watering the field and removal of weeds etc.	Describe in detail the preparations to be made in sowing of crops, application of fertilizers, watering the field and mulching, etc. Also give some useful tips to get the maximum yield.

4.3.7 Mushroom Growing

Mushroom is a vegetable rich in proteins, vitamins and minerals. It can be grown in a shed or a room in the house with a very small investment. The curriculum outlines for growing mushrooms are detailed below.

Objectives	Concepts	Scope
Chapter I. Introduction To create awareness about mushrooms	General introduction and importance. General conditions helpful for growing different varieties commonly grown in Pakistan	Give an introduction of the mushroom, its importance and uses from medicinal point of view. Explain conditions required for growing mushroom and name different common varieties.
Chapter-II Basic Requirements To develop understanding of the basic requirement and preparations needed for growing mushrooms.	Selection of room/shed. Preparation of compost. Process to make compost and other materials free from germs. Procurement of seed.	Explain in detail the type of room/shed required. Preparation of compost and its treatment to free it from germs and procurement of seed for growing mushroom.
Chapter-III Seasons of Cultivation of different varieties. To develop awareness of the seasons and procedure for cultivation of different varieties.	Season / period, type and preparation of compost, amount of seed and the procedure employed for growing Oyster Mushroom, Button Mushroom, Chinese Mushroom and Shitaki Mushroom.	Describe in detail separately for each variety, their seasonal period, the kind and preparation of compost, the amount of seed required and various preparations to be made for growing Oyster Mushroom, Button Mushroom, Chinese Mushroom and Shitaki Mushroom.
Chapter-IV Harvesting and Marketing. To develop understanding of harvesting and marketing of different varieties of mushroom.	Harvesting, cleaning, packing and marketing of different varieties of mushroom.	Describe the procedure of harvesting, cleaning, packing and marketing the mushrooms in different seasons.

4.3.8 Local Handicrafts (Tie-dye Technique)

The Tying and dying clothes is probably the simplest method for making patterns on a plain piece of cloth. Besides meeting their own family requirements, the learners can also adopt this technique for raising family income by producing items such as wall-hangings, bed spreads and scarves. The following curriculum outlines will help learning this skill:

Objectives	Concepts	Scope
Chapter 1. Introduction To develop awareness about dying process.	General introduction, selection of cloth, suitable patterns and selection of dyes.	Describe general introduction about dying of cloth. Techniques that were used in early days. Vegetable and synthetic dyes. Pattern making of dyes suitable for a particular fabric.
Chapter 2. Techniques of tie and dye. To develop understanding of the process of tying and dying.	Tying sections of a length of cloth. Soaking it in vats of color.	Describe the process of tying of cloth with the thread, twisting and making patterns by knotting. Immersing it into vats of colours for achieving good results.
Chapter 3 Creation of styles. To develop knowledge of various styles.	Introducing various styles.	Describe different styles such as Laheria, Bandhani, Pelangi, Tritik, etc. Give diagrams of some useful designs.
Chapter 4 Some useful products To provide awareness about some useful products.	Colorful bed sheets, wall-hangings, scarves, shirts, socks and handkerchiefs etc.	Explain in detail the making of useful products, such as wall hanging, scarves, bed sheets, shirts, socks and handkerchiefs etc. Describe production process including washing, sizing, folding of the product. Provide some useful tips for washing Tie and Dye product.

4.3.9 Weaving of Woolen Blankets and Floor Mats

Wool is the by-product obtained by rearing of sheep. Due to lack of knowledge of the process of conversion of the wool into useful products, mostly, people sell it in the raw form. This results in generating low income. By preparing some useful products such as blankets and floor mats, they can increase their income. The following curriculum outlines can help.

Objectives	Concepts	Scope
Chapter-I Introduction: To sensitize the learners about selection of a suitable breed for wool production.	Introduction about various breeds commonly occurring in different parts of Pakistan and are suitable for obtaining wool. Criterion for selection of a suitable breed for this purpose.	General introduction about various breeds of sheep commonly found in various parts of Pakistan, suitable for production of wool. Knowledge about the criterion for selection of some suitable breed for rearing.
Chapter-II To create awareness about the methods generally employed in shearing of wool.	Age of the sheep and suitable season for shearing along with methods of shearing. Some useful tips to do it efficiently.	Information related to the age of the sheep at the time of shearing of wool. The suitable seasons for this purpose. Common methods, suitable techniques for shearing. Precautions to be observed during shearing.
Chapter-III Production of Yarn. To provide information about different methods of spinning the yarn.	Processing of wool. Preparation of yarn.	Discussion on the process of cleaning, washing and drying of wool. Shredding and methods of spinning yarn.
Chapter-IV Weaving. To create understanding about weaving of blankets/floor mats.	Dying process. Weaving method. Designing and weaving of blankets / floor mats.	Dying of yarn. Materials required for preparing an "Adda" Preparation of Adda. Methods of weaving blankets / floor mats. Preparation of useful designs.
Chapter-V Marketing. To provide information about marketing the produce.	Washing the product, packing and marketing.	Knowledge related to process of washing, packing and marketing the produce.

4.3.10 Dress Making

Importance of learning of “Dress Making Skills” hardly requires to be emphasized. However, a large number of rural women remain deprived of learning of this skill. Textual material prepared on this subject will be equally used for both men and women. The following are the recommended course outlines.

Objectives	Concepts	Scope
<p>Chapter-1</p> <p>Introduction</p> <p>To develop awareness about sewing equipment commonly used.</p>	<p>General introduction to Hand stitching and Machine stitching. Advantages of machine stitching, Equipment / material commonly required.</p>	<p>Describe general introduction about this skill both for Hand stitching and Machine stitching. Advantages of machine stitching. Names of equipment / material commonly required for this purpose.</p>
<p>Chapter-2</p> <p>Sewing Machine</p> <p>To develop understanding of the use of sewing machine.</p>	<p>Types of sewing machines. Care in handling, cleaning oiling and faults finding.</p>	<p>Describe different types of sewing machines (hand operated and electrically operated), parts of the machines and their functions. Explain the operation and maintenance of sewing machine and pin point common faults such as loose thread, tension, thread breaking and needle breaking etc. Describe the techniques to remove the above faults.</p>
<p>Chapter-3</p> <p>Colour Design</p> <p>To develop understanding for the selection of appropriate colours and designs of fabrics.</p>	<p>Seasonal colours. Designs suitable for various age groups, sexes and occupational groups.</p>	<p>Explain selection of appropriate type (based on seasonal needs), colour and design for different age groups. Describe that age, sex, occupation should be considered while selecting and stitching dresses appropriately.</p>
<p>Chapter-4</p> <p>Drafting and Pattern making</p> <p>To develop awareness about the drafting and pattern making for dresses.</p>	<p>Introduction to children, men and women figures. Taking of measurements.</p>	<p>Describe the importance of proper drafting and pattern making. Explain the correct methods for taking size and measurements.</p>
<p>Chapter-5</p> <p>Stitching of Common Garments</p> <p>To develop competence and skill in the preparation of casual wear outfits/ garments.</p>	<p>Cutting, patterns making and stitching of common garments such as “Bib” for infants, shalwar and Kameez (Ladies), Kurta and Pajama(Gents) , Knickers and Shirts, etc.</p>	<p>Describe the procedure for cutting, pattern making and stitching of some common garments such as Bib and Apran for Children, Shalwar, Kameez, Kurta, Pajama, Knickers and Shirt etc.</p>

4.3.11 Embroidery

The skill of embroidery greatly attracts female learners. Through this skill, rural women can gainfully utilize their spare time to increase family income. The following are the curriculum outlines proposed for teaching embroidery.

Objectives	Concepts	Scope
<p>Chapter-1</p> <p>Introduction</p> <p>Developing awareness about the importance of learning embroidery.</p>	<p>Importance and Benefits of Hand and Machine embroidery along with the right type of material and equipment.</p>	<p>Describe the importance of this skill benefits that can be achieved by learning embroidery</p> <p>Comparison between hand embroidery and machine, embroidery.</p>
<p>Chapter-2</p> <p>Hand stitching</p> <p>Developing understanding of various types of stitches used in hand embroidery.</p>	<p>Common techniques of hand stitching. Types of stitches, Tracing of pattern on the cloth.</p>	<p>Describe some common types of stitches which are hand embroidered. Selection of cloth, thread and materials required for this purpose. Procedure for selecting and tracing of the pattern for embroidery.</p>
<p>Chapter-3</p> <p>Machine Stitching</p> <p>Equipping the learners with the basic knowledge of machine stitching.</p>	<p>Use and maintenance of machines for embroidery</p> <p>Cleaning, oiling, faults finding and removal of faults.</p>	<p>Describe operation and maintenance of embroidery machine. Parts of machine. Common faults such as loose thread, tension, thread breaking and needle breaking etc. Give the techniques to remove these faults.</p>
<p>Chapter-4</p> <p>Common Regional Stitches</p> <p>To developing acquaintance with different varieties commonly occurring in different parts of Pakistan.</p>	<p>Kashmiri stitch, Sindhi stitch, Baluchi stitch, Siraiki stitch and Kohistani stitch, etc.</p>	<p>Describe separately the method of embroidering regional patterns such as Sindhi Stitch, Baluchi Stitch, Siraiki Stitch, Kashmiri Stitch, and other popular stitches commonly employed in various parts of the country.</p>
<p>Chapter-5</p> <p>Some Common Designs</p> <p>Create awareness about the patterns/designs commonly used for making various products.</p>	<p>Include some sketches, diagrams generally used on the handkerchiefs, bed sheets, pillows, cushions, scarves and wall hangings, etc.</p>	<p>Give separately designs / drawings of the patterns generally used on the handkerchiefs, bed sheets, pillows, cushions, scarves, wall hangings and other items commonly available in the house.</p>

4.3.12

Food Processing and Preservation

Food is the basic necessity of mankind. Diseases on account of malnutrition can be seen in some communities, especially in children. There is a need to teach basic skills involved in the processing and preservation of food. By preparing processed and preserved foods at small scale, income can be saved and generated by their marketing. Following are the curriculum outlines:

Objectives	Concepts	Scope
Chapter 1. Introduction To develop understanding of the importance of food processing and its preservation.	Definition of food, food processing and food preservation. Importance of food processing and preservation.	Describe food, food processing and food preservation. Explain the importance of the latter in particular.
Chapter 2. Food requirements. To create awareness about our food requirements.	Basic information related to diet, necessary nutrients required for human health, e.g. carbohydrates, fats, proteins, vitamins and mineral elements. Concept of balanced diet.	Describe sources and functions of carbohydrates, fats, proteins, the essential nutrients, vitamins and mineral elements. Examples maybe taken from the food commonly eaten. Explain the concept of a balanced diet.
Chapter 3 Spoilage of food. To provide basic understanding related to the process of food spoilage.	Mode of spoilage of stable, semi-perishable and perishable foods.	Explain the important factors responsible for spoilage of stable, semi – perishable and perishable foods. Give examples from every day life.
Chapter 4 Food preservation. To provide knowledge about food preservation.	Storage. Cold storage and refrigeration. Freezing, canning and bottling. Sun drying and dehydration. Use of chemicals additives.	Describe the storage of food for short term preservation. Detailed methods of cold storage and refrigeration. Freezing, canning and bottling of foods, as well as modes for drying and dehydration of fruits and vegetables. Give examples of chemical additives commonly used.
Chapter 5 Preparation of Jams, Pickles and Squashes. To train the learners in the preparation of jams, pickles, tomato ketchup and squashes.	Preparation of jam, pickles, tomato ketchup and squashes. The materials required and the process.	Detailed description of the procedure for the preparation of jams, pickles, tomato ketchup and squashes by giving examples of their preservation and storages.

SECTION - 5

GUIDELINES

5.1 Guidelines for Material Developers

General Guidelines:

Development of material occupies an important place in implementation of the curriculum and achievement of its objectives. Material for literacy including functional literacy may be developed in several forms such as primers, readers, booklets, wall charts, flip charts, pictures, audio cassettes, radio and TV scripts, teacher training manuals and guides etc.

The following points may be considered while developing material on different themes:-

- i. Mention the objectives and reinforce them frequently while writing the text.
- ii. Material should be written in easy and simple language. The sentences should be short. Long paragraphs and too much material and information in one paragraph may be avoided.
- iii. It should be more desirable to look for the words and phrases most commonly used in learners' everyday language.
- iv. Examples may be quoted about the things and places found in the immediate surroundings of learners; **(Relevance to the learners surroundings)**.
- v. Concepts described in the material be supported with suitable illustrations and pictures compatible with the learners' mental level.
- vi. Care should be taken that nothing is included in material which may create feeling of gender-biases, cultural sensitivity or prejudices.
- vii. Tune up the material to the mental level of the readers and try to keep the text understandable anticipating the readers' difficulties/ limitations.
- viii. Ensure building up a graded vocabulary in the write-up avoid the use of jargons to make the material comprehensible to the learners.
- ix. Ensure to grip the learners interest throughout the presentation of contents. Use the techniques of questions, compare and contrast, concretization of abstract ideas, examples and lively presentations etc, to alert and involve the learner throughout the teaching learning process.
- x. Use simple past, present or future tense, as the case may be, keeping the sentences small and simple.
- xi. One paragraph may be specified for presenting just one compact idea/concept.
- xii. Headings/sub-headings be written prominently and numbered to present the contents in a coherent and clear manner.
- xiii. There must not be any gap(s) or jump/s in presentation; the concept(s) must be logically arranged.

- xiv. Try to establish a direct relationship with the target learner. The learners should feel as if the writer is directly addressing them.
- xv. Activities be given in the text for providing an opportunity to the reader to involve him / her practically in the process of learning.
- xvi. Ensure the establishment of linkage between various themes to be taught to the learners.
- xvii. Self-assessment exercises be given at the end of each section with answers for recapitulation.
- xviii. Last page should contain the main points of different concepts presented in the “Reader” along with new words used in the manual.

5.2 Guidelines for Teachers

General Guidelines:

The main objectives of the curriculum of literacy/functional literacy are the consolidation and reinforcement of basic literacy skills and facilitating the improvement in the quality of life through the promotion and inculcation of life skills/income generating skills. To achieve this objective, the teacher should keep in view the following major principles in teaching learning process.

1. The teacher should realize that learners, though illiterate and poor, are not totally ignorant and blank; they do possess certain basic abilities and knowledge. The teacher needs to recognize the potential ability of learners and build on what they already have.
2. The teacher-learner relationship in literacy classes has to be positively different from the relationship in formal education. The relationship should be based on cooperation and facilitation. The teacher should prepare personal profile of each learner.
3. The learners should be equipped with the latest and up-to-date information about the themes included in the curriculum.
4. Teacher should have the knowledge of the psychology of learners, their interest, life style and learning needs because sometimes learners do not see linkages between learning and their needs and hence they are not motivated to learn.
5. For a new learner it is difficult to decide and analyze his/her own needs and interests. Teacher should provide counseling and guidance to such learners, while taking into consideration their problems and limitations.
6. Learners should be motivated to analyze the factors contributing to the existing conditions and possible ways to change their situation for better life. Thus learners need to acquire knowledge of the existing facilities and services and the manners in which such facilities can be used. Learners should be able to make the optimum use of human and material resources available around.
7. The teacher should be well informed and well prepared about his/her subject.
8. The teacher should aim to mobilize learners to acquire literacy skills.

9. The teacher should plan his/her lessons keeping in view the objectives of the themes included in the curriculum, deliver the lesson and assess /evaluate the achievement and adopt corrective measures accordingly.
10. Teacher should encourage the learning of skills like observation, curiosity, creativity, questioning and application. The teaching methodology should be adopted in a way that it promotes these higher-order skills. For this purpose, the following principles in teaching learning process should be kept in mind:
 - i. The teacher should plan his/her lessons keeping in view the objectives of the themes.
 - ii. Active involvement of learners is the key for successful delivery of lessons.
 - iii. The technique of group discussion should be used at appropriate stage in the teaching-learning process.
 - iv. All lessons particularly the lessons of functional literacy should be activity-oriented. It is necessary that the teacher should identify and capitalize upon the reference material and other resources before hand.
11. A list of teaching strategies is included for the teacher and as per demand of the topic and level of learners, the teacher may use it individually or with different combinations for instructional purposes:
 - i. Activity oriented approach.
 - ii. Group discussions.
 - iii. Question / answer approach.
 - iv. Enquiry approach.
 - v. Learner centered approach.
 - vi. Role play.
 - vii. Story telling.
 - viii. Games and simulations.
 - ix. Oral talk and discussion under the guidance of teacher.
 - x. Oral talk and discussion under the guidance of an expert.
 - xi. Use of audio-cassettes and flip charts.
 - xii. Use of posters, charts, and other aids.
 - xiii. Debates.
 - xiv. Study visits.

5.3 Delivery Mechanism

Planning and implementation of a literacy program would involve a number of steps including the following:

1. **Pre-testing the curriculum and implementation strategies:** Before going for full scale implementation of the curriculum, the Curriculum Wing may go for pre-testing the material and the implementation strategy in selected areas of the country. It would help in further improvement of different aspects of the total scheme including implementation strategies.
2. **Identifying / establishing / strengthening appropriate delivery system:** The implementing agency will have to draw upon the indigenous education system for this purpose introducing an appropriate level of flexibility to adjust it to the specific needs and requirements of the literacy program in the light of local situation. It may entail the mixture or a happy blend of different systems/sub-system to facilitate the delivery.
3. **Strengthening delivery modes:** Some of the delivery modes which may be possibly relevant to the themes may include: Use of Readers or other types of material developed for the purpose, demonstration of skills and techniques to be imparted, individual and group work, learners' presentations in classroom followed by discussions, group and individual work, practical work, visits to places of interest for observation and collection of first hand information, quizzes and contests etc. Effective steps for strengthening teachers' skills in these delivery modes are pre-requisite.

Role required from / expectations from NGOs / agencies.

4. **Personnel:** NGO/agencies running literacy programmes utilize the services of retired people or volunteers available in the community. Serving personnel may also be engaged in the afternoon hours on part-time basis by offering attractive salary package to ensure better results.
5. **Continuous monitoring:** It is always imperative to design an effective monitoring mechanism for effective implementation of the programme with the collaboration of locally available volunteers.
6. **Evaluation of the programme:** Provision will have to be made for continuous as well as summative evaluation of the programme as per objectives, resources, time span etc.
7. **Revision and improvement:** Data available through evaluation must be used for down stream improvement of the programme and to meet the emerging needs of target people.
8. **Training:** Training to the teachers and supporting staff to be provided to the possible extent.

ANNEXURE

CURRICULUM DEVELOPMENT TEAM

1. Mr. Saqib Ali Khan, Joint Educational Adviser, (Projects Wing)/ Chairperson LIFE Core Group, Ministry of Education, Islamabad.
2. Dr. Attash Durrani, Project Director, National Language Authority, Islamabad.
3. Dr. Ijaz Ahmed Chaudhry, Ex Joint Educational Adviser, Ministry of Education, Islamabad.
4. Dr. Muhammad Saleem, Deputy Educational Adviser, Projects Wing, Ministry of Education, Islamabad.
5. Mr. Arshad Saeed Khan, Senior Education Specialist, UNESCO, Islamabad.
6. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
7. Dr. A. R. Saghir, Prof. (Retd), Allama Iqbal Open University, Islamabad.
9. Mrs. Razia Abbas, Prof. (Retd), Allama Iqbal Open University, Islamabad.
10. Ms Iffat Bukhari, National Programme Manager, National Commission for Human Development, Islamabad.
11. S. Tajammal Hussain Shah, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
12. Mr. Mushtaq Sher, Research Officer, Projects Wing, Ministry of Education, Islamabad

SUPERVISED BY:

1. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
2. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.

TECHNICAL COMMITTEE

1. Mr. Saqib Ali Khan, Joint Educational Adviser (Projects Wing), Ministry of Education, Islamabad.
2. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
3. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
4. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad.
5. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA. Ministry of Education, Islamabad.
6. Mr. Arshad Saeed Khan, Senior Education Specialist, UNESCO, Islamabad.
7. Dr. S. B Ekna yake, Consultant, UNESCO, Colombo, Sri Lanka.
8. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
9. Ms Nasreen Gul, Education Specialist, UNESCO, Islamabad.
10. Mr. Iqbal-ur-Rehman, Chief Coordinator, NCHD, Islamabad.
11. Ms Iffat Amir Bukhari, National Programme Manager, NCHD, Islamabad.
12. Prof. Rehana Mughni, Sindh Education Foundation, Karachi.
13. Mr. Muhammad Idrees Jatoi, Deputy Director, Bureau of Curriculum and Extension Wing, Jamshoro, Sindh
14. Mr. Imdad Hussani, Sindhi Language Specialist, Sindh Textbook Board, Hyderabad
15. Mr. Muhammad Bilal Aziz, BUNYAD, Lahore.
16. Dr. Muhammad Arshad, Deputy Secretary, Literacy and Non-Formal Basic Education Department, Lahore.
17. Mr. Chiragh Din Arif, Additional Director, Curriculum Research and Development Centre, Punjab, Lahore.
18. Mr. Mumtaz Manglori, Elementary Education Foundation, Peshawar.
20. Mr. Muhammad Hamid, Subject Specialist, Bureau of Curriculum and Teacher Education, NWFP, Abboattabad.
21. Mr. Muhammad Ijaz-ul-Haq, Additional Director, Bureau of Curriculum, Balochistan, Quetta.
22. Raja Iftikhar Hussain Khan, Subject Specialist, Directorate of Curriculum and Teacher Education, AJK, Muzaffarabad.
23. Dr. A. R. Saghir, Prof. (Retd), Allama Iqbal Open University, Islamabad.
24. Mrs. Razia Abbas, Prof. (Retd), Allama Iqbal Open University, Islamabad.
25. Mr. S. Tajammal Hussain Shah, AEA (CW), Ministry of Education, Islamabad
26. Mrs. Rashida Saleemi, AEA (CW), Ministry of Education, Islamabad
27. Mr. Muhammad Nasir Khan, AEA (CW), Ministry of Education, Islamabad
28. Mr. Munawar Din Awan, AEA (CW), Ministry of Education, Islamabad
29. Mr. Kamran Baig, RO (CW), Ministry of Education, Islamabad
30. Mr. Iltaf Hussain Shah, Research Officer (CW), Ministry of Education, Islamabad
31. Mr. Mushtaq Sher, R.O, Projects Wing, Ministry of Education, Islamabad.
32. Dr. Muhammad Aslam Adeeb, Professor Department of Education, Islamia University, Bahawalpur.

PROVINCIAL REVIEW TEAM, PUNJAB, LAHORE

1. Mr. Rai Ijaz Ali Zagham, Secretary, Department of Literacy and Non-Formal Basic Education, Punjab, Lahore.
2. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
3. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
4. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad.
5. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA, Ministry of Education, Islamabad.
6. Dr. Muhammad Saleem, Coordinator, Functional Literacy/Deputy Educational Adviser, Projects Wing, Ministry of Education, Islamabad.
7. Mr. Arshad Saeed Khan, Senior Education Specialist, UNESCO, Islamabad. .
8. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
9. Mr. S. Tajammal Hussain Shah, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
10. Mr. Inayatullah, Chairman, PACADE, Lahore.
11. Mrs. Nasira Habib, Director, Khoaj, Lahore.
12. Mr. Muhammad Bilal Aziz, BUNYAD, Lahore.
13. Dr Muhammad Arshad, Deputy Secretary, Literacy and Non-Formal Basic Education Department, Punjab, Lahore.
14. Mr. Chiragh Din Arif, Additional Director, Curriculum Research and Development Centre, Punjab, Lahore.
15. Mr. Javed Ali Chaudhry, Deputy Director, Curriculum Research and Development Centre, Punjab, Lahore
16. Mr. Takumi Koide, Project Adviser, JICA 65-H, Gulberg-III, Lahore.
17. Ms Katherine, Amen Society, (NGOs) 72-FCC Canal Bank, Gulberg-IV, Lahore.
18. Ms Ismat Niaz, Literacy Resource Centre, Provincial Secretary, Pakistan Girls Guide Association, (PGGA) Guide House 5-Habibullah Road, Lahore.
19. Mr. Fawad Usman Khan, Sudhaar, 56-Aarya Nagar Scheme Poonch Road, Samanabad, Lahore.
20. Mr. Muhammad Arshad Khokhar, Project Director, Literate Punjab Programme, Literacy & NFBE Department, Lahore.
21. Mr. Sarfraz Ahmad Chatha, Executive District Officer (Literacy) Distt. Khushab.
22. Ms Abida Nasreen, Lecturer, Institute of Education and Research, University of the Punjab, Lahore.
23. Mr. Usman Naveed, Deputy Director, Punjab Textbook Board, (C.W), Lahore.
24. Mr. Muhammad Zubair Shahi, Deputy Director, Punjab Textbook Board,(C.W), Lahore.
25. Ms Mahira Afzal, Pakistan Girls Guide Association, Punjab, Lahore.
26. Mrs. Shaheen Ahmed, Executive Director, SHE, Lahore.
27. Ms Nomi Khan, Amen Society, Canal Bank, Gulberg-IV, Lahore.

PROVINCIAL REVIEW TEAM, SINDH, KARACHI

1. Mr. Deedar Murtaza, Director, Department of Literacy, Sindh, Karachi.
2. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
3. Mrs. Yasmin Masood, Deputy Educational Adviser (CW), Ministry of Education, Islamabad.
4. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad
5. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA, Ministry of Education, Islamabad
6. Dr. Muhammad Saleem, Coordinator, Functional Literacy/Deputy Educational Adviser, Projects Wing, Ministry of Education, Islamabad.
7. Mr. Arshad Saeed Khan, Senior Education Specialist, UNESCO, Islamabad.
8. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
9. Mr. S. Tajammal Hussain Shah, AEA (CW), Ministry of Education, Islamabad
10. Prof. Rehana Mughni, Sindh Education Foundation, Karachi
11. Mr. Idrees Jatoi, Deputy Director, Bureau of Curriculum, Jamshoro, Sindh
12. Mr. Imdad Hussani, Sindhi Language Specialist, Sindh Textbook Board, Hyderabad.
13. Mrs Irshad Abbasi, Director, National Book Foundation, Karachi.
14. Mr. Roshan Ali, Deputy Director, Humanities, Sindh Textbook Board, Jamshoro.
15. Mr. Ashique Hussain, Assistant Director/Coordinator, Directorate of Literacy, Govt. of Sindh, Karachi.
16. Mr. Muhammad Ishaque, Deputy Director, Directorate of Literacy, Government of Sindh, Karachi.
17. Mr. Abdul Latif Silrio, Additional Director, Directorate of Literacy, Government of Sindh, Karachi.
18. Ms Sadiqa Salahuddin, Director, Indus Resource Centre, (IRC), DHA, Phase-V Karachi.
19. Mr. Ghulam Mustafa Abro, General Manager, SGA, Karachi.
20. Ms Zakia Shoiab, from REFORMER 302-Gaylord Apartment K.D.A. Scheme No.1, Karsaz Road, Karachi.
21. Ms Aneela Mirani, Project Manager, Sindh Development Society, Karachi.
22. Mr. Zulfqar Ali Sario, Health and Nutrition, Development Society (HANDS), Karachi.
23. Dr. Razia Faqir Muhammad, Institute of Education, Agha Khan University, Karachi.
24. Mrs. Ishrat Malik, Corporate Communication Officer, Literate Pakistan Foundation, Karachi.
25. S.M. Nizamuddin, Pak Waton Welfare Association, Karachi.
26. Mr. Zeeshan, the Education Foundation, 28/A1, Block 6, PECHS, Main Shara-e-Faisal, Karachi.
27. Mr. Rashid Ali, The Education Foundation, 28/A1, Block 6, PECHS, Mean Shara-e-Faisal, Karachi.
28. Mr. M. Daim, NCHD, Karachi.
29. Ms Talat Jaskani, Deputy Project Director (DEEP), Karachi.

PROVINCIAL REVIEW TEAM, NWFP, PESHAWAR

1. Mr. Farid Ahmed Qureshi, Special Secretary, Department of Literacy and School Education, NWFP, Peshawar.
2. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
3. Mr. Saqib Ali Khan, Joint Educational Adviser, (Projects Wing), Ministry of Education, Islamabad.
4. Mr. Fazli Rabbi, Chairman, NWFP Textbook Board, Peshawar.
5. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
5. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad
6. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA, Ministry of Education, Islamabad
7. Dr. Muhammad Saleem, Coordinator, Functional Literacy/Deputy Educational Adviser, Projects Wing, Ministry of Education, Islamabad.
8. Ms Nasreen Gul, Education Specialist, UNESCO Office, Islamabad. .
9. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
10. S. Tajammal Hussain Shah, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad
11. Mr. Zafar Arbab Abbasi, Deputy Director (Languages), Directorate of Curriculum and Teacher Education, NWFP, Abbottabad.
12. Mr. Abdussalam, Subject Specialist, Directorate of Curriculum and Teacher Education, NWFP, Abbottabad.
13. Mr. Hamid Khan, Subject Specialist, Directorate of Curriculum and Teacher Education, NWFP, Abbottabad.
14. Syed Junaid Ali Shah, Deputy Director, Elementary Education Foundation, EFA Project NWFP Peshawar.
15. Prof. Hamidullah Khan, Subject Specialist, (English), NWFP Textbook Board, Peshawar.
16. Porf. Bashir Muhammad, Subject Specialist, (Math), NWFP Textbook Board, Peshawar.
17. Mr. Zubair Mangloori, Member, NWFP Textbook Board, Peshawar.
18. Ms Sajila Sohail, Sarhad Rural Support Programme (SRSP), Defence Colony, Peshawar.
19. Mr. Majid Sabir, Directorate of Schools & Literacy, Govt. of NWFP, Peshawar.
20. Mr. Azhar Iqbal Malik, Directorate of Schools & Literacy, Govt. of NWFP, Peshawar.
21. Mr. Jamal-ud Din, Project Manager, (MRP) Education Department, Govt. of NWFP, Peshawar.
22. Ms Farzana Maroof, Senior Expert, Teaching Learning Materials, ESDP-GTZ, Peshawar.
23. Ms Nadia Tariq Shah, Education Coordinator, SRSP, Peshawar.
24. Mr. Niaz Muhammad, Manager DTP, Peshawar.
25. Mr. Mushtaq Jadoon, M.D. Elementary Education Foundation, NWFP, Peshawar.
26. Ms Mehjabeen Ayub, Rural Support Programme, NWFP, Peshawar.
27. Mr. Wajid Ali Khan, Senior Instructor, PITE, Peshawar.

PROVINCIAL REVIEW TEAM, BALOCHISTAN, QUETTA

1. Mr. Aftab Ahmed Jamal, Secretary, Department of Literacy and Social Welfare, Balochistan, Quetta.
2. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
3. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
4. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad.
5. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA, Ministry of Education, Islamabad.
6. Dr. Muhammad Saleem, Coordinator, Functional Literacy/Deputy Educational Adviser, Projects Wing, Ministry of Education, Islamabad.
7. Ms Nasreen Gul, Education Specialist, UNESCO Office, Islamabad.
8. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
9. Mr. S. Tajammal Hussain Shah, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
10. M. Amir Khan, Information Officer, Society for Community Support for Primary Education Balouchistan, Quetta.
11. Mr. Abdul Hakeem, Light of Awareness for Fair Advancement of Mankind (LAFAM), Hazara Mohallah Near Boys Primary School, Loralai.
12. Ms Nasira Dar, Provincial Secretary, Pakistan Girls Guide Association, Quetta.
13. Mrs. Hassan Jan, Provincial Institute of Teacher Education, (PITE), Quetta.
14. Mr. Nazar Muhammad Kakar, Deputy Director, Bureau of Curriculum and Extension Centre, Quetta.
15. Mr. Abdul Ghaffazr Nasir, Director, Directorate of Literacy, Govt. of Balochistan, Quetta.
16. Mr. Aftab Ahmad, Superintendent, Directorate of Literacy and Non-Formal Education, Social Welfare department, Quetta.
17. Mr. Mehar Ullah, Field Officer, Directorate of Literacy and Non-Formal Education, Social Welfare department, Quetta.
18. Mr. Ahmer Saeed Qazi, Directorate of Education, Govt. of Balochistan, Quetta.
19. Mr. Tayyab Ahmad Rai, Subject Specialist, Bureau of Curriculum and Extension Centre, Quetta.
20. Mr. Farooq Khan, Social Mobilizer, Light of Awareness for Fair Advancement of Mankind (LAFAM) Hazara Mohallah Near Boys Primary School, Loralai,
21. Mr. Ashfaq Hussain, Senior Research Officer, Directorate of Education, Govt. of Balochistan, Quetta.
22. Mr. Muhammad Essa Khan, SRO, Bureau of Curriculum and Extension Centre, Quetta.
23. Mr. Khalid Mahmood, S.S.S, Bureau of Curriculum and Extension Centre, Quetta.

NATIONAL REVIEW COMMITTEE

1. Mr. Inayatullah, Chairman, PACADE, Lahore.
2. Mr. Atta Ullah, Director, Directorate of Curriculum and Teacher Education, NWFP, Abbottabad.
3. Mr. Abdussalam, Deputy Director, Directorate of Curriculum and Teacher Education, NWFP, Abbottabad.
4. Mr. Malazam Hussain Mujahid, Deputy Secretary General, PNCU, Islamabad.
5. Mr. Muhammad Mushtaq Jadoon, Managing Director, Elementary Education Foundation, NWFP, Peshawar.
6. Mr. Saqib Ali Khan, Joint Educational Adviser (Projects Wing), Ministry of Education, Islamabad.
7. Mr. Arif Majeed, Joint Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
8. Mrs. Yasmin Masood, Deputy Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad.
9. Dr. Attash Durrani, Coordinator, Basic Literacy/Project Director, National Language Authority, Islamabad.
10. Dr. Ijaz Ahmed Chaudhry, Coordinator, Income Generating Skill, Ex-JEA, Ministry of Education, Islamabad.
11. Dr. Muhammad Saleem, Coordinator, Functional Literacy Curriculum/ DEA (Projects Wing), Ministry of Education, Islamabad.
12. Mr. Arshad Saeed Khan, Senior Education Specialist, UNESCO, Islamabad.
13. Dr. Rafat Nabi, Director and Focal Person Literacy, ESRA, Karachi.
14. Mr. Iqbal-ur-Rehman, Chief Coordinator, NCHD, Islamabad.
15. Ms Iffat Amir Bukhari, National Programme Manager, NCHD, Islamabad.
16. Prof. Rehana Mughni, Sindh Education Foundation, Karachi
17. Mr. Muhammad Idrees Jatoti, Deputy Director, Bureau of Curriculum, Jamshoro, Sindh
18. Mr. Imdad Hussani, (R), Sindhi Language Specialist, Sindh Textbook Board, Hyderabad.
19. Miss Drakhshandeh Qureshi, BUNYAD, Lahore.
20. Mr. Ashique Hussain, Assistant Director, Literacy Department, Government of Sindh, Karachi.
21. Dr. Muhammad Arshad, Deputy Secretary, Literacy and Non-Formal Basic Education Department, Punjab, Lahore.
22. Mr. Chiragh Din Arif, Additional Director, Curriculum Research and Development Centre, Wahdat Colony, Lahore
23. Mr. Nazar Muhammad Kakar, Deputy Director, Bureau of Curriculum and Extension Centre, Quetta.
24. Mr. Mehar Ullah, Field Officer, Literacy Department, Government of Baluchistan, Quetta.
25. Raja Iftikhar Hussain Khan, Subject Specialist, Directorate of Curriculum and Teacher Education, AJK, Muzaffarabad.
26. Dr. A. R. Saghir, Prof. (Retd), Allama Iqbal Open University, Islamabad.
27. Mrs. Razia Abbas, Prof. (Retd), Allama Iqbal Open University, Islamabad.
28. Mr. S. Tajammal Hussain Shah, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad
29. Mrs. Rashida Saleemi, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad
30. Mr. Muhammad Nasir Khan, Assistant Educational Adviser, Curriculum Wing, Ministry of Education, Islamabad
31. Ms Abida Razwan, Institute of Mass Education, AIOU, Islamabad.
32. Mr. Zahid Sajjad, Institute of Mass Education, AIOU, Islamabad.
33. Ms Sajida Nasreen, Research Officer, Projects Wing, Ministry of Education, Islamabad.
34. Ms Rehana Zaman, Institute of Mass Education, AIOU, Islamabad.
35. Mr. Amir Khan, Focal Person EFA Literacy Society for Community Support for Primary Education, Balochistan, Quetta.