



BALUCHISTAN ADULT LITERACY CURRICULUM

(Literacy, Numeracy and Life-Skills)

Directorate of Literacy and Non-Formal Education,
Department of Social Welfare, Special Education,
Literacy and Non-Formal Education,
and Human Rights, Government of Balochistan.



Bureau of Curriculum and Extension Center (BoC&EC),
Secondary Education Department, Government of Balochistan

2016



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Table of Contents

Acknowledgement	3
Preface.....	5
Introduction and background	6
Introduction	6
Situation of literacy in Pakistan and in Balochistan	6
Constitutional obligation	6
Literacy and global pledges.....	7
Provincial priorities and literacy	7
Curriculum development process in Balochistan	7
Aims and Objectives of provincial literacy curriculum.....	8
Aim of the curriculum	9
Objectives of the National Literacy Curriculum	9
Target group/ population.....	9
Structure of curriculum (diagram)	10
Curriculum framework.....	11
Literacy & numeracy	11
A. Urdu	12
B. Numeracy.....	31
C. English	43
Life Skills.....	47
Guidelines for material developers	75
Guidelines for the teachers.....	77
Assessment strategies.....	78
Coding Scheme:	79
Technical Committee Members	80



Acknowledgement

The Directorate of Literacy & Non-Formal Education, Department of Social Welfare, Special Education, Literacy & Non Formal Education and Human Rights, Government of Balochistan, in collaboration with the Bureau of Curriculum and Extension Center, BoC & EC, Department of Secondary Education, Government of Balochistan introduces Balochistan Adult Literacy Curriculum, which is a significant landmark in the history of Non-Formal Education in Balochistan province. The Balochistan Adult Literacy Curriculum is derived from National Adult Literacy Curriculum 2007, and provides provincial context that suits to the learning needs of a diverse, marginalized and complex group of illiterate youth and adults in the province.

The Adult Literacy Curriculum provides a framework that provides concrete basis for developing syllabi, organizing teaching and learning and developing teaching & learning materials. The Adult Literacy Curriculum proposes a significant shift in andragogical paradigm in teaching the adults, hence necessitates suitable alterations in developing modules for illiterate population, planning and delivering instructions as well as assessment mastery of literacy and life skills. It is expected that Balochistan Text Book Board (BTBB), BoC&EC, Provincial Institute for Teacher Education (PITE) and Balochistan Examination and Assessment Commission (BEAC) will take all such adjustments into account while developing materials, training of literacy teachers and developing assessment & examination mechanism for Adult Literacy programme to contribute to strengthening of Non-Formal Education system in Balochistan with financial and technical support of JICA-AQAL project.

I am particularly thankful to the Secretary Secondary Education Department, Government of Balochistan for extending cooperation in developing the first ever Provincial Curriculum for Adult Literacy programme. Guidance of support provided by the Additional Director and focal person PPIU, Mr. Aziz Jamali has been of immense importance in this process. Mr. Nazar Muhammad Kakar (Director BOC & EC), Mr. Saad Ullah (Chairman BTBB and CEO BEAC), PPIU and their teams deserve huge applaude for taking up a gigantic task of developing, reviewing and refining the Curriculum of Adult Literacy. I also appreciate Mr. Muhammad Sharif Haider, Director (acting), Literacy & Non Formal Education for coordinating with the stakeholders and making this happen. Development of Adult Literacy Curriculum reveals that the Government of Balochistan has shown its capacity by taking 18th amendment seriously.



Let me also appreciate the technical and financial cooperation of JICA's AQAL project's Chief Advisor Ms. Chiho Ohashi, Deputy Chief Advisor Mr. Abid Gill and technical team members of the project. I would also like to thank UNICEF, UNESCO and representatives of national NGOs for their valuable inputs in this process.

I am confident in saying that the Adult Literacy Curriculum is going to lay a solid foundation in improving the literacy rate of Balochistan province by providing opportunities to illiterate youth and adults to acquire literacy, numeracy and life skills and prepare for income generation & saving skills that lead in breaking the circles of poverty.

Dr. Muhammad Aslam

Secretary

Department of Social Welfare, Special Education,

Literacy and Non Formal Education and Human Rights

Government of Balochistan



Preface

A literate person is better placed to develop individually and contribute to societal development at large as he/ she is able to interact with the outer world with reading, writing and numeracy skills as well as with improved life skills that are limited in illiterate persons. Literacy enables the individuals to better understand the societal living through thoughtful interactions with other members of the society. It empowers the individuals to collectively form a tolerant and vibrant society that contributes significantly in sustainable development.

Pakistan has faced widespread challenges of illiteracy since its inception, which were worsened with massive population growth and less economic development opportunities. Pakistan's literacy rate has never crossed 60% and has witnessed a steady increase of not more than one percent each year especially during the previous decade. The ongoing challenge of illiteracy has been continuously impacting the HDI to stay on low side. Unfortunately, this situation has not been seriously taken up as the financing and related institutional arrangements to enhance literacy experienced an ad hoc attention.

Directorate of literacy & NFE Balochistan is committed to enhance the literacy rate, which is reported to be 44% as per PSLM 2014-15 survey. Rural Balochistan indicates 23% and that rural women present 17% literacy rate; alarmingly low not only in the country but also in the region. Huge disparities observed in literacy situation of Balochistan have sensitized the Balochistan Government that the province cannot attain the status of "a prosperous and tolerant Balochistan" without spreading literacy. In response to the 18th constitutional amendment that awarded the province an autonomous status, the Government of Balochistan has started revamping the institutional arrangements that are responsible to promote literacy and reduce out of school children in the province. At the same times, the Government of Balochistan, through social welfare department, has initiated the process of developing the curriculum for adult literacy, which is guided by the national curriculum for adult literacy, provincial cultural, economic and strategic priorities as well as the reaffirmed global commitments in the form of SDG 4 and education 2030. It is pertinent to mention that SDG 4 has replaced education related MDGs and education 2030, a framework for action is taking forward the agenda set under EFA in year 2000. Unfortunately Pakistan could not achieve its literacy related targets and has now been given another chance to come forward with dynamic plans to pursue the unfinished targets of literacy.

The literacy curriculum aims to improve literacy and numeracy skills, impart essential life skills and enable adults and young people to understand the basics of major professions, which is going to help them earn to the best of their potentials and live a quality life in a peaceful manner.



Introduction and Background

Introduction

Apparently, the literacy means the ability of a person to read, write and calculate, but in real terms, the literacy appears to be a means, a way that leads to something different; more than just reading, writing and basic arithmetic operations. According to a literacy expert Donald Block, “literacy focuses not on recognizing basic words but on comprehension of the world around us”. He further says that “literacy helps in survival in today’s society and enables a person communicate with others and the ability to comprehend and solve problems”. The whole concept of literacy that starts from basic reading and writing and continues to enrich the abilities of individuals to communicate and solve daily life problems through active learning. Therefore the learning is the core of literacy that places an individual to stay connected to learning all through his/ her life. Literacy provides a fundamental platform to engage with learning and manage to learn some very basic communication skills. But in real terms, the literacy keeps an individual encouraged and motivated to build on what he/ she already learned. With such basic communication skills, individuals can keep themselves abreast with every day developments and think logically to find ways for their survival and satisfactory living.

Considering a fact literacy is ever evolving and ever developing dynamic source for sustainable human development, the Government of Balochistan has decided to uplift the literacy rate which is ranked amongst the lowest among all provinces. Literacy in Balochistan is being taken as source for life long and life wide learning and converting the province into a prosperous, tolerant and resource intensive place to live.

Constitutional obligation

Article 37(b)¹ of the constitution of Islamic Republic of Pakistan vows to “promote, with special care, the educational and economic interests of underdeveloped classes or areas; and remove illiteracy and provide free and compulsory secondary education within minimum possible period”. In order to realize the right to education, the concurrent list (No. 38) of the constitution of Pakistan requires the relevant authorities to appropriately work on the Curriculum, Syllabus, Planning, Policy, Centres of Excellence and the Standards of Education to address quality aspect. Growing need of education in the society coupled with our commitment to other nations has necessitated legislative and constitutional provisions which the nation witnessed a few years back in the form of 18th constitutional amendment that empowered Provincial Governments with autonomy in education as in other sectors. The Government of

¹ remove illiteracy and provide free and compulsory secondary education within minimum possible period



Balochistan, is working on the adult literacy curriculum to respond to the constitutional obligation to expand literacy in Balochistan province.

Literacy and global pledges

The SDG 4 and education 2030, framework for action has now been adopted by the world nations to complete the unfinished agenda of education related MDGs and EFA. The SDG 4 states to provide inclusive and equitable quality education and life-long learning opportunities for all, while “education 2030” describes “We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. It is apprised that other SDGs including those on gender equity, health, environment/ climate change and poverty reduction are also addressed by the adult literacy.

Provincial priorities and literacy

Balochistan education sector plan (BESP) 2013-18 aims to institutionalize adult/ youth literacy and non-formal basic education to promote literacy rate and reduce out of school children through formulating policy framework for non-formal education, implement institutional arrangements and increase awareness among the stakeholders and communities about non-formal education. The BESP emphasis upon reviewing and developing teaching & learning materials that are based on curriculum and addresses the diverse learning needs of the children and adults. The sector plan encourages to develop M&E and data management systems as well as an institute to build capacity of the NFE teachers to enhance the quality of non-formal basic education and adult literacy programs in Balochistan.

The directorate of literacy & NFE is keen to develop curriculum of adult literacy and related teaching & learning materials to eradicate illiteracy in the province.

Curriculum development process in Balochistan

Curriculum development process was scientific and based entirely on literature review and discussions/ workshops with the relevant authorities of Balochistan. The process was formally initiated by the Secretary Social Welfare, Special Education, Literacy and Non formal Education department, Balochistan by forming a “technical committee” to steer and oversee the process of development of curriculum for adult literacy and related teaching-learning materials. The technical Committee comprised following members:



1. Representative of Education Department, Balochistan
2. Director of Provincial Institute of Teacher Education (PITE)
3. Director of Bureau of Curriculum & Education Extension (BoC & EC)
4. Chairman of Balochistan Text Book Board (BTBB)
5. Chief executive Officer of Balochistan Education Assessment Center (BEAC)
6. Directorate of Literacy and Non Formal Education
7. Japan International Cooperation Agency (JICA)
8. United Nations Children Fund (UNICEF)
9. United Nations Educational, Scientific and Cultural Organization (UNESCO)
10. National Commission for Human Development (NCHD)
11. Representatives of local/ national NGOs
12. Director Schools

The technical committee established two working groups to separately work on to develop the curricula and materials of adult literacy and non-formal basic education programmes.

The process of development and customization of curricula for Adult Literacy and Non-Formal Basic Education programmes was initiated in December, 2015 and concluded in the month of May, 2016. Technical Committee and Working Groups conducted six consultative workshops to develop, review finalize the curriculum of Adult Literacy programme in the light of National Literacy Curriculum 2007, Minimum National Quality Standards 2016 and existing Adult Literacy curriculum developed in other countries. The Technical Committee reviewed the curricula and recommended changes, which were incorporated accordingly and the curriculum of Adult Literacy programme were finalized. The curriculum will be submitted to the BOC for further process that may include review and approval.

Aims and Objectives of provincial literacy curriculum

The provincial curriculum for adult literacy aims a harmonizing outputs of existing adult literacy programmes and improve its quality to eradicate illiteracy in the province.

The Government of Balochistan refers to the national literacy curriculum, SDG 4, other relevant SDGs and education 2030, framework for action and other national and provincial commitments to create a literate environment in the province.



Aim of the curriculum

To provide literacy, numeracy and life skills to 10 years and older illiterate population to help them live a quality life.

Objectives of the National Literacy Curriculum

The provincial adult literacy curriculum will contribute in achieving following objectives:

1. To facilitate adult illiterates in acquiring basic competencies of literacy and numeracy that facilitate effective communication for improved and meaningful living
2. To help adult illiterates and neo-literates in acquiring essential life-skills to enhance the quality of living
3. To encourage adult learners of literacy programmes build on existing literacy and life-skills competencies and convert their knowledge acquisition into a “life-long and life-wide” learning process
4. To ensure quality of teaching & learning through appropriate teaching and assessment methodologies
5. To provide a standardized, equivalent (to grade 3 competencies), certifiable curriculum framework of adult literacy programmes that facilitates accreditation, mainstreaming and continuing education

Target Group/ Population

The target group/ population of literacy programme includes 10 years and older out-of-school population:

- Never went to school, or any other educational setting
- Dropped out before acquiring essential ability to read and write independently (before completing grade 3)

All male and female belonging to rural and urban areas all across Balochistan without any discrimination.

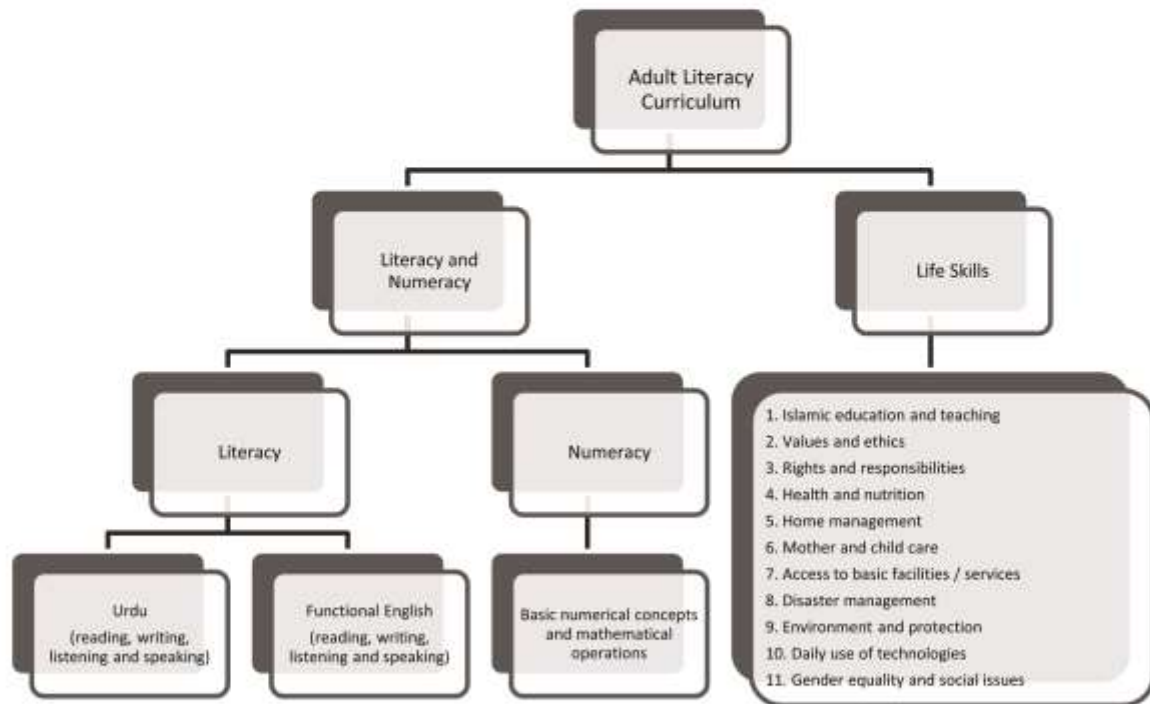
Focus:

As per PSLM statistics, rural women literacy is just 17%, therefore the focus population will be illiterate rural women. Further, rural literacy rate is also on low side, therefore, the rural side in general will be focused.

In addition, people belonging to poor socio-economic backgrounds will be given preference for literacy programmes along with those who belong to religious and ethnic minority groups as they generally remain excluded from education or literacy programmes.

Structure of Curriculum (Diagram)

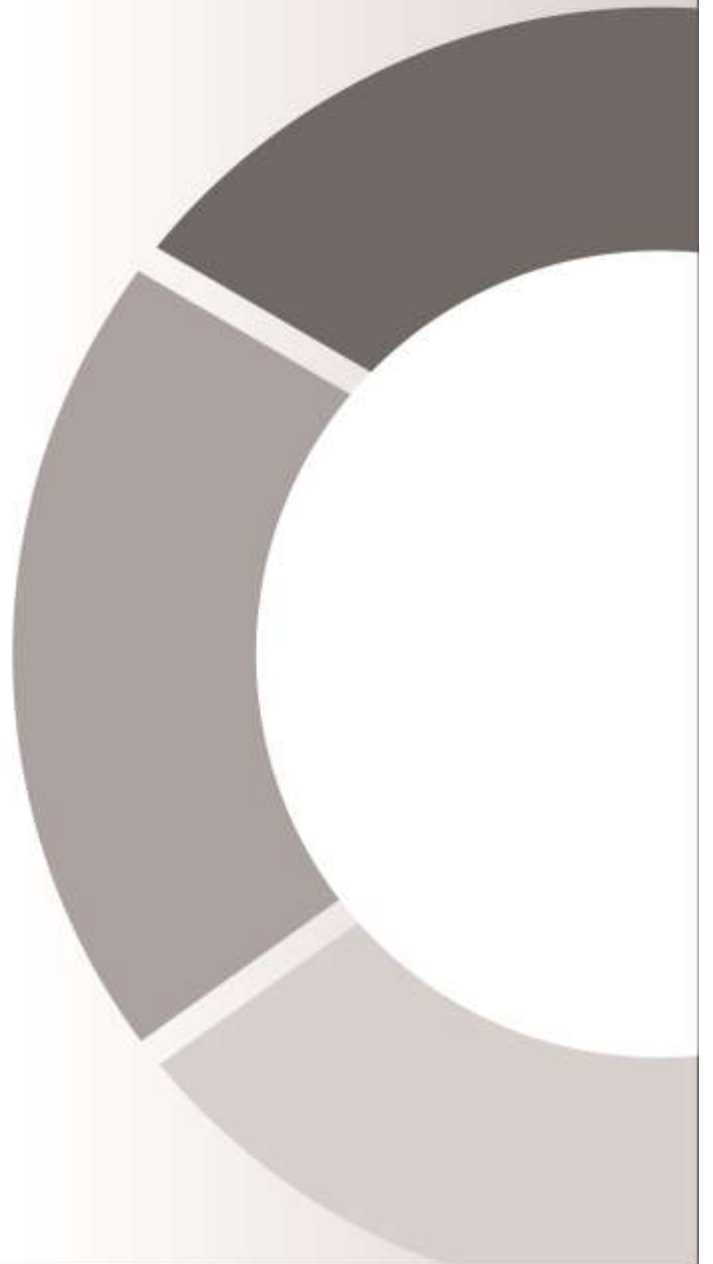
The adult literacy curriculum is explained below using a diagram.





**Curriculum
For
AdultLiteracy**

Literacy&Numeracy





Curriculum Framework

Literacy & Numeracy

A. Urdu

Standard LU1: Listening and Speaking Urdu: The learners 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: LU1b1: The learners will be able to listen and respond to spoken language, including straightforward simple information, short narratives, explanations and instructions.

Sr.#	SLOs	Contents	Methodology	Assessment technique
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"> A simple paragraph taken from a newspaper Pictures of various types to explain the situation (pictures should represent Balochistan culture and context) 	Phonic method, Lecture method, Discussion, Question Answer. Group work, Loud Reading (Ask senior learners or the teacher does it at his/ her own to read the paragraph loud with expressions/ exclamation and expect the other learners to do the same)	Oral question to assess if the learner is able to differentiate the concepts. Observation of the pronunciation and body language if it is compatible with the words and expressions
LU1b102	Listen and follow the instructions and narratives. <ul style="list-style-type: none"> Recognize sequence, linking 	<ul style="list-style-type: none"> Picture of a cross road with different direction signs An explanatory paragraph with a 	<ul style="list-style-type: none"> Questions and answers about picture name in Urdu and local 	Oral Observation Question-



	words, stress and pause	marriage/ local /social gathering picture coupled with instructions/ marriage contract (NIKAH)	language. <ul style="list-style-type: none"> • Pronounce the name of the picture (teachers and learners) • Stress on first sound of the picture name 	answers Discussions
LU1b103	Listen and extract some specific information using key words.	<ul style="list-style-type: none"> • Picture of home, labeling names of things. • Pictures labeling different places i.e. shop, farm and tailor shop etc • Picture explained through a paragraph and underlined specific words and phrases 	<ul style="list-style-type: none"> • Encourage learners to identify the labels of the pictures and explain situations depicted in the pictures • Also point out key words from the paragraph and expect learners to do the same from other paragraphs. • Also explain meanings of the key words and related expressions 	<ul style="list-style-type: none"> • Oral questions about the key words • Observation Flash cards to label the pictures



LU1b104	Listen short information and understanding the key ideas.	<ul style="list-style-type: none"> • A paragraph containing five different news headlines with a brief news detail. • An exercise containing questions relating to the news/ story • Identification of key ideas for explanation 	Use newspaper cutting (at least 5 news) and ask learners to pick out key ideas, key information and terms of importance. Repeat this exercise using news stories/ paper cutting or abstracts from Books/ Brochures with learners	Ask oral questions and assess the ability of learners to pick out key information/ ideas. Observe the abilities of the learners to identify key information/ terms/ ideas
LU1b105	Listen and identify the main point(s) of short explanations or presentations.	<ul style="list-style-type: none"> • A brief essay with pictures that explains social, health and hygiene issues with reasons, e.g. different diseases including polio, gastro, and waterborne diseases prevalent in Balochistan. • Enlist the main points highlighted in the essay that we can apply in our daily life 	<ul style="list-style-type: none"> • Organize health and hygiene sessions by involving available health experts. • Reading loudly an essay and ask various learners to identify the key points of their interest and that why 	Oral questions during reading session. Observation during the reading sessions and role play (assess attentiveness of the learners and observe the level of contribution of each learner



			<p>those points have triggered their interest.</p> <ul style="list-style-type: none"> • Role play to identify the reasons of the diseases and necessary precautions for safeguard 	
LU1b106	Listen and respond for personal information.	A range of contexts and situations relating to personal information e.g. name, family, siblings, schools, banks, hospitals mosque, baithak (drawing room) etc.	<ul style="list-style-type: none"> • Use biographies of successful persons/ historical heroes and ask the learners to identify/ mark personal information. • Create a role play scene for exchange of personal information. 	<ul style="list-style-type: none"> • Oral questions about personal information • Observation of the Role play • Assess the effectiveness of role play
LU1b107	Follow step by step instructions in a familiar context.	<ul style="list-style-type: none"> • Written detail of offering prayers and Dua using pictures saying prayer with pictures. (be careful in 	<ul style="list-style-type: none"> • Demonstration of Namaz • Use paragraphs and picture to 	<p>Oral Observation</p> <p>Instruct the learners orally</p>



		<p>selecting picture, so as to avoid any conflict among the sects)</p> <ul style="list-style-type: none"> • Farming steps of cultivating a crop with pictures and an exercise to explain steps for cultivation of various crops not mentioned in the text. • Livestock; key breeds with pictures and salient features to enhance milk and meat productivity as well as care/ precautions from major diseases 	<p>explain the cultivation and livestock</p> <ul style="list-style-type: none"> • Engage local available resources. 	<p>and observe the response</p>
LU1b108	Listen and follow short explanations and instructions.	<ul style="list-style-type: none"> • A short essay on diseases with symptoms, preventions and treatment. • An exercise to explain verbally in sequence the symptoms and prevention of the diseases 	<ul style="list-style-type: none"> • Asking any learner to read the essay loudly so as others are able to listen and clearly note down the symptoms, preventions and treatment • Form pairs of the learners and ask both of them to test each other's 	<p>Observe the exercises in pairs and loud reading when other learners are paying attention. Ask oral questions to know learners' response on symptoms, preventions and treatment</p>



			responses against set questions, which teacher will provide	
LU1b109	Listen and identify simply expressed feelings, and opinions.	<ul style="list-style-type: none"> • A short story of 2/3 characters who have shown their feelings and opinion on an issue. (positive or negative feelings or opinion) • An exercise containing questions about feelings and opinion of the characters. • Use a short history of a local hero who played a pivotal role in Pakistan Movement OR any other who worked for the promotion of Education or literacy in their locality. 	<ul style="list-style-type: none"> • Provide/ read newspaper cuttings of news arising positive and negative events and encourage learners to exhibit feelings and opinions on such news. Repeat this exercise with multiple news stories • Visits to historical places • Pictures/ biography of the local hero etc. 	<p>Oral questions to ask free opinions on events/ situations</p> <p>Observation of reading and visits followed by critical analysis of the participation level of learners and their interest as well as the feelings and eventually the opinions</p>
LU1b110	Respond to focused questions	<ul style="list-style-type: none"> • A brief dialogue between two learners with expressions written 	<ul style="list-style-type: none"> • Peer Learning, group work 	Oral questions during group work and peer



		<p>in brackets like a script.</p> <ul style="list-style-type: none"> • Different themes for preparing a script verbally and perform through dialogue 	<ul style="list-style-type: none"> • Dialogue moderated by the teacher 	learning and observation of the process of interaction
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.	The dialogue of LU1b110 may be performed by the learners and understanding of stress, pause and proper articulation given by the teacher.	<ul style="list-style-type: none"> • Explain in easy way 	Oral Observation
LU1b202	Speak clearly to be heard and understood in situational exchanges.	<ul style="list-style-type: none"> • A variety of introduction styles be written with pictures. • An exercise be given to introduce each other. 	<ul style="list-style-type: none"> • Peer Learning 	Oral Observation
LU1b203	Make requests using appropriate terms. Know and use politeness, appropriate words, expressions and gestures for making requests.	Dialogues of making request at various situations e.g. shopping, help, welcome etc.	<ul style="list-style-type: none"> • Peer Learning • Discussion 	Oral Observation
LU1b204	Make requests and ask questions to	Dialogues containing questions to seek information regarding a place, situation or	<ul style="list-style-type: none"> • Peer Learning • Discussion 	Oral Observation



	obtain information in everyday contexts.	solving a problem		
LU1b205	Make statements of facts clearly.	Text containing a story or reporting of an accident etc.	<ul style="list-style-type: none">• Discussion	Oral Observation
LU1b206	Express clearly statements of fact, short accounts and simple descriptions.	Pictures of different situations to be explained by learners.	<ul style="list-style-type: none">• News Paper cutting• Snaps Gallery	Oral Observation
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">• A brief story of a person who is in a problem• Questions to explore possible ways of solving problem in the story	<ul style="list-style-type: none">• Discussion	Oral Observation



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.	A brief narration of the background of a discussion between two women on moral/social or educational issues of their children followed by a discussion by the learners.	<ul style="list-style-type: none"> • Discussion 	Oral Observation
LU1b302	Practice the norms and ethics for group discussion.	Meeting/discussion of “PUNCHAET/JIRGA/SENIORS or Talk Shows” to solve a problem with picture of different people shouting, laughing and having hard discussion followed by explanatory questions. Ensuring involvement of all participants	<ul style="list-style-type: none"> • References • Discussion 	Oral Observation
LU1b303	Follow the main points and make appropriate contributions to the discussion.		<ul style="list-style-type: none"> • appropriate contributions 	Oral Observation
LU1b304	Understand the general sense of discussion by listening to what others say.		<ul style="list-style-type: none"> • Observation 	Oral Observation



Standard LU2: 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	Contents	Methodology	Assessment Techniques
LU2b101	Recognize shape of letters (similar and different) in print, color and in tactile forms.	<ul style="list-style-type: none"> Alphabets (basic, dot, character, diacritics). Shapes of letters (initial, middle, ending and isolated). 	<ul style="list-style-type: none"> Flash Cards Half and full shapes of Alphabets 	Apart from Oral test and Observation the teachers may use multiple choice questions to assess the learning outcomes of learners about recognition of sounds and alphabets, give reading exercises to read silently or loudly. Ask questions about a paragraph after reading and meanings of a paragraph read by the learners. <ul style="list-style-type: none"> Matching exercises for words and meanings, words and
LU2B102	Match sounds & alphabets (single & compound sound)	<ul style="list-style-type: none"> Sounds and alphabets 	<ul style="list-style-type: none"> Phonic method 	
LU2b103	Understand that letters combine to make words	<ul style="list-style-type: none"> Ligatures/ syllables consisting of two, three, four or five characters combinations with and without vowels from local context. 	<ul style="list-style-type: none"> Flash cards etc. 	
LU2b104	Read common names and simple words.	<ul style="list-style-type: none"> Words having all forms of letters and their diacritics related to greetings, names, places, kitchen utensils tools and equipment, fruits, vegetables & time etc. Meaningful words 	<ul style="list-style-type: none"> Charts and brochure (if available) 	



LU2B105	Read compound words with multiple sounds	<p>based on nouns, pronouns, verbs, objects, auxiliaries, digits and numbers up to 100 etc. in words.</p> <ul style="list-style-type: none"> • Word selection from personal, family, locality and cultural heritage of Balochistan. <p>(a) Body and its parts; (b) Things of daily use.</p>		<p>sounds, words and pictures, price tag, billboards, news clipping etc.</p>
LU2b106	Read and recognize simple sentence structures.	<ul style="list-style-type: none"> • Simple sentences of two, three or four words and so on about the people and things around the learner; derive from Balochistan. 	<ul style="list-style-type: none"> • Charts and brochure (if available) 	
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"> • Special words with specific diacritics used at different religious, cultural and societal occasions/ events and idioms etc. • News vocabulary, things from surroundings and atmosphere. 	<ul style="list-style-type: none"> • Vocabulary 	
LU2b108	Recognize and use punctuations accurately.	<ul style="list-style-type: none"> • Full stop, question mark and exclamation etc. 	Explain Structures	



		<ul style="list-style-type: none">• Different forms of interrogative, negative, affirmative, passive and active sentences through dialogue about social issues.• Complex sentences having two clauses with common or other grammatical notions to sell and buy things, local support, market, transport/road safety etc.		
LU2b109	Read and understand the continuous descriptive and explanatory texts in paragraph.	<ul style="list-style-type: none">• Sentences about surroundings (Balochistan context) atmosphere, culture and history of Pakistan and Islam etc.• Sentences also having mixed characters, diacritics and doubles related to rights and responsibilities of a citizen at home, mohalla/village and country etc.• Sentences consisting	<ul style="list-style-type: none">• General Information sharing	



		of daily use and in active form of speech on climate and weather, technology gadgets, news clipping and plantation etc.		
Benchmark LU2b2: The learners will be able to read and obtain information from short documents, signs and symbols from every day sources.				
LU2b201	Read illustrations and captions to locate information.	Illustrations help to locate and interpret information on roads / railway lines, rivers/desserts/mountains etc.	<ul style="list-style-type: none"> • General Information sharing 	As in Benchmark LU2b1
LU2b202	Understand and use organizational features to locate information from Utility bills, different forms, land papers, cash memos, menus and emergency contacts.	Information about utility bills, different forms, land papers, cash memos, menus and emergency contacts etc.	<ul style="list-style-type: none"> • Demonstration • Pair Learning 	
LU2b203	Scan texts to locate information.	Texts / small stories on occupations, local festivals, factories/ agriculture, livestock, fisheries etc	<ul style="list-style-type: none"> • General Information • Group Discussion • Demonstration 	
LU2b204	Obtain specific information through detailed reading.	Texts/ stories on environment, health & hygiene, income savings with reference to wedding etc.	<ul style="list-style-type: none"> • Group Discussion 	



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

Benchmark LU3b1: The learners will be able to write letters, words, sentences and simple paragraphs in legible way.

Sr. No.	SLOs	Contents	Teaching strategies	Assessment Techniques
LU3b101	Hold a pencil/pen to write.	Dotted shapes of vertical horizontal, slanted, lines (right to left) forwards and backwards.		<ul style="list-style-type: none"> Exercises for tracing alphabets, shapes & objects Showing pictures, objects & asking for writing names. Filling the blanks exercises for writing different types of words from among the text & out of the text Filling of forms of various types used in the local context of learners such as birth registration etc. Filling information in tables / graphs/result cards through observation
LU3b102	Trace and draw vertical, horizontal, slanted, curved lines, circles and loops forwards	Dotted shapes of curves, slanted lines, all circles, loops, and strokes. Dots with arrow		



	and backwards.	to start different shapes/lines/sketches starting right to left, left to right and top to bottom.		
LU3b103	Copy and write letters with complete shape and simple one syllable words correctly.	One syllable words with pictures (where possible) selected from the local context of the learners (occupations, social gatherings etc.).		
LU3b104	Match spoken words with the written words.	Family relations, body parts, names of fruits & vegetables etc.		
LU3b105	Write names and phone numbers.	Names and phone numbers of close relatives and friends, emergency numbers etc.		
LU3b106	Write one to hundred in words.	<ul style="list-style-type: none">• Numbers in words.		
LU3b107	Write simple sentences having subject, object and verb.	<ul style="list-style-type: none">• Simple sentences about daily activities of learners at home or at		



		workplace etc.		
LU3b108	Write a variety of simple interpersonal and transactional texts.	<ul style="list-style-type: none">• Greetings of festivals eg (Eids, Christmas, Basant, Dewali, Besakhi and wedding)• Greetings while meeting someone, welcoming, saying goodbye etc. and dialogues between friends on daily issues.• Use of SMS.		
LU3b110	Make sentences by using given words.	<ul style="list-style-type: none">• Time units• Islamic, local and English calendar.• Weights and measures.		
LU3b111	Write appropriate names and description of objects in a	One picture having various objects of daily life e.g. kitchen, drawing room,		



	picture.	classroom, playground etc.		
LU3b112	Write receipts and fill forms of daily usage.	<ul style="list-style-type: none"> Buying/selling of daily life goods e.g. bicycle, bike, car, animals etc. Nikah, Bank/NADRA Forms etc. 		
LU3b113	List items of a similar category from a given text.	Pictures of various professions and situations of everyday life e.g. food items, clothing, and furniture.		
LU3b114	Write names and addresses of addressee and sender.	Posting letters to relatives and friends living in different cities and places.		
LU3b115	Write different forms of sentences to share information of daily life.	Local occupations, crops, weather, games etc.		
LU3b116	Write simple paragraphs to express one's views.	Local Mela, sports match, festivals etc.		



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	S.L.O.	Content	Teaching methodology	Assessment Techniques
LU4b101	Use words that point to this, that, these and pronouns in a small paragraph / story on a social issue.	Subject and pronouns with pictures in domestic, local and provincial context.		Test Observation
LU4b102	Use questioning words: what, who, when, why etc.	<ul style="list-style-type: none"> • Area/ event specific pictures to write questioning words. • The pictures must symbolize Balochistan such as RASCO Mountain Bolan Valley, Ziarat Jenifer Forest, Fort sundaymon, Sheela Bagh Railway Track etc. • Questions using Wh-question words on the occasion of visiting hospital, school, bank, post office and union council etc. 		Test Observation



LU4b103	Use some describing words showing quality, size and color.	Describing words to explain quality, size and color of an object or picture		Test Observation
LU4b104	Recognize and use punctuations such as full stop, question mark and exclamation mark etc. to write different sentences.	Different punctuation marks such as full stop, question mark and exclamation mark etc.		Test Observation



B. Numeracy

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

Benchmark LN1b1: The Learners will be able to read and write numbers from 0 to 10 with their order, and compare those numbers.				
Sr. No.	SLOs	Contents	Teaching methodology	Assessment Techniques
LN1b101	Identify numbers 1-10.	Concept of 0 Numbers 0-9		Test Oral Observation
LN1b102	Identify 0 as a number.	Addition of 0 on right hand side of a number signifies multiplication by ten respectively.		Test Oral Observation
LN1b103	Read and write numbers up to 10 in numerals and in words.			Test Oral Observation
LN1b104	Count objects up to 10 and represent in numbers.			Test Oral Observation
LN1b105	Match the numbers 1-10 with objects.			Test Oral Observation
LN1b106	Arrange numbers in ascending and descending order.			Test Oral Observation
LN1b107	Identify which number (up to 10) comes Before/after a number, Between two numbers.			Test Oral Observation



LN1b108	Compare two or more groups in terms of number of objects.			Test Oral Observation
Benchmark LN1b2: The learners will be able to read and write numbers from 11 to 100 with their order.				
LN1b201	Count numbers up to 100.	<ul style="list-style-type: none"> • Numbers up to 100 • Concept of place values • Concept of 10 and 100 • Cardinal and Ordinal numbers 		Test Oral Observation
LN1b202	Compare and order the numbers 11-100.			Test Oral Observation
LN1b203	Read and write numbers up to 100.			Test Oral Observation
LN1b204	Recognize the place values of numbers (tens and ones)			Test Oral Observation
LN1b205	Identify the place values of the specific digit in a two digit number.			Test Oral Observation
LN1b206	Compare one and two digit numbers.			Test Oral Observation
LN1b207	Place the mixed numbers in order.			Test Oral Observation
LN1b208	Order the set of numbers from 0 to 100 in increasing and decreasing order.			Test Oral Observation



LN1b209	Identify which number (up to 100) comes before/after a number, between two number			Test Oral Observation
LN1b210	Count in ten and recognize 100 as a number			Test Oral Observation
LN1b211	Identify and write missing numbers in a sequence from 1 to 100.			Test Oral
Benchmark LN1b3: The learners will be able to read and write numbers from 101 to 1000 with their order				
LN1b30	Identify, read, write, and match numbers up to 1000 as a number.	<ul style="list-style-type: none"> Count, read, write, order and compare numbers up to 1000 Understand that the position of a digit signifies its value. 		Test Oral Observation
LN1b302	Compare two or more groups in terms of number objects.	<ul style="list-style-type: none"> Know what each digit in a three-digit number represents, including the use of zero as a place holder. 		Test Oral Observation
LN1b303	Identify the place values of numbers up to 3-digits.			
LN1b304	Read and write given numbers up to 1000 in numeral			



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"> • Addition • Addition and Equality Symbols • Addition of Numbers (without carrying) • Problems related to sale and purchase, profit and loss, pricing of goods of daily life etc. • Goods of daily life, animals, crops, home accessories etc. 		Test Observation
LN1b402	Construct addition equations from given pictures.			Test Oral Observation
LN1b403	Add two one-digit numbers (sum up to 9).			Test Oral Observation
LN1b404	Add a two-digit number with one-digit number.			Test Observation
LN1b405	Add a two-digit number with 10s.			Test Observation
LN1b406	Add two two-digit numbers.			Test Observation
LN1b407	Complete equation such as $\text{---} + 4 = 7$ (include questions that sum up to 20).			Test Observation
LN1b408	Add mentally the 2digits numbers using real life examples.			Test Observation



Benchmark LN1b5: The learners will be able to add three digit whole numbers with and without carrying.				
LN1b501	Add three digit numbers with 100.	<ul style="list-style-type: none"> • Problems related to sale and purchase, profit and loss, pricing of goods of daily life etc. • Goods of daily life, animals, crops, home accessories etc. 		Test Observation
LN1b502	Add numbers up to three digits (with and without carrying).			Test Observation
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"> • Subtraction Symbol • Subtraction of Numbers (without borrowing) 		Test Observation
LN1b602	Construct subtraction equation from given pictures.			Test Observation
LN1b603	Subtract mentally the 2 digit numbers given in simple real life examples.			Test Oral Observation
LN1b604	Subtract ones from ones.			Test Observation
LN1b605	Subtract ones from 2-digit numbers.			Test Observation
LN1b606	Subtract tens from 2-digit numbers.			Test Observation
LN1b607	Subtract 2-digit numbers from 2-digit numbers.			Test Observation



LN1b608	Fill up the equations, such as $9 - \text{---} = 7$, with proper number.			Test
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"> Problems related to sale and purchase, profit and loss, pricing of goods of daily life etc. 		Test
LN1b702	Subtract numbers up to 100 using mental calculation			Test Oral
Benchmark LN1b8: Learners will be able to multiply using single-digit whole numbers.				
LN1b801	Use the term 'product' for multiplication of two numbers	Unitary methods Problems with costing etc.		Test Observation
LN1b802	Develop multiplication tables for 2 to 10	Unitary methods Problems with costing etc.		Test Observation
LN1b803	Multiply using single-digit whole numbers.	Unitary methods Problems with costing etc.		Test
LN1b804	Use and interpret 'x' in practical situations for solving problems.	Unitary methods Problems with costing etc.		Test Observation
Benchmark LN1b9: The learners will be able to multiply using two-digit whole numbers				
LN1b901	Multiply two digit numbers by one digit numbers	Unitary method problem with costing etc.		Test Observation
LN1b902	Apply mental mathematical strategies to multiply numbers up to the table of 10	Same as above.		Oral Observation



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">• Discuss the interpretation of remainders in the context of problems.		Test Observation
LN1b1002	Divide two-digit whole numbers by single-digit whole numbers without remainder and with remainder	<ul style="list-style-type: none">• Problems of Zakat, Fitrana and taxes etc.		Test
LN1b1003	Apply mental mathematical strategies to divide numbers up to the table of 10.	Same as above.		Oral Test



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.	SLOs	Contents	Teaching Methodology	Assessment
LN2b101	Identify Pakistani currency coins (Rs. 1, 2 and 5).	Problems related to addition, subtraction, multiplication and division.		Oral Observation
LN2b102	Identify Pakistani Currency notes (Rs. 10-, 20, 50 and 100).	-Do-		Oral Observation
LN2b103	Match a group of coins/notes to an equivalent group of different denominations.	-Do-		Oral Observation
LN2b104	Add and subtract money using the prices of objects (e.g. toys).	-Do-		Oral Test
LN2b105	Recognize money change (up to 1000) to its equivalent denominations.	-Do-		Oral Test
LN2b106	Determine if enough money is available to	-Do-		Oral Test



	make a purchase.			
LN2b107	Add different combinations of coins/notes	-Do-		Oral Test
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"> Relate familiar events to: times of the day; days of the week; seasons of the year. Understand and use vocabulary related to the time of day, e.g. o'clock, midday, morning, afternoon. Understand that times are repeated in the 12-hour clock, and need to be qualified by morning or afternoon if the context is not obvious Know the days 		Oral Test Observation
LN2b202	Read and tell time in hours from the analog clock e.g., two o'clock.			Oral Observation
LN2b203	Read and tell time in hours from the digital clock.			Oral Observation
LN2b204	Name in order the days of the week.			Oral Test Observation
LN2b205	Identify which day comes after/before a particular day.			Oral Test Observation
LN2b206	Name the months of the year.			Oral Test
LN2b207	Read, measure and record time in common date formats			Oral Test Observation



	and in the 12-hour	of the week and their order		
LN2b208	Calculate time	<ul style="list-style-type: none"> Know the seasons of the year and their Order <p>Examples: Problems related to timings of Namaz, Ramzan, Hajj and other national events.</p>		Oral Test Observation
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)	Understand and use vocabulary related to size, e.g. large, small, larger, smaller, smallest.		Oral Test Observation
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"> Understand and use vocabulary related to length, width and height, e.g. long, short, wide, narrow, tall; 		Oral Test Observation
LN2b402	Read, estimate, measure and compare length using common standard and non-standard units (e.g. meter, centimeter, paces)	longer, too long, longest in day to day life of the learners.		Oral Test Observation



LN2b403	Read and interpret distance in everyday situations			Oral Test Observation
Benchmark LN2b5: 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"> Understand and use vocabulary related to weight, e.g. heavy, light, heavier, lighter, heaviest. 		Oral Test Observation
LN2b502	Read, estimate, measure and compare weight using common standard units (e.g. kg)	<ul style="list-style-type: none"> Understand that weight is independent of size. Understanding the concept and the relationship of measurement of area e.g. "Qadam", "Karram", Marla, Kanal and acres. 		Oral Test Observation
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"> Understand and use vocabulary related to capacity, e.g. full, empty, holds more than, holds less than 		Oral Test Observation
LN2b602	Read, estimate, measure and compare capacity using common standards and non-standard unit (e.g. liter, cupful)	<ul style="list-style-type: none"> Understand that capacity is a measure of volume (not just how tall or how wide) and that shapes of containers can be deceptive, e.g. broad based and narrow top 		Oral Test Observation



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"> • Read, estimate, measure and compare length using common standard and non-standard units (e.g. meter, centimeter, paces). • Recognize and write kilogram in full and abbreviated to kilo and kg. • Understand kilogram divisions on a simple scale. • Read simple scales to the nearest labeled division. • Understand that scales measure in different units. • Understand labeled divisions on different scales. 		Oral Observation
LN2b702	Choose and use appropriate units and measuring instruments.			Test Observation
LN2b703	Add and subtract common units of measure within the same system			Oral Test
LN2b704	Understand and use land measurement units			Oral Test Observation

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

Benchmark LN3b1: The learners will be able to recognize shape				
Sr. No.	SLOs	Contents		Assessment
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.		Oral Test



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	Contents		Assessment Techniques
LFE1b101	Hold, open, and turn pages of a book correctly.	Holding, opening and turning pages of a book.		Observation
LFE1b102	Demonstrate that text in English runs from left to right.	<ul style="list-style-type: none"> • A.B.C (column-1) • Picture of hand along with the description with an arrow showing direction of English e.g. A B C D • For writing practice of CAPITAL and SMALL letters use a space or a separate work sheet 		Oral Test
LFE1b103	Recognize shapes of letters (similar and different) in print, color, and in tangible forms.	Flash cards /flip charts of capital and small letters with objects		Oral Test
LFE1b104	Identify and match capital and small letters.	Text containing /highlighted capital and small letters.		Oral Test



LFE1b105	Arrange words in alphabetical order (based on first letter).	Random lists of different words.		Test Observation
LFE1b106	Combine letters to make words.	Joined letters to make words.		Oral Test Observation
LFE1b107	Identify specific information in a calendar or picture.	Calendar or pictures having information. <ul style="list-style-type: none"> • Pictures of the four sessions of the year are the best option to give better information to the learner. • Days with religious importance, public holidays and international days information just for a knowledge. 		Oral Test Observation
Benchmark LFE1b2: The learners will be able to read and write simple words, names of vegetables, fruits, parts of body, professions and things of daily use.				
LFE1b201	Read names of vegetables, fruits, parts of body, animals and professions.	Passages with small and simple sentences containing information about fruits, vegetables, goods at home, literacy center and surrounding. For		Oral Test Observation
LFE1b202	Read names of things used in daily life.	example; doctor, teacher, police, postman, and carpenters' professions.		Oral Test Observation



		<ul style="list-style-type: none"> Charts of agriculture equipment, price tags of medicines and food items. 		Authentic assessment
LFE1b203	Write his/her names, and names of friends and family name, months and dates.	<ul style="list-style-type: none"> Names of cities and their distance etc. Names of people in the life of learner and nature of different relations in family and society. 		Test Authentic assessment
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.	<ul style="list-style-type: none"> Greetings Salutations Through simple conversational exercise. 		Oral Test Observation Authentic assessment
LFE1b302	Use and respond to simple requests, commands and questions.	<ul style="list-style-type: none"> Simple requests, commands and questions. Making, accepting and rejecting requests. 		Oral Test
LFE1b303	Express and offer basic social courtesies.	Basic social courtesies at home, work and public places		Oral Test
LFE1b304	Introduce themselves.	Introduction of teacher and some other sample participants.		Oral Test Authentic assessment



Curriculum For AdultLiteracy

LifeSkills





D. Life Skills

Strand: Islamic Education and Teaching

Standard: The learners will understand basic teachings of Islam and demonstrate them.

Benchmark 1: Understand and acquire the knowledge of the basic teachings of Islam.

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS1b101	Understands the six fundamental beliefs of Islam.	Beliefs (Tauheed, Rassalat, Aakhirat, Farishton, AlhaamiKitabon, taqdeer per emaan)	Questioning and Teaching	Brief Information Material for teacher
LS1b102	Understand and practice the five Arkan e Islam.	Arkan e Islam (Allah aur Rasool per peremaan (Kalma e tauheed) , Namaz, Zakat, Roza, Hajj	Peer Learning,	Display Charts
LS1b103	Memorize AaytulKursi, four (40Quls and Namaz.	AaytulKursi, 4 Quls and Namaz	Conduct sessions with the support of religious teacher/Paish Imam/elders	booklets/Handouts
LS1b104	Understands translation of 10 Ahadees about pillars of Islam and moral values.	10 selected Ahadees from Biukhari and Muslim	Demonstration	
LS1b105	Understand the Importance of ablution, Ghusal in Ibaadat	Steps of ablution (Wazu), Ghusal and prayers.	Group Exercise for identification of Islamic Events through calendar	Islamic Calendar



LS1b106	Tell about Hijri calendar and recall fall of important Islamic events.	Hijri Calendar and fall of important Islamaic events (EidMilad, Eidulfittar, Eidullzha, Lailatuqadar, Ramzan).		
Benchmark 2: Develop his / her personality/character on the basis of Islamic teachings and principles				
LS1b201	1. Understand basic Muamlaat (honesty, truthfulness, Adal, Ehsan, respect, back biting, theft etc.)	Basic Muamlaat (honesty, truthfulness, Adal, Ehsan, respect, back biting, theft etc.).	Sharing personal experiences around the contents (Reflection)	Charts
LS1b202	Narrate important aspects (like justice and equality, honesty, truthfulness, Adal, Ehsan) of the personality of the Holy Prophet (ﷺ)		Important aspects of the personality of the Holy Prophet (ﷺ) (like justice and equality, honesty, truthfulness, Adal, Ehsan).	Storytelling , Teacher guide
LS1b203	Understand and perform roles and duties as member of family and society.		Roles and duties as member of family and society.	Role play
LS1b204	Show sense of love for good and hate for sin.		Some prominent sins (Gunah e Kabeera) and virtues (Sachai, Tolerance, Haqooqul Abaad, Haqooq Ullah).	Session based on community situation


Benchmark 3: Render selfless services for the welfare of society and humanity at large.

LS1b301	Understand importance of living together.	Living together	Role play	Case studies
LS1b302	Identify the role of individuals in society in the light of teaching of Islam.	Selfless services		
LS1b303	Understands rewards of selfless services in this world and world here after.	List of rewards of selfless services	Sharing personal experiences around the contents	
LS1b304	Name the common selfless services at various levels, situations in community.			



Strand: Values and Ethics

Standard: The learners will understand and practice ethical and moral qualities like tolerance, justice and equality, dutifulness, discipline, perseverance, courtesy, appreciation and positive attitude towards living together.

Benchmark 1: Understand the need and importance of moral values, ethics and positive attitude.				
Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS2b101	Understand moral values and ethics	Important moral values and ethics (tolerance, justice and equality, dutifulness, discipline, perseverance, courtesy, appreciation and positive attitude towards living and working together)	Sharing short stories by learners, role play, interactive sessions, presentation	Pictorial and informative Charts/Cards/posters
LS2b102	Understand the importance of justice, equality, honesty, truthfulness, Ehsan, sacrifice, politeness and respect.	Sensitization about different ethical groups and respect for all casts, languages, sects and religions		Teacher Guideline
LS2b103	Understand merits and demerits of discipline and dutifulness in everyday life.	Discipline and dutifulness		



LS2b104	Appreciate and practice different ethical values and positive attitudes in everyday life especially towards disadvantage group of society.			
LS2b105	Show honesty and trustworthiness in business/work and everyday dealings.			
Benchmark 2: Contribute towards the well-being of community by displaying positive attitudes.				
LS2b201	Understand the importance of individuals and their role in the different aspects of community welfare.	Importance of individual and their role in community.	Identify the strength and skills of learners (open discussion)	Case Studies
LS2b202	Participate in different events of the community	Mention different events of community	Group work for designing community welfare activity (resolving of one issues of native community)	
LS2b203	Participate in different welfare and development activities in the community (Imdad e Baahmi)	Welfare and developmental activities	Group members Collectively implement the designed activity (Physical)	



LS2b204	Replicate and scale up successful stories of self-help basis programmes.	Contribution of famous personality for service of humanity	Case studies sharing and reflection	
LS2b205	Describe the contribution of famous personalities for the betterment of humanity.		Individual assignment for Exploring social activist at community level and will share his/her story with learners	



Strand: Rights and Responsibility

Standard: The learners will identify rights, duties and responsibilities of self and others.

Benchmark 1: Grasp and internalize the concepts of rights and duties as something being reciprocal in nature.

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS3b101	Understand the concept of rights and duties.	Concept of rights and duties	Brainstorming	Posters
LS3b102	List the important rights and responsibilities.	Importance of rights and responsibilities	Open discussion	Teacher guideline
LS3b103	State the importance of rights of people		Role play	Brief information related to content for teacher
LS3b104	Aware about the women rights, 3 rd gender rights and special people rights		Share the fundamental rights by teacher	
LS3b105	Understand the role and duties of self and others.			

Benchmark 2: Understand their rights and obligations towards family members as well as society and develop a positive attitude towards them.

LS3b201	Understand rights and obligations of other family members.	Rights and obligations of family members	Interactive role play	Teacher guideline
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LS3b202	Understand rights and obligations of neighbors, different segments of community and society.	Rights and obligations of neighbors, community and society	Observation current situation and analysis the rights and obligations	Brief information related to content for teacher
Benchmark 3: Demonstrate tolerance, regard and respect towards members of society belonging to other religions / sects / languages.				
LS3b301	Understand the concept and importance of equality of all human being in the light of last sermon of Holy Prophet (ﷺ)	Concept of equality of human beings in the light of last sermon of Holy Prophet (ﷺ).	Sharing major points of last sermon of Holy Prophet	Booklet
LS3b302	Understand the importance of tolerance, regard and respect towards members of other religions, sects, casts and languages.	Importance of tolerance, regard and respect towards members of other religions, sects, casts and languages in harmonizing the society.		Open Discussion in the light of current situation
LS3b303	Develop a sense of tolerance, regards and respect towards members of other religions, sects, casts and languages.			Regular practice in daily life


Strand: Health and Nutrition

Standard: The learners will understand the importance of personal health, hygiene and diets for a healthy life.

Benchmark 1: Understand the need and importance of health and cleanliness, the symptoms, causes and prevention of common diseases

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS4b101	Understands concept of good health.	Concept of good health	Open discussion	
LS4b102	Understand the importance of cleanliness for maintaining good health	Importance of cleanliness	Presentation through pictorial Chart	
LS4b103	Understand the concept of Personal, family and community hygiene and practice in daily life	Personal, family and community hygiene	Conduct sessions on different aspects of good health and cleanliness;	
LS4b104	Name and describe the common diseases; their causes, symptoms, transmission, prevention, control and treatment (Skin disease, thalassemia, polio,	Common disease their symptoms, protection and prevention	Practical assignments and sharing the outcomes with class fellows	



	Typhoid, TB, Malaria, hepatitis, HIV/AIDS, hypertension and etc,			
LS4b105	Use first aid techniques after accident and poisoning.	First aid	Brainstorming for making first aid box	
LS4b106	Use available health facilities	Health facilities	Orient the basic techniques regarding incidents	
LS4b107	Explore, enlist and recognize local treatment and homeopathic		Deliver lecture regarding diseases and causes with support of health worker/ Midwife/ doctor	
LS4b108			Visit of available health centers(BHU,dispensary,BHC,etc)	
LS4b109			Collect local treatment and medicine	
Benchmark 2: Be aware of needs and requirements of balanced diet for different age groups.				
LS4b201	Understand the concept of food; food path and nutrition.	Food, food path and	Session conduction by the teacher through chart and pictures	



LS4b202	Define balance diet and its component	Nutrition	Sharing and Analysis routine diet	
LS4b203	Understand food hygiene its importance and handling practices for good health	Balance diet	Group work to preparing food chart for different age groups	
LS4b204	Understands types of food for different age groups	Food hygiene	Sharing eating habits.	
LS4b205	Understands feeding and eating habits in Islamic and scientific perspective.	Types of food	Discussing available water sources and uses	
LS4b206	Describe different sources, importance and uses of water	Feeding and eating in Islamic perspective	Role play	
LS4b207	Understand the importance of clean drinking water and its proper utilization	Sources, importance and uses of water	Brainstorming and Sharing information regarding diseases due to unclean water	
LS4b208	Describe methods to make water safe and clean.	Methods for cleaning water	Debate within two groups for analysis fresh(organic) and junk food	



LS4b209	Identify water related diseases.	Un clean water diseases	Demonstrate kitchen gardening	
LS4b210	Understand the importance of fresh and organic food		Visit sites	
LS4b211	Motivate learners to making home products and kitchen ingredients			
LS4b212	Understand the Importance of kitchen gardening			
LS4b213	Aware about demerits of junk and packet food			
Benchmark 3 Understand the need and importance of self-development, social, emotional and physical human needs and management				
LS4b301	Understand social, emotional and physical human needs	Self-esteem, respect, dignity, self-identity, stress management, anger management, leadership	Ice braking exercise	Teacher Manual
LS4b302	Understand the leadership characteristics		Story telling (each learners), analysis of situation, group work, role play, reflection	Games


Strand: Home Management

Standard: The learners will understand and demonstrate different aspects of home management

Benchmark 1: Understand the importance of home management within family resources.

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS5b101	Define family resources (human, time, energy, income).	Different aspects of home management (Home budgeting , Maintain the family unit Tarbeet -e – aulad, Management and optimal use of available resources, Home safety)	Brainstorming	
LS5b102	Understand concept of different aspects of home management.		Open discussion	
LS5b103	Understands roles of different family members in home management (Home budgeting, maintain the family unit, Tarbeet e aulad, Management and optimal use of available		Sharing experiences	



	resources, Home safety).			
LS5b104	Understand and demonstrate the management of human, time, energy and financial resources for home management.			
LS5b105	Understand home budgeting and savings.		Preparation of home budget with the help of teacher (practical)	
LS5b106	Conflict management skill to deal family issues		Role play (interactive)	
LS5b107	Understand merits and demerits of joint family and nuclear family.		Debate within two groups (joint & nuclear families)	
LS5b108	Joint family and nuclear family home management, utilization of resource.		Making of Family Tree	
LS5b109	Explore family history (Economic, cultural, social)		Assignments for collect family history	



Benchmark 2: Understand the requirements of good home and roles and responsibilities of each family member to improve home condition.

LS5b201	Understand the basic requirement of good home.	Requirements of a good home.	Discussion	
LS5b202	Understand how to maintain and improve.	Roles and responsibilities of family members to improve home condition.	Role play	
LS5b203	Identify roles and responsibilities of each family member in maintenance to improve home condition.	Record keeping of family events.	Assignment for record keeping	
LS5b204	Keep and maintain record of family events.			


Strand: Mother and Childcare

Standard: The learners will understand the importance of mother and childcare, its benefits and demonstrate them.

Benchmark 1: Understand the concept of mother and child care its importance and benefits.

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS6b101	Understand concept of mother care, its importance and benefits	Child and mother care, its importance	Discussions, Sharing personal experiences, Informative sessions, Pictorial presentations, Visit and conduct session by community midwife, role plays and group discussions	Textbooks/ materials, guide for the teachers, charts (both blank and printed)
LS6b102	Understand the concept of child care and its importance	Immunization of mother and child		
LS6b103	Demonstrate mother and child care in their everyday life.	Immunization of newborn baby		
LS6b104	Understand and feel the responsibilities of parenthood in child care.	Importance of breastfeeding, and other necessary precautions along with food and nutrition as well as disease control		
LS6b105	Awareness regarding antenatal and postnatal care	Basic and supplementary food for babies and mothers in pre and post birth periods		
LS6b106	Understand the demerits of early age marriages	Household hazards for children, physical and social effects		

**Strand: Access to basic facilities/linkages**

Standard 1: The learners will be aware about the types of services/facilities in their locality and procedure to approach these. .

Benchmark 1: Awareness about different services/ facilities available in their locality and procedure to approach these.

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS7b101	Identify different types of services and facilities.	Types of services/ facilities (Medical, immunization, education, Union Council, NADRA, Birth registration, death certificate, ID cards, passport, voter registration, Nikah Nama, health/ mother and child care, scholarships, small business, small loans, skills, community development. Municipal services, FIR, Legal advice etc.) Sign-boards (signals, instructions), Expiry date of	Brainstorming	Maps can be used to identify services/ facilities



		medicines products etc, Utility bills; WAPDA, Gas, WASA etc.		
LS7b102	Locate different types of services/facilities and major functions that these services perform.	Location of services in areas around the centers and major services that these facilities provide	Assignment for collect information from officers/ staff serving in these services/ facilities	Services/ functions can be seen on web-sites (if the computer/ internet is available)
LS7b103	Understand the rights of access to basic services/facilities.	Rights and procedures to approach the facilities and use them for benefits/ services	Orientation and sharing information by teacher	Use the instructions manual to use such facilities (through internet or other sources)
LS7b104	Understand the procedure and basic information to approach/ use basic services/facilities.		Reading exercise of utility bills; identify numbers, addresses and instructions	Utility bills



Strand: Disaster Management

Standard: The learners will be aware of various types of disasters, precautionary measures, methods of prevention and post disaster management and rehabilitation

Benchmark 1: Learners are aware of different kinds of disasters and calamities, and how to minimize damages

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS8b101	Understand the meaning of disaster and name forms of major disasters.	Meaning and nature of disaster	Situation analysis and sharing experiences	
LS8b102	Narrate possible types of disasters that can occur in their local area	Forms of major disaster (Earthquake, fire, flood, land sliding, hurricanes and storms, epidemics, war, bomb blast)	Brainstorming	
LS8b103	Preparation for pre and post disaster(planning regarding infrastructure)	Disaster Preparedness	Role play for safety measure	
LS8b104	Demonstrate necessary preparation for different types of disaster	Places and route to evacuate	Orientation	
LS8b105	Demonstrate places and route to evacuate	Information sources about disaster	Discussion	



LS8b106	Locate emergency telephone numbers.		Preparing emergency telephone no.s book	
LS8b107	Identify the information sources during the disaster (e.g. radio, TV, local government office etc.)		Disseminate information to others (assignment)	
LS8b108	Know the safe meeting places in case of disaster	Location of safe places in case of disaster (i. a place near the home in case of a fire, ii. a place outside the neighborhood in case cannot return home after a disaster).		
Benchmark 2: Knowledge of necessary skills and competencies for survival of self, family members and others during and after disaster				
LS8b201	Know and demonstrate necessary skills and competencies during and after disaster.	Necessary skills and competencies for survival of self and family members. 1) Turning off the water, gas, electricity connections as a precautionary measure at the time of disaster	Information sharing through charts and pictorial cards	Information charts



		2) Use of protective dress and sturdy shoes 3) Locking of house		
LS8b202	Understand how to perform during the disaster	Essential skills and behavior during disaster (Stay low to the ground when escaping from a fire, Never open doors that are hot, Find another way out.).	Role play	Cards
LS8b203	Understand the importance and demonstrate confidence, courage, patience and steadfastness to bear the losses in everyday life and create a spirit of cures, help, concern and sacrifices for others.	Importance of confidence, courage, patience and steadfastness to bear the losses in everyday life and create a spirit of cures, help, concern and sacrifices for others.	Discussions	Teacher guideline


Strand: Environment and its protection
Standard: The learner will understand environment and its protection measure.

Benchmark 1: Adult learners will be sensitive towards environmental pollution, its causes and means to protect the same

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS9b101	Create awareness about the need and importance of healthy and pleasant environments	Definitions of environment and environmental protection, environment ingredients; Natural, physical and material types of environment; Level of environment (home, community, local and regional); Importance of environment in our life: (Religious, Social, Health and Economic importance).	Brainstorming, discussion, site visits, group work, role play, painting competition, activism days/ week	Posters, cards, manual of the teacher
LS9b102	Understand environmental pollutions and its causes	Different threats to environment: (Population increase, Traffic pressure, Industrial		



		wastes, insecticides/ pesticides etc); Pollution its types and protections. (Soil pollution, Air pollution, Water pollution, Noise pollution, and Radiation etc)		
LS9b103	Understand major diseases caused by environment pollution	Diseases caused by environmental pollution: (Flue, Bronchitis, Hepatitis, Asthma, Malaria etc).		
LS9b104	Understand the protection of environment at different level	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		


Strand: Daily Use Technologies

Standard: The learners will understand the role and use of every day basic technology in overall improvement in quality of their lives by solving of everyday life problems.

Benchmark 1: Learners will be able to get introduction of major IT gadgets and their usefulness in daily life

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS10b101	Understand the nature and importance of basic technology in everyday life.	Kinds and nature of technology	Conduct session/ sharing information	
LS10b102	Describe the kinds of technology	Role of ICT in our life 1) Easy and effective ways of doing things 2) Better and quick access to information 3) Improve quality of life 4) Saving of resources and time		
LS10b103	Understand the role of ICT in making life easy	Some important technologies and their use 1) Digital watches and tips for use 2) Radio and TV and tips for their use	Group work and individual assignments for use of different equipment	



		<p>3) DVD player and recorder and tips for its use</p> <p>4) Telephone (Mobile, landline, wireless, cordless, etc.) and tips for their uses</p> <p>5) Calculator, basic computer tips for their uses</p> <p>6) ATM machine and tips for its uses</p> <p>7) Elevator and tips for its uses</p> <p>8) Thermometer, blood pressure and sugar test operates and tips for their uses.</p>		
LS10b104	Understand the role, importance and use of technology in everyday life	Common home appliances (Washing machine, Electric Iron, Micro wave oven, refrigerator, electric milk blowing machine, juicer, blender, chopper, etc.)	Sharing and discussion	
LS10b105	Describe and apply the general instructions for the maintenance of the household devices/gadgets.	General instructions for the maintenance of the household devices.	Demonstration	



Strand: Gender equality and Social Issues

Standard: The learners will understand the concept of gender equity and socio culture issues and contribute to minimize the issues at home and community level.

Benchmark 1: Learners will have improved understanding of the concepts of gender under biological and social roles and are able to adhere to basic considerations of gender equity

Sr. No.	SLOs	Contents	Teaching Methodology	Required Materials
LS11b101	Understand the gender equity	Definition of gender equity and difference between gender equity and equality with essential explanation	Orientation material followed by discussion, Q&A	
LS11b102	Bring an imperceptible and healthy change in their attitude about the phenomenon of gender with Understanding the socio-cultural issues related to the same;	Importance of equal rights for male and female for socio-cultural stability. And key issues that are surfaced because of gender gaps	Orientation and discussion	
LS11b103	Recognize the rights of and responsibilities towards the other gender at all levels of their age	Rights of women to take up non-stereotyped roles; Women Leadership i. Women's role in decision making. ii. Political rights	Reading activity, use of biographies/ case studies of major successful female leaders (especially representing the country), role play	Legal provisions, major treaties/ covenants on gender equity (mainly covering women rights)



		<p>iii. Women contribution at all level</p> <p>iv. Social security</p> <p>v. Equal opportunities for employment</p> <p>Legal provisions for women's age of marriage, equal wages, anti-dowry laws and Haq-e-Mehar.</p> <p>Make learners aware of the major treaties/ international conventions and national level legislative provisions to bridge gender gaps</p>		
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Guidelines for Material Developers

Materials in adult literacy are very important as they help in curriculum implementation and achieving the aims and objectives of the curriculum.

Different forms of materials in adult literacy programmes

Following forms of materials are prescribed for adult literacy programmes:

1. Primers
2. Readers
3. Booklets
4. Wall and flip charts
5. Pictures with illustrations
6. Audio and video based contents with voice over
7. Teachers' guides
8. Training manuals
9. Work sheets

In order to develop material, the content developers should consider following guidelines:

1. Use easy and simple language, short and meaningful sentences
2. Prefer words, phrases and idioms that are used commonly in learners' community
3. Use quotes and examples that are culturally and religiously appropriate
4. Use pictures and illustrations that are commonly used in Balochistan and that these pictures do not trigger any discriminative or controversial issue/ conflict
5. Similarly, the sentences, quotes and phrases should also be cultural and religiously appropriate and should not create an impression that something biased is being imposed through literature
6. Consider gender related sensitives and use both genders as much as possible where such explanation is required
7. The contents and illustrations must be compatible to the mental levels (learning needs) of the learners
8. The content developers should also consider the diversified and complex learning needs of the learners as most of the learners belong to poor socio-economic backgrounds, minorities (religious or ethnic) and other societal diversities



9. The vocabulary should be chronologically built as to make the learners understand sequentially from easy to difficult
10. Paragraphs should be short and address only one concept
11. Connection among different paragraphs should be considered logically and that all such connections conclude some tangible idea that is comprehensible
12. Coherence and sequence should be basic characteristic of the material
13. The contents must be interesting, created on some interesting and attractive stories that occupies the readers' attention
14. The content should include activities and assessment exercises as well as other necessary sections that enable the teacher to teach and the learner to grasp
15. Organization of units/ chapters, concepts, body of knowledge/ substance, questions/ exercises, homework and instructions for the teachers should be included
16. Reference to the SLOs and proposed contents must be built while developing the materials
17. Other essentials should be considered like title page, table of contents, summaries, and last page instructions



Guidelines for the Teachers

Teachers are central in implementing the curriculum and pursuing the intended curriculum aims, therefore they are required to refer to the curriculum and apply those thought be essential for adults. Teachers of adult literacy centers should follow the below stated guidelines to implement the curriculum:

1. As the learners in adult literacy setting are “adults”, not just “children”; therefore the teachers should apply andragogical approaches instead of prescribed pedagogical methods, which are suitable for children.
2. Teachers need to master the andragogy and cultivating cordial relationships with adult learners
3. Teachers should be able to assess the profiles and characteristics (age, abilities, socio-economic backgrounds, intelligence levels, professions, interests etc) of the adults/ learners before actually planning the teaching and learning processes. Such assessment will enable the teachers to consider each learner while planning their instructions
4. Teachers should well versed with adaptability concepts so as to adjust the instructions as per changing and diversified needs of the learners
5. Teachers ought to have a firm belief on a fact that each and every learner has acquired some kind of knowledge already; before joining the literacy programme, and that the prior knowledge should always be used to build on advanced and additional knowledge
6. Teachers should try to put learners in a frame of life-long learning so that the learners are always ready to build on their existing knowledge and skills and continue doing so all through his/ her life
7. The concept of life-wide learning should also be inculcated among the learners to enable them think out of the box, be creative and try new and different things to learn and live a quality life
8. Teachers should have strong belief on a fundamental theory that literacy doesn't mean only imparting literacy, numeracy and a few life skills, but a fact that literacy is a means, a vehicle that continues a journey of life-long learning and living a quality life.
9. Teachers should try to encourage and enable learners to become problem solvers while living within their resources
10. Teachers must master the adult psychology so as he/ she is able to assess the psychological traits and requirements of the learners and deal accordingly



11. Teachers should always refer to the SLOs and prescribed teaching and assessment strategy while teaching inside the classroom
12. Creating a conducive and friendly learning environment is the foremost responsibility of the teacher, which he/ she should create with active involvement of the learners
13. Teacher-pupil relationship is the core and should be cultivated appropriately that facilitates learning to take place

Assessment Strategies

Assessment strategies should be wisely devised as the classroom contexts are different in situations where learners are adults. Teachers are encouraged to refer to the specific assessment strategies given in the curriculum. Following are some basic guidelines to follow while assessing the adult learners:

1. Always refer to the SLO, benchmarks, standard and strand/ concept before planning as assessment
2. Refer to standard techniques of framing questions, which should necessarily be compatible with the adult learning principles
3. The assessment should be participatory, and never create an impression that suppress learners and put them in state of fear
4. Teachers should rely more on observation and try to structure the observation and document the same for reference
5. Oral questions should always be posed in a style that doesn't pressurize the learner. Friendly way of questioning, using dialogue and discussions for this purpose is suggested as useful assessment methods



Coding Scheme:

To understand alignment among Standards, Benchmarks, SLOs, Content and Assessment, a systematic coding scheme has been followed. The elaboration of coding scheme is as follows;

Complete Code of SLO: LU1b101

LU = Initial letter 'L' for Literacy and 'U' is for concerned subject/skill e.g. U for Urdu, 'N' for Numeracy and 'FE' for Functional English.

LU1 = LU1 is for Standard number i.e. LU1 is for Literacy Urdu Standard number 1.

LU1b1 = 'b' is for Benchmark and it can be elaborated Literacy Urdu Standard number 1 and Benchmark 1.

LU1b101= 01 is SLO number. The elaboration of complete code is Literacy Urdu Standard number 1, Benchmark 1 and SLO 01.



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