



Curriculum Based Reference Material for Adult Literacy 2015

**Punjab Curriculum and Textbook Board
Government of the Punjab**



**Literacy & Non Formal Basic Education Department,
Govt. of the Punjab**

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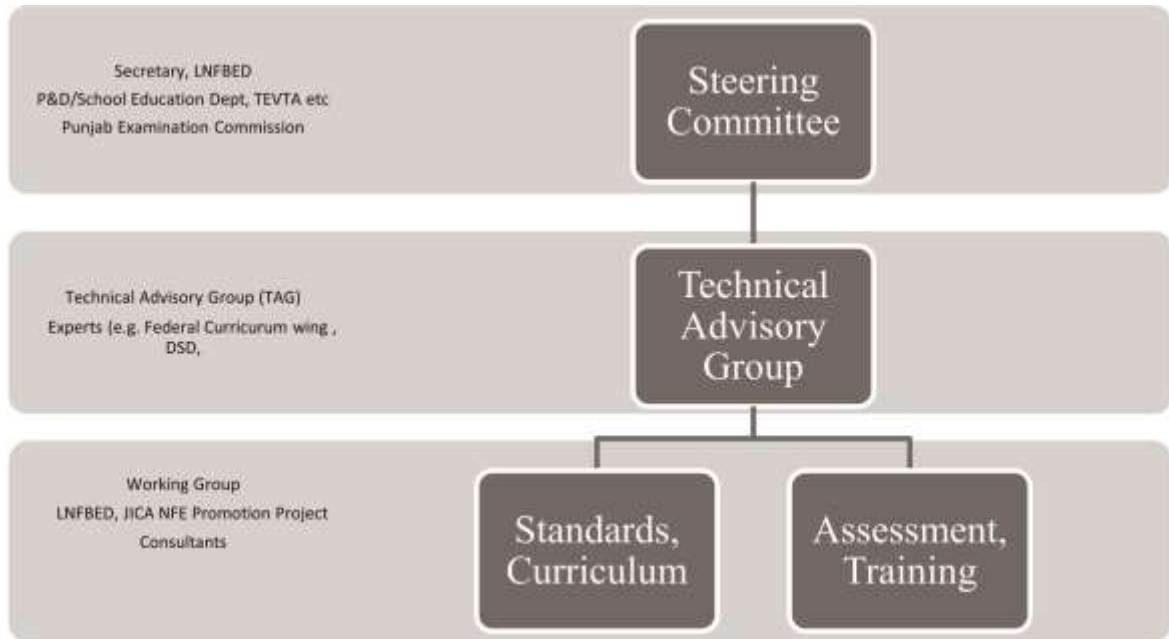
Introduction

Under the 18th Amendment to the Constitution of Pakistan 1973, the Concurrent Legislative list has been abolished and consequently subjects enumerated in the Concurrent List have been transferred to the Provincial Governments. In this context, the roles and responsibilities of Literacy and Non Formal Basic Education Department (LNFBED), Government of Punjab were expected to expand with additional new functions relating to 1. Curriculum, 2. Syllabus, 3. Planning, 4. Policy, 5. Centers of Excellence and 6. Standards of Education. Taking this opportunity, Literacy and Non Formal Basic Education Department (LNFBED) had revised its Rules of Business in order to harmonize with the current situation and needs of literacy and Non-formal Basic Education.

The task of Literacy and Non Formal Basic Education Department (LNFBED) is a big challenge in terms of huge number of illiterate population in Punjab and its diversified demands such as mainstreaming of children into formal system and adult literacy with income generating skills, etc. Non formal education in Punjab suffers from quality issues, as there are no standards of Non Formal Education in place. Literacy and Non Formal Basic Education Department (LNFBED), and the Japan International Cooperation Agency (JICA) have started the Non-Formal Education Promotion Project (NFEP) in July 2011. Overall goal of this project is to improve the access and quality of Non-Formal Education in Punjab through strengthening NFE delivery system. JICA-NFEP is contributing in setting up minimum standards, curriculum development for Non-formal Basic Education and Adult Literacy, capacity building of LNFBED staff, establishment of assessment methods and tools, and equivalency mechanism with other educational/vocational institutions of School Education Department and Vocational and Technical Training institutes. So far under this project standards for teachers, learners, and learning environment, curricula and assessment tools/mechanism on Literacy and NFBE have been developed and piloted

To develop standards, curricula, assessment tools/ system for Non-formal Basic Education and Adult Literacy, and coordinate to develop equivalency mechanism under the NFEP the following structure was notified by the Department of Literacy and NFBE Punjab;

1. **Working Groups:** To develop standards, curricula, and assessment tools/systems as well as develop training materials and mechanisms for NFBE and Adult Literacy programmes under the LNFBED. Each group consisted two to three members, depending on the contents. The working Group reported the process and outputs to the Technical Advisory Group to get inputs to improve the materials.
2. **Technical Advisory Group:** To provide technical advice and support to the Working Groups in drafting, revising and finalizing tools and materials to submit to the Steering Committee.
3. **Steering Committee:** To provide strategic guidance, advice and support to the project in its implementation by reviewing the final drafts of standards, curricula, assessment tools/system for adult literacy and Non-formal Basic Education and their equivalency mechanism and give feedback to improve them, and ensure the enforcement of developed standards, curricula, assessment system/tools and equivalency mechanism.



Process on Standards and Curricula Development

- Problem Identification
- Baseline study
- Focus Group discussions (School Edu., LNFBE, TEVTA and PVTC)
- Consultative meetings with stakeholders
- Assessment of learners

i. Need Assessment

- Qualitative study
- Impact study
- International Study Visits (Indonesia and Philippines)

ii. Review of Existing materials and Practices

- Documents review
- Standards Documents (National, International)
- Curricula (National Curriculum of Primary Education 2006 and National Curriculum for Literacy 2007)
- Assessment (Mechanisms)
- Material/Primer/Text Books
- Study of provincial, national and regional good practices of Indonesia and Philippines
- Stakeholder Meetings
- National experts meeting
- Provincial stakeholders meetings
- Panel Discussions at district level
- Community level meetings



iii. Identification of Technical Human Resource

- Curriculum experts
- Practitioners
- Assessment experts
- Teachers
- Material development experts
- Subject Specialist
- Field workers

iv. Development, Sharing and Pilot testing

Draft curriculum was piloted in 89 literacy centers of Multan, Khanewal, Shekhupura and Nankana Sahib and findings incorporated to further improve.

Overall Goal of Adult Basic Literacy (Learners):

The ability to read, write and calculate simple symbols, digits, words, sentences, texts, with understanding, and 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.

Competencies for Adult Basic Literacy (Learners)

- To develop language skills (listening, speaking, reading and writing) for effective communication and continue learning;
- To develop functional English language skills of daily usage to seek information. (If desired by the policy directive)
- To develop numeracy skills for application in daily life;
- To develop ability to solve simple problems in their daily life.
- To apply knowledge of ethical and religious norms and values to all spheres of life;
- To appreciate and demonstrate ability in local art and cultural activities.
- To develop responsible attitude towards environment and health;
- To enhance appreciation for family and community life through inculcating positive values and attitudes, including gender sensitivity;
- To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions;
- To enhance independent and positive critical thinking.
- To enhance awareness related to practical uses of science and technology, including mass media and ICTs.
- To improve their quality of life through learning of income generation skills.
- To increase interests and eagerness towards lifelong learning.

Major Components:

a. Basic Literacy:

Urdu: Listening, Speaking, Reading, Writing and Numeracy

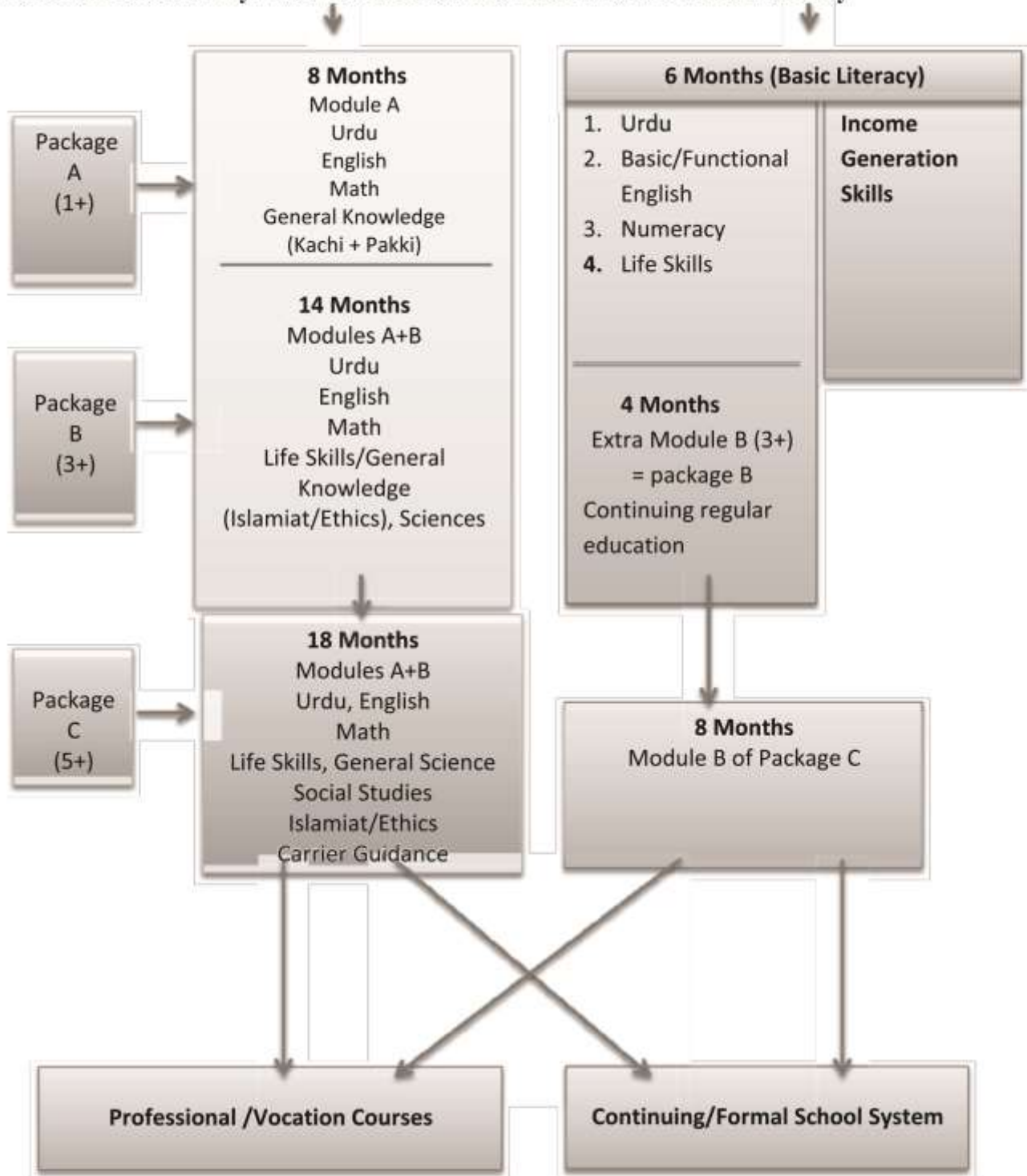
Functional English

b. Life Skills

c. Income Saving and income generation skills



Overall Scheme of study: Non Formal Basic Education and Adult Basic Literacy





Teaching Guidelines for Adult Literacy Teachers

A: Urdu

Standard LU1:

Listening and Speaking Urdu: The learner will be able to listen and respond to effective oral communication, speak to communicate appropriate social conversations and engage in discussion of everyday life.

Benchmark: SLU1b1: The learners will be able to listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.		
Sr.#	SLOs	Teaching Guidelines
LU1b101	Identify and understand the main points of short speech. <ul style="list-style-type: none"> • Understand the difference between/key ideas. • Understand how to register engagement or interest in a face-to-face exchange, e.g. by body language, eye contact, facial expression etc. 	<ul style="list-style-type: none"> • Follow the general sense of a short explanation, showing some sign/pictures of engagement, e.g. a briefing about a new course, daily routine activities etc. • Teacher will explain any picture, story, and situation then ask sampled learners to share gist.
LU1b102	Listen and follow the instructions and narratives. <ul style="list-style-type: none"> • Recognize sequence, linking words, stress and pause. 	<ul style="list-style-type: none"> • Teacher will assign and explain any task relating to their situation i.e. cooking, cleanliness and let them do, then she/he will observe either they are following the gist of explanations, instructions etc. • Teacher will divide learners in different groups and explain the tasks and let them do, then she/he will observe either they are following the gist of explanations, instructions etc.
LU1b103	Listen and extract some specific information using key words.	<ul style="list-style-type: none"> • Announcements from the mosques, street (drum) hawkers/announcers, radio, T.V, hospitals, bus stands, railway station, ID card/passport offices and airport.
LU1b104	Listen short information and understanding the key information.	Same as above



LU1b105	Listen and identify the main point(s) of short explanations or presentations.	Same as above
LU1b106	Listen and respond to requests for personal information.	Same as above
LU1b107	Follow single-step instructions in a familiar context.	<ul style="list-style-type: none">• Some single step instructions relating to and within their class/centers, family and community etc.• If they do not understand instructions, so try to remove their hesitation to repeating for clarification.• Language for Instructions according to different age groups i.e. children, friends, elders and places.
LU1b108	Listen to and follow short, straightforward explanations and instructions.	As above
LU1b109	Listen to and identify simply expressed feelings, and opinions.	As above
LU1b110	Respond to straightforward questions.	<ul style="list-style-type: none">• Investigate how to recognize when questions are being asked, and the type of response they invite. In pairs or in a group, listen to a tape of questions with different structures and intonations, e.g. where, when, why, who, what questions; have you, did you, are you, will you; so you will/won't/might/can't. Identify some patterns and see which invite open and which closed responses, and recognize the sorts of questions that are more likely to occur in certain situations.• Identify some familiar situations where questions are asked. In pairs, role play a situation (e.g. answer questions from: a plumber/electrician/ expert on the location and nature of a fault; a family member about a holiday/social event; a workmate about what happened in their absence).• Reverse roles and review their own and each other's answers.
Benchmark LU1b2: The learners will be able to speak to communicate and exchange Information, feelings and opinions on familiar topics.		
LU1b201	Speak clearly to be heard and understood in simple exchanges.	<ul style="list-style-type: none">• Understand that effective communication depends on both speaker and listener, and the speaker must be aware of the needs of the listener.



LU1b202	Speak clearly to be heard and understood in straightforward exchanges.	<ul style="list-style-type: none">• In pairs, groups speak/exchange views on information, feeling and opinions on some common topics
LU1b203	Make requests using appropriate terms. Know and use politeness, appropriate words, expressions and gestures for making requests.	<ul style="list-style-type: none">• First teacher will explain by showing something and asking questions and making requests
LU1b204	Make requests and ask questions to obtain information in everyday contexts.	<ul style="list-style-type: none">• Teachers will make vocabulary chart consisting suitable words and some agreed dos and don'ts for questions and making requests in social settings.• Role play by the learners and correction by the teacher.• Open discussion
LU1b205	Make statements of facts clearly.	<ul style="list-style-type: none">• Teachers may prepare a set of questions for various situations and ask the learners to answer; by this she/he can describe them various types of situations.• To send the learners in pairs to streets to observe and get basic information of houses, occupations, facilities etc. and then share in the class/center• Dialogue between Doctor and patient, buyer and seller, a visitor and a local person for asking information about address, farmer and agriculture officer and veterinary doctor etc.
LU1b206	Express clearly statements of fact, and short accounts and simple descriptions.	As above
LU1b207	Ask questions to obtain specific information. <ul style="list-style-type: none">• Understand that the question needs to fit the purpose. Know how to frame simple questions in order to get the information required.	<ul style="list-style-type: none">• Tell story or show some pictures and ask learners to put questions on different aspects for clarity.



Benchmark LU1b3: The learners will be able to engage in discussion with one or more people to establish shared understanding about familiar topics.		
LU1b301	Listen and speak in simple exchanges and everyday contexts.	<ul style="list-style-type: none"> • Discussion in groups on various topics • Then identify positive and negative ways they participated in the discussion • After this teacher should give an explanation about norms and ethics for discussion like listening, respect others point of view, raising hands, speaking on turn etc.
LU1b302	Practice the norms and ethics for group discussion.	As above
LU1b303	Follow the main points and make appropriate contributions to the discussion.	<ul style="list-style-type: none"> • Teachers will assign task of reporter to take notes in rotation to different learners during discussion on variety of topics regarding their interest
LU1b304	Understand the general sense of a discussion by listening to what others say.	As above

Standard SLU2: Reading: The learner will be able to read with accuracy, fluency and understanding different types of simple texts, designs and formats from every day sources.

Benchmark LU2b1: The learners will be able to read simple texts with accuracy, fluency and independently with understanding.		
Sr. No.	SLOs	Teaching Guidelines
LU2b101	Recognize shape of letters (similar and different) in print, color, and in tactile forms.	<ul style="list-style-type: none"> • Show different pictures, blocks, objects, things from surroundings familiar to them starting with sound of the alphabets • Pronounce name of pictures, blocks, objects, things from surroundings • Pronounce beginning sound of the pictures etc. and followed by the learners • Introduce shapes of alphabets • Ask all learners one by one to pronounce any name /word starting with the sound of that alphabet
LU2b102	Match sounds & alphabets (single & compound sound).	<ul style="list-style-type: none"> • As above



LU2b103	Understand that letters combine to make words.	<ul style="list-style-type: none">• After learning initial/basic letters, learners can start combining two letters to make simple words; gradually learn to make words with three, four, five or more letters with and without vowels.
LU2b104	Read common names and simple words	<ul style="list-style-type: none">• As above by integrating content of life skills portion.
LU2b105	Read compound words with multiple sounds	As above
LU2b106	Read and recognize simple sentence structures.	<ul style="list-style-type: none">• Know that language is rule governed and understand that word order affects meaning.• Use implicit knowledge of language rules to predict meaning and check for sense• Understand the concept of a sentence• Teacher can introduce different simple activities to make sentences by joining words relating to their daily life• Different cards games, wall vocabulary, wall magazines, spinning game, pocket charts game etc.
LU2b107	Use knowledge of simple sentence structure having subject, object & verb to help interpret unfamiliar words and predict meaning.	<ul style="list-style-type: none">• Understand that sentences follow grammatical patterns, and certain types of words are more likely to occur in some places than others.• Understand that word order and the relationship between words in a sentence are as important to meaning as the words themselves.• Use of alternative/synonyms words to enhance their vocabulary
LU2b108	Recognize and use punctuations accurately.	<ul style="list-style-type: none">• Use punctuation and capitalization to aid understanding.• Understand that different punctuation marks are used for different purposes and know their names: full stop, question and exclamation marks for end of sentence.• Understand that this punctuation serves to help the reader make sense of written text, and apply this understanding in their own reading.
LU2b109	Read and understand the continuous descriptive and explanatory texts in paragraph.	<ul style="list-style-type: none">• Trace and understand the main events of chronological, continuous descriptive and explanatory texts of one paragraph.• Understand that meaning is built up through a text.• Understand the significance of the openings and endings of texts to overall meaning.• Understand that own knowledge (personal, contextual, phonological, grammatical, graphical)



		<p>can be used to work out, predict and check the meaning of texts.</p> <ul style="list-style-type: none"> To integrate with content of life skills portion.
<p>Benchmark LU2b2: The learners will be able to read and obtain information from short documents, signs and symbols from every day sources.</p>		
LU2b201	Read by using illustrations and captions to locate information.	<ul style="list-style-type: none"> Use newspapers, billboards, posters, banners and signboards etc.
LU2b202	Understand and use organizational features to locate information from Utility bills, different forms, land papers, cash memos, menus and emergency contacts.	<ul style="list-style-type: none"> Some common signs on roads, hospitals, toilets (male, female), railway crossing, signals etc. Practice reading and understanding of contents, different meal menus, utility (electricity, gas, phone etc.) bills, any kind of grocery, medical bill.
LU2b203	Scan texts to locate information.	By reading newspaper titles, headings and sub headings to locate necessary information and if they want more detail they should ask to search/locate detailed information e.g. polio, dengue etc.
LU2b204	Obtain specific information through detailed reading	#Detailed reading for obtaining specific information regarding appointments, invitation cards and travel tickets (bus, train, plane etc.)

Standard LU3: Writing: The learners will be able to produce correct and meaningful writing.

<p>Benchmark LU3b1: The learners will be able to write letters, words sentences and simple paragraphs using writing techniques</p>		
Sr. No.	SLOs	Teaching Guidelines
LU3b101	Hold a pencil/pen correctly.	Teacher can demonstrate of holding pen/pencil correctly and ensure practice from every learner.
LU3b102	Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.	Use pre writing skills on Black board, with stick on floor, in air and by slate slatee and ensure practice from every learner.
LU3b103	Trace and draw circles, loops, curves and strokes.	Teacher will describe and show directions of circles, loops, curves and strokes and then make dots of above shapes on black board and then will invite one by one learner to joint dots. Then they will practice to draw by their own.
LU3b104	Copy and write letters with complete shape and simple one syllable words correctly.	<ul style="list-style-type: none"> Teacher will describe and direction of letters and then dots on black board and also on note books gradually. Learners will copy dots practice again and again



		<ul style="list-style-type: none">• Teach simple one syllable words with correct spellings by joining letters.• (link with reading skill, same reading content will be used for writing).
LU3b105	Match spoken words with the written words.	Teacher will speak familiar words used for reading and learners will pronounce correctly and write by their own. Gradually they can move for other words from their surroundings.
LU3b106	Write name and phone number.	Guide and practice to write their names and phone numbers correctly.
LU3b107	Write one to hundred in words.	Teacher will guide the learners to write one to one hundred in words gradually.
LU3b108	Write simple sentences having subject, object and verb.	<ul style="list-style-type: none">• Teacher will guide learners to write simple sentences by joining words and ensure every learner is writing correctly.• (link with reading skill, same reading content will be used for writing initially and gradually they will write other sentences)
LU3b109	Write a variety of simple interpersonal and transactional texts.	Practice to write simple texts from daily life regarding greetings, Asslam o Alaikum, Khuda Hahiz, etc. and simple dialogues between friends, family members, buyers and sellers etc.
LU3b110	Make sentences by replacing given words.	Learners will be guided and practiced to make sentences by replacing words, jumble words and filling in the blanks
LU3b111	Write appropriate names and description of an object in a picture.	Teacher will show any object and describe them method to write appropriate names and little description then, object will be replaced or by the choice of learner and they will practice the same.
LU3b112	Write receipts and fill forms of daily usage.	Guide and practice to write different type of receipts (bank receipts) and fill up the forms of daily usage/practical i.e. birth registration, ID card, bank accounts, money order, medical forms etc.
LU3b113	List items of a similar category from a given text.	<ul style="list-style-type: none">• As above
LU3b114	Write names and addresses of addressee and sender.	Guide and ensure practice to write names and addresses of addressee and sender by all the learners.
LU3b115	Write simple sentences to share information of daily life.	Wall magazine can be introduced to write simple sentences on charts/boards to share information of daily life things



LU3b116	Write simple paragraphs to express their own views.	<ul style="list-style-type: none">• Teacher can do this by starting discussion on their familiar topics (family, occupation etc.) putting questions and answers.• Then practice to write simple paragraphs on their own thinking and experiences.
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Standard LU4: Writing: The learner will be able to understand basic grammatical functions, principles, punctuation and their use in simple writing.

Benchmark LU4B1: The learners will be able to recognize and use basic grammatical functions, principles and punctuation in written communication.		
Sr. No	SLOs	Teaching Guidelines
LU4b101	Use words that point to this, that, these and pronouns in a small paragraph / story on a social issue.	It can be combined with their reading skill.
LU4b102	Use questioning words: what, who, when, why etc.	-Do-
LU4b103	Use some describing words showing quality, size and colour.	-Do-
LU4b104	Recognize and use punctuations such as, full stop, question mark and exclamation mark etc. to write simple sentences.	Teachers will guide the learners how to check written content in terms of spelling and punctuation and practice the proof reading by themselves and in pairs



B. Numeracy

Standard LN1: The learner will be able to recognize and use digits in basic numerical concepts and mathematical operations.

Benchmark ALN1b1: The Learners will be able to read and write numbers from 0 to 10 with their order, and compare those numbers.		
Sr. No.	SLOs	Teaching Guidelines
LN1b101	Identify numbers 1-10.	<ul style="list-style-type: none">Count learners in a group to make sure no one is missing.Count items, re-arrange them and count them again to understand that if items are rearranged the number stays the sameExplain that digits (symbols) are representing objects.To identify numbers 1-10, by using cards, objects, black board, currency, telephone etc.
LN1b102	Identify 0 as a number.	<ul style="list-style-type: none">Zero represents existence of an object which has value with other digits.Concept of 0 as a number through various examples like; Divide learners in small groups and ask them for any tangible thing like pen etc. if anybody does not has then mark it as 0. One more example may be regarding spending an available amount and remaining is zero.
LN1b103	Read and write numbers up to 10 in numerals and in words.	<ul style="list-style-type: none">Recognize by Input digits using a numeric key pad (e.g. telephone, remote control device).Read numbers in everyday material and contexts, e.g. signs, notices, adverts, posters.Match numbers in words and numerals.Write down a telephone number.Write numbers up to 10 in order
LN1b104	Count objects up to 10 and represent in numbers.	As above
LN1b105	Match the numbers 1-10 with objects.	As above
LN1b106	Arrange numbers in ascending and descending order.	<ul style="list-style-type: none">Fill in the missing numbers in a sequence then by changing order of numbersPlace a jumbled sequence of numbers in order.



LN1b107	Identify which number (up to 10) comes Before/after a number, Between two numbers.	As above
LN1b108	Compare two or more groups in terms of number of objects.	By dividing learners in small and large groups having cards according to number of the group members then they can compare and understand it.
Benchmark ALN1b2: The learners will be able to read and write numbers from 11 to 100 with their order.		
LN1b201	Count numbers up to 100.	Count number of learners, objects of center and surroundings, bundling of sticks etc.
LN1b202	Compare and order the numbers 11-100.	Use cards having numbers from 11 to 100 match with objects and ensure practice by all learners.
LN1b203	Read and write numbers up to 100.	<ul style="list-style-type: none">• Use charts having pictures of objects and digits and teacher should read loudly and then engage learners in this exercise.• In continuation this, guide them to write numbers up to 100.
LN1b204	Recognize the place values of numbers (tens and ones)	Elaborate the concept that digits from 1-9 have fixed value, after this by combining two or more digits there value is changed.
LN1b205	Identify the place values of the specific digit in a two digit number.	Explain that recognizing the place value, we count from right to left, first digit on right side (akaie) has fixed value but second digit will ten times greater than the fixed value e.g. in 22 two on right has the fixed value of two while two on the left is ten times greater than two (that is twenty) that's why its twenty two. Example of currency notes may also be used to further clarify this concept.
N1b206	Compare one and two digit numbers.	As in no. 2
LN1b207	Place the mixed numbers in order.	Use cards of numbers up to 100 and mix them, then ask learners to arrange them in order.



LN1b208	Order the set of numbers from 0 to 100 in increasing and decreasing order.	Same strategy as in bench mark 1.
LN1b209	Identify which number (up to 100) comes Before/after a number, Between two number.	-Do-
LN1b210	Count in ten and recognize 100 as a number	Use currency notes of Rs. 10 to count and combine and recognize 100 as a number.
LN1b211	Identify and write missing numbers in a sequence from 1 to 100.	Teacher will practice to Identify and write missing numbers in a sequence from 1 to 100 on black board or note book or calendar.
Benchmark LN1b3: The learners will be able to read and write numbers from 101 to 1000 with their order.		
LN1b301	Identify, read, write, and match numbers up to 1000 as a number.	As above
LN1b302	Compare two or more groups in terms of number objects.	As above
LN1b303	Identify the place values of numbers up to 3-digits.	As above
LN1b304	Read and write given numbers up to 1000 in numeral	As above
Benchmark LN1b4: The learners will be able to add two digit whole numbers without carrying.		
LN1b401	Recognize and use symbols of addition '+' and equality '=' in practical situations for solving problems.	<ul style="list-style-type: none">• Ask learners what different words they use for addition.• Explore different strategies for mental addition by eliciting learners' methods,• Use objects or coins to reinforce the idea of addition as grouping together.• Introduce symbol of + for addition.



LN1b402	Construct addition equations from given pictures.	As above
LN1b403	Add two one-digit numbers (sum up to 9).	By using sticks, coins and drawing lines on black board.
LN1b404	Add a two-digit number with one-digit number.	<ul style="list-style-type: none">• Explain to the learners where place the digit number according to place value.• Start adding from right side
LN1b405	Add a two-digit number with 10s.	As above
LN1b406	Add two two-digit numbers.	As above
LN1b407	Complete equation such as $+ 4 = 7$ (include questions that sum up to 20).	As above
LN1b408	Add mentally the 2 digits numbers using real life examples.	As above
Benchmark LN1b5: The learners will be able to add three digit whole numbers with and without carrying.		
LN1b501	Add three digit numbers with 100.	As above
LN1b502	Add numbers up to three digits (with and without carrying).	<ul style="list-style-type: none">• Teacher will introduce and explain concept of carry that after nine digits change their place value.• First introduce single carry then gradually move to two, three digit carry.• Explain and practice process of carry, how to put carry and how to add in next number.
Benchmark LN1b6: The learners will be able to subtract up to two digit numbers.		
LN1b601	Recognize and use the symbol of subtraction '-' in practical situations for solving problems.	<ul style="list-style-type: none">• Ask learners what different words they use for subtraction.• understand that subtraction is not commutative and that, using whole numbers, you can only subtract a number from itself or from a larger one.• Understand that subtracting zero leaves a number unchanged
LN1b602	Construct subtraction equation from given pictures.	As above
LN1b603	Subtract mentally the 2 digit numbers given in simple real life examples.	<ul style="list-style-type: none">• Use objects or coins to subtract all the single-digit numbers from 10.



		<ul style="list-style-type: none">• Compare the results of subtracting single-digit numbers from 10 with the results of adding all the pairs of numbers that make 10.• Explore different strategies to mentally subtract.
LN1b604	Subtract ones from ones.	As above
LN1b605	Subtract ones from 2-digit numbers.	As above
LN1b606	Subtract tens from 2-digit numbers.	As above
LN1b607	Subtract 2-digit numbers from 2-digit numbers.	As above
LN1b608	Fill up the equation, such as $9 - \text{----} = 7$, with proper number.	As above
Benchmark LN1b7: The learners will be able to subtract three whole digit numbers with and without borrowing.		
LN1b701	Subtract numbers up to three digits with and without borrowing.	<ul style="list-style-type: none">• Explain the concept of borrowing that always borrows one (having place value of ten) in case of upper digit less than the lower digit.• Also remember the learners that borrowing always from immediate left side digit
LN1b702	Subtract numbers up to 100 using mental calculation	As above
Benchmark LN1b8: Learners will be able to multiply using single-digit whole numbers.		
LN1b801	Use the term 'product' for multiplication of two numbers	<ul style="list-style-type: none">• Understand and use the vocabulary of multiplication, e.g. multiplied by, times, lots of.• Understand the operation of multiplication as repeated addition, e.g. $3+3=6$ which means $2 \times 3=6$
LN1b802	Develop multiplication tables for 2 to 10	In mother tongue
LN1b803	Multiply using single-digit whole numbers.	<ul style="list-style-type: none">• Explain and practice single digit multiplication starting always from right side and carrying if digit is more than 9.• Also elaborate multiplication effect of zero e.g. by multiplying any whole number with zero equals to zero.



LN1b804	Use and interpret 'x' in practical situations for solving problems.	<ul style="list-style-type: none">• Examples of buying different things in daily life like eggs, fruits etc.
Benchmark LN1b9: The learners will be able to multiply using two-digit whole numbers.		
LN1b901	Multiply two digit numbers by one digit numbers	<ul style="list-style-type: none">• Recall multiplication facts (e.g. multiples of 2, 3, 4, 5, 10).• Recognize two-digit Multiples of 2, 5 or 10. In case of two digits, three digits or more multiplication by two or more digits explain them the procedure of multiplication with first right side digit and then on lower side leaving free space for one digit put outcome of second digit multiplication and finally sum it up.
LN1b902	Apply mental mathematical strategies to multiply numbers up to the table of 10	As above
Benchmark LN1b10: The Learners will be able to divide two-digit whole numbers by single-digit whole numbers.		
LN1b1001	Use and interpret '÷' in practical situations for solving problems	<ul style="list-style-type: none">• Use objects or coins to illustrate division as repeated subtraction.• Understand that division is the inverse of multiplication• Understand that division is not commutative, i.e. $8 \div 4$ is not the same as $4 \div 8$• Repeated subtraction of a number is called division.
LN1b1002	Divide two-digit whole numbers by single-digit whole numbers without remainder and with remainder	<ul style="list-style-type: none">• Divide 10 sticks/objects to the 10 learners then 2 sticks per learner then 5 per learner.• Explain procedure of division as always divide from first left side digit and use relevant table of multiply then put outcome under figure which to divide then subtract.• Concept of remainder should also be explained like borrowing in subtraction.
LN1b1003	Apply mental mathematical strategies to divide numbers up to the table of 10.	As above



Standard LN2: The learner will be able to understand measurable attributes of objects and apply appropriate techniques and tools, to determine measurements.

Benchmark LN2b1: The learners will be able to identify Pakistani currency and can compare money.		
Sr. No.	S.L.O.	Teaching Guidelines
LN2b101	Identify Pakistani currency coins (Rs. 1,2 and 5).	Practice in class
LN2b102	Identify Pakistani Currency notes (Rs. 10-, 20, 50 and 100).	Practice in class
LN2b103	Match a group of coins/notes to an equivalent group of different denominations.	Practice in class
LN2b104	Add and subtract money using the prices of objects (e.g. toys).	Practice in class
LN2b105	Recognize money change (up to 1000) to its equivalent denominations.	Practice in class
LN2b106	Determine if enough money is available to make a purchase.	Practice in class
LN2b107	Add different combinations of coins/notes	Practice in class
Benchmark LN2b2: The learners will be able to identify time, days of a week and months.		
LN2b201	Recognize the hour and minute by hands of an analog clock.	<ul style="list-style-type: none"> • Understand the day and time of class/center. • In a group, discuss their daily activities and their related times, e.g. favorite TV programmes, class times, getting up, going to bed, mealtimes.
LN2b202	Read and tell time in hours from the analog clock e.g., two o' clock.	<ul style="list-style-type: none"> • Read the time on different analogue clock faces, using o'clock, half past, quarter to and quarter past.
LN2b203	Read and tell time in hours from the digital clock.	<ul style="list-style-type: none"> • Read the time on different 12-hour digital clocks, using the vocabulary of o'clock, fifteen, thirty, and forty-five. • Match times in words to clocks with different faces
LN2b204	Name in order the days of the week.	<ul style="list-style-type: none"> • Use the vocabulary of the different days of the week, weekday and weekend to discuss familiar events. • Use TV listings to find out what days different programmes are on.



LN2b205	Identify which day comes after/before a particular day.	<ul style="list-style-type: none">• Discuss the seasons in relation to events such as, religious festivals, public holidays, education terms, etc.
LN2b206	Name the months of the year.	Practice in class
LN2b207	Read, measure and record time in common date formats and in the 12-hour	<ul style="list-style-type: none">• Compare today's date written in different media publications, e.g. newspapers, teletext.• Write key personal dates, e.g. their date of birth, the dates of birth of family members.• Match dates written in different formats, e.g. 6/3/00, 6 March 2000, 6 Mar 00, 06/03/00.• Compare and discuss different ways of writing 'sell by' and 'use by' dates on food labels or pharmaceutical products.
LN2b208	Calculate time	Practice with activities in class
Benchmark LN2b3: The learners will be able to describe size.		
LN2b301	Describe size and use direct comparisons for the size of at least two items. (e.g. large, small, larger, smallest)	<ul style="list-style-type: none">• Ask for items by comparative size, e.g. larger/smaller.• Use judgment of size when packing or storing things.• Discuss size in relation to familiar objects, or objects in the room.• Give statements to describe and compare size.• Sort similar objects in order of size.
Benchmark LN2b4: The learners will be able to read, estimate, measure and compare length, width, height.		
LN2b401	Describe length, width, height, and use direct comparisons for length, width and height of items.	<ul style="list-style-type: none">• Judge that a screw is too short and select a longer one, e.g. when putting up a shelf.• Check a child's height against the minimum measure for a fairground ride.• Compare the length, width, height of different objects.• Compare the length of objects with a meter rule and decide if they are longer, shorter or the same length (learners do not have to measure at this level, but this is a useful preparatory activity).
LN2b402	Read, estimate, measure and compare length using common standard and	<ul style="list-style-type: none">• Discuss the size of the room, using the words length, long, width, wide, height, high.



	non-standard units (e.g. meter, centimeter, paces)	
LN2b403	Read and interpret distance in everyday situations	
Benchmark ALN2b5: The learners will be able to read, estimate, measure and compare weight.		
LN2b501	Describe weight and use direct comparisons for the weight of items.	<ul style="list-style-type: none">• Select the lighter of two items, e.g. a suitcase.• Compare the weight of two different sizes of the same product, to decide which are heavier, lighter, e.g. large and small bags of sugar/rice, etc.• Compare the weights of two objects of different sizes to decide which is heavier/lighter.• Compare objects of the same size but with different weights. Decide which is the heaviest/lightest, etc. Put them in order by weight.
LN2b502	Read, estimate, measure and compare weight using common standard units (e.g. kg)	Practice with daily life examples.
Benchmark LN2b6: The Learners will be able to read, estimate, measure and compare capacity.		
LN2b601	Describe capacity, and use direct comparisons for the capacity of items.	<ul style="list-style-type: none">• Choose a container to fill an urn with water.• Discuss capacity, looking at common containers for liquids and solids, e.g. cartons, bottles, cans, jars, etc.
LN2b602	Read, estimate, measure and compare capacity using common standards and non-standard unit (e.g. liter, cupful)	<ul style="list-style-type: none">• Look at containers of different shapes which hold the same amount – check by pouring liquids from one to the other.
Benchmark LN2b7: The learners will be able to use common measures in their daily life.		
LN2b701	Read simple scales to the nearest labeled division	<ul style="list-style-type: none">• Understand measurements on labels on clothes.• Measure a room to the nearest meter.• Weigh themselves to the nearest kilo.• Use non-standard measures in cooking (e.g. tablespoonful or cupful).• Read the capacity of paint tins to buy a required amount.• Read a speedometer to the nearest 10 Km/h
LN2b702	Choose and use appropriate units and measuring instruments.	<ul style="list-style-type: none">• Understand that standard measures are fixed.• Know that meters and centimeters are metric units of length, and have an idea of their size relative to familiar things.• Recognize and write meter and centimeter in full and abbreviated to m, cm.



		<ul style="list-style-type: none">• Know that 1 m = 100 cm• Understand m and cm– understand that non-standard units are not agreed measures and can therefore vary.• Understand that standard measures are fixed.• Know that a liter is a metric unit, and have an idea of the amount relative to familiar quantities (e.g. such as cartons or bottles of milk and other drinks) and to non-standard measures, e.g. more than a cup.• Recognize and write liter in full and abbreviated to l• Understand liter divisions on a simple scale.
LN2b703	Add and subtract common units of measure within the same system	As above
LN2b704	Understand and use land measurement units	<ul style="list-style-type: none">• Understand that non-standard units are not agreed measures and can therefore vary divisions on simple scales.• Know how to use a ruler to draw and measure lines to the nearest centimeter.• Know that a kilogram is a metric unit of weight and have an idea of the weight relative to familiar quantities, e.g. items of food.

Standard LN3: The learner will be able to understand shape and space in their daily life.

Benchmark LN4b1: The learners will be able to recognize shape.

Sr. No.	S.L.O.	Teaching Guidelines
LN3b101	Recognize and name common shapes (e.g. triangle, square)	Understands vocabulary related to various common shapes and recognizes the shapes from daily life situation.



C. English

Standard LFE1: The learners will be able to listen, speak, read, write, and understand functional discourses of daily usage to seek information.

Benchmark LFE1b1: The learners will be able to recognize, read and write letters and words for collecting information for common usage		
Sr. No.	SLOs	Teaching Guidelines
LFE1b101	Hold, open, and turn pages of a book correctly	Learning by doing.
LFE1b102	Demonstrate that text in English runs from left to right.	As above.
LFE1b103	Recognize shape of letters (similar and different) in print, color, and in tangible forms.	<p>The teacher will show the flash card and say the code and phonic sound of letter mentioned on the card. The learners will repeat after the teacher. The teacher will show the flash card with object, say the phonic sound and name of the picture. With picture the learners will be able to learn the meaning of the word also. The teacher will use the black board to write different letters and say the letter sound and name of the object that it starts with. This repeated activity will enable learners learn the phonics for further word building activities.</p> <p>The teacher will draw two columns on the black board and write the letters taught in one column. In the other column the letters will be the same but the order of the letters will be changed. The teacher will ask learners to match the same letter.</p> <p>The teacher can prepare worksheets for individual activity. The work of learners can be displayed in the class.</p>
LFE1b104	Identify and match capital and small letters	<p>The teacher can use various techniques and games that will enhance learners' interest. The flash cards made once can be used for reinforcement of the lesson and teach the correct phonic sound of the letters. The teacher can write capital letters on black board and ask learners to find the same in small letter from the flash cards. The teacher can show small letter and ask the learners to find the next small letter. The teacher can show both capital and small letter and teach the phonic sound. The teacher can say the sound and ask learners to find the capital and small letter of the sound from flash cards. (some optional games i.e matching cards etc.)</p>



LFE1b105	Arrange words in alphabetical order (based on first letter).	<p>The teacher can write the list of words in descending order on black board and ask the learners to tell the first letter of each word. The teacher will underline the first letter of each word.</p> <p>The teacher will show the learners a flipchart and ask them that which letter comes first .The learners will answer “A a” and then teacher will help them to identify the word that begins with A or a.</p> <p>Write the word on top in another column on black board and let the learners repeat.</p> <p>The teacher will complete the entire list like this with learners. This exercise will be done repeatedly with same and different list of words.</p> <p>The words can also be written on a flash card and learners can make a ladder by arranging them in alphabetical order.</p>
LFE1b106	Combine letters to make words.	<p>First of all teacher will write jumbled letters on black board to make 3-4 words.</p> <p>The teacher will write the words on black board and read. The learners will repeat the words.</p> <p>The teacher will use one word to make a sentence. The teacher must make 2-3 sentences of one word and explain the meaning also in one lesson.</p> <p>After so much of reinforcement the learners will be given opportunity to come one by one and read the sentences written on the black board.</p>
LFE1b107	Identify specific information in a calendar or picture.	<p>Teacher may arrange few pictures /illustrations and paste any one on black board. The teacher can explain the picture or small details related to the picture pasted on board.</p> <p>Then teacher can change the picture on black board and ask learners to point out one thing they have noticed and explain it by using a simple sentence e.g. I can see a bird, the flower is pink. The mountains are high.</p> <p>Teacher may help to explain by correcting the learners and finally correct sentence can be read by all the learners.</p>
Benchmark LFE1b2: The learners will be able to use some formulaic expression for basic routine greetings and social courtesies for oral interaction.		
LFE1b201	Read names of vegetables, fruits, parts of body, animals and professions.	Practice with daily life examples.



LFE1b202	Read names of things used in daily life.	
LFE1b203	Write his/her names, and names of friends and family name, months and dates.	
Benchmark LFE1b3: The learners will be able to use some formulaic expression for basic routine greetings and social courtesies for oral interaction.		
LFE1b301	Recognize and use some formulaic expressions to offer and respond to basic routine greetings.	Practice with daily life examples.
LFE1b302	Use and respond to simple requests, commands and questions.	
LFE1b303	Express and offer basic social courtesies.	
LFE1b304	Introduce themselves	

**Assessment:**

Assessment shows current status, quality and feedback of inputs. Assessment is therefore an essential part of any activity. Educational assessment is an ongoing process that helps the teachers to assess not only learners' achievements but their own teaching method. Educational assessment is not only a paper pencil test but it is meant to conduct variety of activities in formal and informal ways to collect data that is more reliable and valid. Many types of assessment procedure are available, requiring varying degrees of expertise. Several of these strategies will be employed in any complete educational assessment. Some combination may be used in the initial assessment, or they can be used individually to monitor success.

Why Do We Assess?

- To identify the extent to which learners have obtained the required knowledge, skills and values
- To identify problems with our teaching-learning strategies
- To identify additional teaching-learning activities to respond to the changing needs of learners

Assessment results can be used to:

- Encourage more community participation
- Identify new learning needs
- Revise or modify lessons plans and existing materials and develop new ones
- Improve teaching-learning techniques
- Plan new policy directions

Elements of the Assessment Process:

Several researchers (e.g., Black & Wiliam, 1998, Sadler, 1989) have identified essential elements of formative assessment. These include (1) identifying the gap, (2) feedback, (3) learning progressions, and (4) learner involvement, which are described as follows.

1. *Identifying the gap* is the process of defining the difference (the "gap") between what learners know and what they need to know; it includes collaboration between teacher and learner to identify learning goals and outcomes and criteria for achieving these.
2. *Feedback* (i.e., rich conversations between the teacher and learner) gives the teacher information needed to identify the current status of a learner's learning as well as the specific next steps that he or she can take to improve. Teacher feedback to learners must be both constructive and timely to enable learners to advance their learning. It must include a description of how their response



differed from that reflected in the desired learning goal and how they can move forward. Learner feedback and reflection can alert the teacher of the need to modify instructional approaches.

3. *Learning progressions* are used by the teacher to break a learning goal into smaller, more manageable sub goals. The teacher identifies a learner's location on the learning continuum and works collaboratively with the learner to set a series of smaller goals.
4. *Involving learners* in decisions about their own learning and in self-assessment helps learners to engage in reflection and build their metacognitive skills. There is a profound influence on learner motivation and self-esteem when learners are involved in self-assessments and understand how to improve.

Assessment of Adult Learners-When and How?

Sr. No.	Stage/Level	Tools	Method	Responsible
1	Initial learning needs assessment	<ul style="list-style-type: none"> • Individual interview • Group discussion • (Learner Profile for Portfolio) 	<p>To know about basic information of each learner, build rapport with them and teach them according to their needs and interest.</p> <ol style="list-style-type: none"> 1. Individual Interview: Teacher should get information regarding following areas; <ul style="list-style-type: none"> • Personal and family • Source of income • Why could not become literate and what is motivational force now? • Other skills (if any) • Areas of interest 2. Group discussion: After completing individual interviews, teacher should form small groups based on mentioned information and start discussion about their learning interests and how learn together. 3. Based on mentioned activities teachers should make basic profile of each learner and keep them. It will help teachers and learners during learning process. <i>(Learner profile of NFEMIS may be used after some modification if needed.)</i> 	Teacher



2	Pre session and During Session (subject specific)	Observation Oral Test	<ol style="list-style-type: none">1. At the beginning of any session e.g. Urdu, Numeracy, Functional English and Life Skills, teacher should assess previous learning and some basic knowledge about new lesson from sampled learners, then based on quick analysis, teachers should teach according to needs and level of learners.2. During session, teacher should observe attention and involvement of each learner and time to time pick one or more learners to quickly assess their learning about specific topic/lesson. If there is even a single learner with any difficulty in learning, so teacher should focus it and avoid proceeding further.	Teacher
3	After Session (subject specific)	Group Exercise Individual Tasks/Home assignment	<p>After completion of any session, teacher should assess the learning as following;</p> <ol style="list-style-type: none">1. Immediately after completion of the session, teacher should assess sampled learners about their learning of the specific session and identify weak learners and give them special attention and ensure their progress before starting of next session of the same subject.2. Teacher can make small groups of learners consisting on fast, medium and slow learners and assign them any task relating to that specific session. Through this, slow learners can overcome their problem and improve their learning skills.3. To reinforce the learning of the day, teacher can assign individual task/home assignment to the learners.	
4	Weekly assessment	Tasks Exercises Test	<ol style="list-style-type: none">1. Teacher can see the covered pages of primers of each learner to observe the progress in Urdu, Numeracy, and Functional English.2. A simple test of the learners about the topics covered in the week can be conducted at the last working	Teacher



			<p>day of the week. Teacher should keep the record of each learner against specific skills e.g. listening, speaking, reading, writing, numeracy, life skills etc. <i>(A score sheet can be used to record performance of each learner)</i></p> <ol style="list-style-type: none">Learners can also be assigned about drawing task to observe their creative and knowledge skills.Through different local games, behaviour of learners, living together, sacrifice and other qualities can be assessed.	
5	Monthly assessment	Test Group Discussion Role play Practical Demonstration	<ol style="list-style-type: none">As point 1 and 2 in weekly assessment but to cover the course covered in that month instead of week. <i>(A score sheet can be used to record performance of each learner)</i>Learners can also be assessed by engaging them in cooking, cultural activities, organizing small events about cleanliness, health and hygiene etc. at centre level and also by involving other community members.Assessment of writing skills, general knowledge and comprehension by assigning task of Wall magazine on various topics.Analysis of progress of each learner in various skills and then change the teaching and learning strategy accordingly.	Teacher and Supervisor
6	Mid Term comparative progress	Observation Test through flash cards Analysis	<ol style="list-style-type: none">A comprehensive test of the learners about the topics covered in the three months will be conducted in the presence of DLO and VEC member/s. Teacher should keep the record of each learner against specific skills e.g. listening, speaking, reading, writing,	Teacher, Supervisor and PMU



			<p>numeracy, life skills etc.</p> <ol style="list-style-type: none">2. To diagnose the gaps, analysis of previous progress through monthly and weekly tests, teacher observations and participation in other tasks3. Then based on that analysis, teaching learning plan will be developed to achieve desired learning goals in remaining half period.	
7	Final Assessment	Observation Test	learning outcomes based independent assessment.	Supervisor PMU, Community Committee member or any local formal school teacher



Annexure 1:

STEERING COMMITTEE

Sr. No.	Name	Designation/Department
1	Dr. Pervez Ahmed Khan	Secretary Literacy & NFBE Department, Punjab
2	Mr. Muhammad Aslam Comboh	Secretary School Education Department, Punjab
3	Capt. (Rtd.) Nasim Nawaz	Chief Executive Officer, Punjab Examination Commission
4	Mr. Ghazanfar Abbas	General Manger Curriculum PVTC
5	Mr. Khalid Basir Sheikh	Chief Education, Planning & Development Department, Punjab
6	Mr. Ijaz Ahmed	Chief Education, Planning & Development Department, Punjab
7	Ms. Chiho Ohashi	Project Advisor, JICA-NFE Promotion Project

Annexure 2:

REVIEW/ADVISORY COMMITTEE BY PUNJAB CURRICULUM AUTHORITY (PCA) REGARDING ADULT BASIC LITERACY CURRICULUM

Sr. No.	Name	Designation/Department
1	Dr. Pervez Ahmed Khan	Secretary Literacy & NFBE Department, Punjab
2	Mr. Aurangzaib Rehman	Ex. JEA Curriculum Wing Ministry of Education Islamabad
3	Dr. Muhammad Saleem	Ex. JEA Curriculum Wing Ministry of Education Islamabad
4	Mr. Charagh Din Arif	Ex. Director Curriculum PTBB
5	Dr. Syed Tajammal Hussain Shah,	DEA, Curriculum wing, Ministry of CAD Islamabad
6	Dr. Zaheer Ahmad	SSS-GCET Kot Lakhpat Lahore
7	Mr. Iqbal Ur Rahman Sharif	Director Education NCHD Islamabad
8	Dr. Bushra Karim	Member PCA
9	Mian Abdul Haq	Member PCA
10	Dr. Muhammad Bashir Gondal	Punjab Examination Commission (PEC)



Ex-Officio Members		
1	Mr. Saleem Akhtar Kayani	Chairman Punjab Curriculum Authority
2	Mr. Aamir Riaz	Director Punjab Curriculum Authority
3	Mr. Karam Hussain	Deputy Director Punjab Curriculum Authority
4	Dr. Muhammad Munawar	Deputy Director Curriculum and Material development CBP- Literacy and NFBE Department

Annexure 3:

TECHNICAL ADVISORY GROUP (TAG)

Sr. No.	Name	Designation/Department
1.	Rai Muhammad Mahmood	Additional Secretary, Literacy & NFBE Department, Punjab
2.	Mr. Nadeem Aalam Butt	Additional Secretary, Literacy & NFBE Department, Punjab
3.	Mr. Ubaid Ullah	Deputy Secretary Planning, Literacy & NFBE Department, Punjab
4.	Ms. Kalsoom Saqib	Deputy Secretary Admin, Literacy & NFBE Department, Punjab
5.	Mr. Ghulam Abbas,	Project Director, Brick Kiln Project
6.	Mr. Muhammad Usman	Project Director PAFLP
7.	Ms. Ayesha Zeeshan	Project Director CLC Project
8.	Ms. Ayesha Hameed	Project Director CFEL
9.	Mr. Sajad Ahmed Saqib	Project Director CFEL
10.	Dr. Bashir Gondal	Punjab Examination Commission
11.	Mr. Aurangzeb Rahman	Joint Educational Advisor, Federal Ministry of Education, Islamabad
12.	Dr. Syed Tajamal Hussain	Deputy Educational Advisor, Federal Ministry of CAD, Islamabad
13.	Mr. Charagh Din Arif	Director Punjab Text Book Board
14.	Mr. Iqbal Ur Rahman Sharif	Director Education- NCHD
15.	Dr. Muhammad Saleem	Deputy Educational Advisor, Federal Ministry of Education, Islamabad
16.	Dr. Muhammad Hanif	Deputy Educational Advisor, Federal Ministry of Education, Islamabad
17.	Ms. Raana Gill	Sr. Manager Trainings, The City School
18.	Mr. Khalid Mahmood	Head Education Department, University of Education, Lahore
19.	Ms. Huma Lodhi	Lecturer Education Department, University of Education, Lahore
20.	Mr. Fawad Usman Ali	Director, SUDHAR
21.	Mr. Mukhtiar Ahmed Talpur	Director Bureau for Extension and Special Programmes, Allama Iqbal Open University



22.	Mr. Edwin Samson	CEO, Adult Basic Education Society (ABES), Rawalpindi
23.	Mr. Shahzad Ch.	Manager Programmes, Bunyad Foundation
24.	Dr. Hafiz Muhammad Iqbal	Dean Institute of Education Research Punjab University
25.	Mr. Tanvir Majid	Deputy Secretary Education Sector Reform School Education Department
26.	Mr. Abid Gill	Project Coordinator JICA-NFEPP
27.	Mr. Muhammad Bilal Aziz	Sr. Programme Officer (Standards, Curricula Assessment) JICA-NFEPP
28.	Mr. Muhammad Younas	Sr. Programme Officer (Training and Piloting) JICA-NFEPP

Annexure 4:

WORKING GROUPS

Sr. No.	Name	Designation/Department
1	Mr. Muhammad Akram Jan	Director Admin. PAFLP
2	Mr. Hafiz Muhammad Younas	Director Operations PAFLP
3	Mr. Muhammad Zubair Sahi	Deputy Director Operations PAFLP
4	Mr. Faisal Raza	Deputy Director HRD (Capacity Building Project)
5	Ms. Maryam Bukhari	Asst. Director Trainings (Capacity Building Project)
6	Ms. Fatima	Asst. Director Research (Capacity Building Project)
7	Ms. Raana Gill	Sr. Manager Trainings, The City School
8	Syed Wasim Haider Shirazi	Dist. Education Officer Sheikhpura
9	Mr. Shahid ul Hassan	Country Rep. Dhaka Ahsania Mission (DAM) Pakistan
10	Ms. Saima Fayaz	Coordinator Literacy Bunyad Foundation
11	Ms. Naheed Naseer	Beacon House School
12	Mr. Abid Gill	Project Coordinator NFEPP
13	Mr. Muhammad Bilal Aziz	Sr. Programme Officer (Standards, Curricula Assessment) NFEPP
14	Ms. Ayesha Zeeshan	Project Director CLC Project
15	Ms. Maryam Bukhari	Asst. Director Trainings (Capacity Building Project)
16	Syed Wasim Haider Shirazi	Dist. Education Officer Sheikhpura
17	Ms. Nadia Awan	Consultant
18	Ms. Nasira Habib	Consultant
19	Mr. Tahir Zubair	Program Manger Literacy NCHD
20	Mr. Muhammad Bilal Aziz	Sr. Programme Officer (Standards, Curricula Assessment) JICA-NFEPP
21	Ms. Amber Shahzadi	Asst. Director M & E (Capacity Building Project)
22	Mr. Sjjad Haider	Consultant
23	Mr. Shakeel Akash	Project Manager Dhaka Ahsania Mission (DAM) Pakistan
24	Mr. Mansoor Khan	Field Manger Dhaka Ahsania Mission (DAM) Pakistan
25	Mr. Muhammad Younas	Sr. Programme Officer (Training and Piloting) JICA-NFEPP

