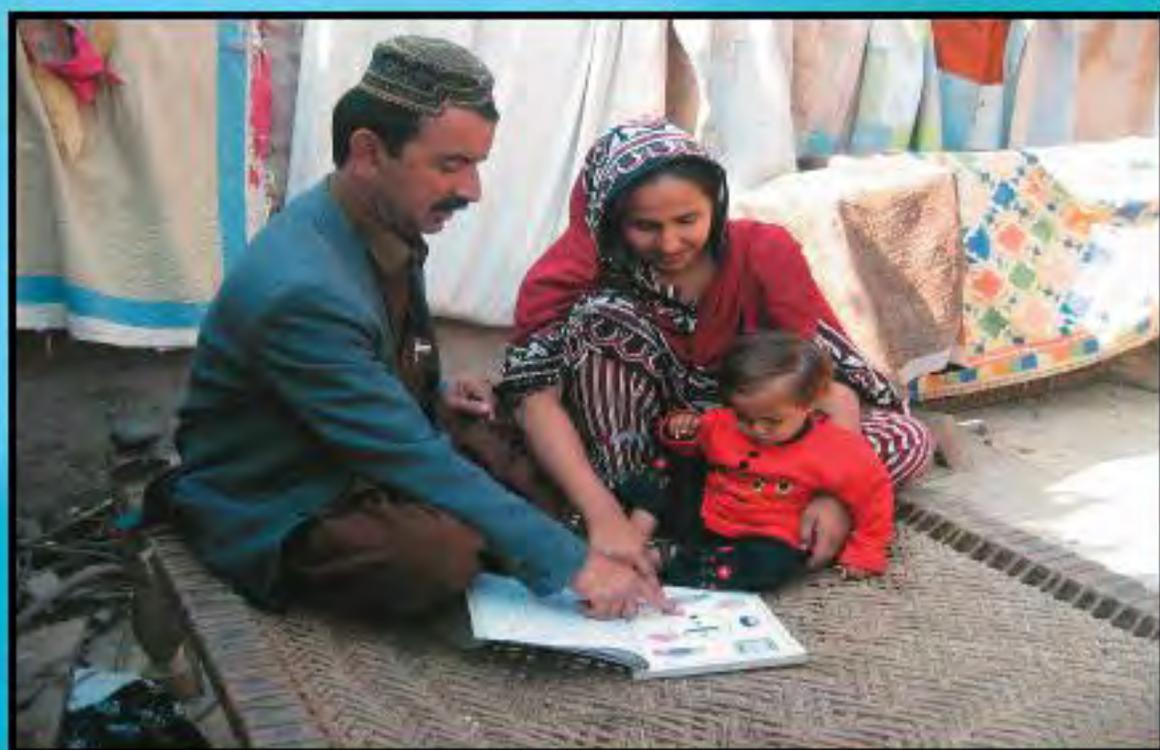


**EDUCATION SECTOR REFORM ASSISTANCE
(ESRA)
INTEGRATED LITERACY MODEL (I L M)
CURRICULUM
FOR
ADULT S**



This publication is made possible through support provided by USAID/PAKISTAN, U.S. Agency for International Development, under the terms of the Award No. 391-A-00-03-01000-00. The opinions expressed herein are those of the author (s) and do not necessarily reflect the views of the U.S. Agency for International Development



January 2006

یہ کتاب برائے فروخت نہیں ہے

جملہ حقوق

Education Sector Reform Assistance Program

کے نام محفوظ ہیں۔

ACKNOWLEDGEMENTS

Among the various programmes undertaken by ESRA for the development of education and enhancement of literacy, one major step is the development and publication of the comprehensive literacy package titled the “Integrated Literacy Model” (ILM). The need for such a model has been felt by Pakistani agencies and workers who are in the field of literacy for quite some time.

On behalf of ESRA, I take this opportunity to offer my sincere thanks to all those individuals, agencies, NGOs and literacy material development experts who contributed to the development of this package.

ESRA is especially thankful to all the NGOs, their representatives, the trainers of their literacy centres, and their neo-literates who offered their full cooperation in the trial process of the package and, on the basis of their experience, provided very useful feedback and recommendations which resulted in the modification and finalization of the package.

Our special gratitude goes to the following NGOs who participated and cooperated with us in this venture:

1. Mashal Educational Society
2. Indus Resource Center (IRC)
3. Rural Community Development Council (RCDC)
4. Light of Awareness for Fair Advancement of Mankind (LAFAM)
5. Sindh Graduates Association (SGA)
6. Sayyid Atta Hussain Shah Musavi Educational Welfare Society Rohri
7. Health and Nutrition Development Society (HANDS)
8. Strengthening Participation Organization (SPO)
9. Society for Empowering Human Resources (SEHR)
10. Sindh Development Society (SDS)

We cannot forget to mention and thank the pioneers of this project, Mr. Bashir Nasir, Mr. Abul Quasim Sheikh, Ms. Shahida Maheen and Ms. Aneela Meerani who produced the first manuscripts of this package.

We are also grateful to the literacy experts and educationists Mr. Musarrat Husain Rizvi and Mr. Abul Quasim Sheikh who, in light of feedback from the field, reviewed, revised and improved the ILM package into an effective and efficient model for the delivery of literacy.

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January 2006

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The Education Sector Reform Assistance (ESRA) Programme is an integrated wide-ranging programme of educational development undertaken by the Government of Pakistan with the assistance of USAID. One of the components of the programme is Adult and Youth literacy, where the focus is the eradication of illiteracy and alleviation of poverty through comprehensive educational development.

During the past half century a number of large-scale projects and programmes were undertaken for the eradication of illiteracy. NGOs have also been supplementing the government's efforts in this direction. However, the growth of the literacy rate has been slow. Even today a majority of our population is illiterate. The literacy ratio stands at 47 %. One of the factors affecting the literacy rate has been the dearth of teaching materials.

The Literacy Unit of ESRA, in collaboration with the NGOs and the support of concerned government agencies, has developed a comprehensive programme to enhance the rate of literacy in ESRA targeted districts of Sindh and Balochistan. The first step undertaken to meet the challenge was the development of an Integrated Literacy Model (ILM) curriculum, related textbook material for the adult learners, and teaching guides for the trainers.

The process of development of the materials started in early 2004; the designing of the literacy curriculum; writing, review and compilation of related teaching-learning material; implementation and trial of the whole package and its final review and modification in light of feedback obtained from the trial took almost two years. The process came to completion in early 2006.

The development of the ILM package is in fact the result of the partnership and collaboration between ESRA and its partner NGOs who provided their enthusiastic cooperation in the field trial process. Their valuable experience, advice and suggestions for improvement provided the basis for modification and upgrading of the whole package. ESRA provided the technical expertise for the modification and finalization of the package and support for its publication. ESRA and its partner NGOs thus share the ownership of the ILM package.

The ILM package comprises of the following materials:

A. The “Integrated Literacy Model” (ILM) curriculum

The booklet lays down a detailed curriculum for a six-month course in basic and functional literacy.

- (ii) **Textbooks for Basic Literacy learners:**
 - (i) ESRA Reading (Urdu, Sindhi)
 - (ii) ESRA Writing, Part I and II (Urdu and Sindhi)
 - (iii) ESRA Arithmetic
 - (iv) ESRA English Book
- (ii) **Guide Books for Teachers and Teacher-Trainers**
 - (v) Teachers' Guide for ESRA Reading and Writing
 - (vi) Teachers' Guide for ESRA Arithmetic
 - (vii) Assessment for Basic Literacy Course

D. Functional Literacy Course ---- Guide Book for Trainers

The detailed Guide Book on Functional Literacy compiled for trainers includes Background Knowledge and Teaching Strategies for the following topics:

- (i) Enhancing Language Proficiency: Exercises in word-building, vocabulary, language puzzles, stories, poems, reading and writing exercises
- (ii) Principles of Health and Hygiene: Healthful living, common diseases in children and adults, symptoms, prevention and cure
- (iii) Hazards in Daily Life Environment: Hazards for children in the home and outside, accidents, safety measures, and first aid
- (iv) Personality Development
- (v) Arts and Crafts
- (vi) Income Generation Skills
- (vii) Computation in daily life transactions

E. Weekly and Monthly Division of Syllabus

F. End of Course Assessment

The Literacy Package comprising of total 12 booklets was developed and finalized through the following process:

- 1 Scholars of literature and linguistics, literacy experts, and teacher educators designed the Integrated Literacy Model (ILM) Curriculum and prepared the manuscripts of related textbooks, guidebooks and assessment package.
- 2 The manuscripts were published on a pilot basis as trial editions and the course was introduced in Literacy Centres in selected districts of Sindh and Balochistan through the support and cooperation of NGOs working in the field. Almost 5000 illiterate adults successfully achieved the desired literacy level on completing the 6-month Integrated Literacy Model.

- 3 The success of the ILM in the literacy centres of the selected districts attracted attention and gained popularity among the NGOs. A total of 10 NGOs adopted the course in their own literacy centres.
- 4 It was decided during one of the series of workshops held for collaboration and consultation in implementing and expanding the provision of the courses that the advice, suggestions, and recommendations of neo-literates, their trainers, and field administrators (representatives of the NGOs) should be sought in order to bring about necessary relevant, effective and efficient modifications to the ILM package.
- 5 Following the decision, a series of three workshops were held in which the representatives of the NGOs, the trainers working at the literacy centres and the neo-literates participated. ESRA's representatives at the workshops included literacy experts, teacher educators and authors of the package. A thorough review of the whole package was done at the workshops and valuable feedback was gathered.
- 6 In making the final package, ESRA's technical experts revised and modified the contents of the package keeping in view the suggestions and recommendations given by the workshop participants.

The whole process of development has ensured the joint ownership of the ILM package by ESRA and its partner NGOs.

ESRA hopes that the ILM package will prove a most effective and comprehensive literacy model for the NGOs and other agencies working in the field of literacy and will reward their efforts with enhanced success rate in the eradication of illiteracy. We also hope that the ILM package will prove to be an alternate practicable model for literacy workers in other provinces of Pakistan as well.

ESRA welcomes suggestions from users and literacy experts for further improvement of the ILM.

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January 2006

CONTENTS

1.	Introduction	1 - 7
2.	The Integrated Literacy Model Curriculum	8 - 38
	Component A : Urdu / Sindhi language	8
	B : Numeracy	9 - 17
	C : English Language	18 - 22
	D : Arts and Crafts	23
	E : Functional Literacy	
	E (1) Health and Hygiene & Hazards in the Home and Environment	24 -27
	E (2) Social Problems and Social Evils	28
	E (3) Essential Knowledge: (Country, Ethics, Politics, etc.)	29 - 30
	E (4) Daily Life Business and Responsibilities of a Good Citizen	31
	E (5) Special Content for Supporting and Enhancing Female Literacy	32-34
	E (6) Enhancement of Language Proficiency	35
	E (7) Enhancement of Numerical Skills	36 - 37
	E (8) Income Generation Skills	38
3.	Assessment	39 - 41

Introduction

1. The Education Sector Reform Assistance (ESRA)

Funded by the United States Agency for International Development (USAID) through a bilateral agreement between the United States and the Government of Pakistan, the Education Sector Reform Assistance (ESRA) Program is designed to support the Government of Pakistan's efforts to achieve strategic, significant, and sustainable improvements in education.

At the macro level ESRA is supporting improvements nationally and provincially through four focused components:

1. Educational Policy and Planning
2. Professional Development of Educators & Administrators
3. Adult & Youth Literacy
4. Public Private Partnerships / Public Community Partnerships

ESRA has already embarked on a number of National Strategies in support of quality improvement in the education sector. Under Component 3 – “Adult and Youth Literacy” – ESRA has set forth the following objectives:

- To assist the Government to develop National Guidelines for Adult and Youth Literacy which will be supported with Training Manuals and Literacy Packages.
- To build capacity within the Government and NGO Sectors to develop, implement and monitor Literacy Programs.
- To develop and test sustainable literacy models, which can be replicated on a larger scale.
- To create a literate culture in the districts.

2. The ESRA Focused Districts

In the ESRA focused districts in the provinces of Sindh and Balochistan ESRA has adopted a strategy that aims to bring to full realization the concept of the fully literate district in which:

- All children are able to access a quality basic education.
- Increasing numbers of children are able to make the transition to secondary education.
- Illiteracy is eradicated among out of school youth and young people and especially females.

It is an endeavor that aims to completely reform the education sector in some of Sindh's and Balochistan's most disadvantaged districts. The process has been launched in Hyderabad, Thatta, Sukkur, and Khairpur in Sindh; and Gawadar, Killa Saifullah and Kech in Balochistan. In addition to the benefits that the ESRA program will bring to each participating district, it will benefit the nation by being a “prototype” or “beacon” for education sector reform and development all over Pakistan.

3. Thrust Against Illiteracy

In order to help the districts take initiative in the thrust against illiteracy, a 6-month prototype curriculum and teaching material was developed through a consultancy assignment. The basic guidelines, the literacy levels, the curriculum content, the methods and approaches of delivery and the modes of assessment and evaluation were determined and recorded in the curriculum document titled “Curriculum for Integrated Literacy Model”.

The prototype package was introduced in selected Union Councils in eight districts of Sindh and Balochistan on a pilot basis. Five thousand adult learners attended the full six - month course held at 172 adult literacy centres.

4. Feedback Review & Modification of the Curriculum

Feedback on the 6-month program helped assess the outcomes and evaluate the program.

The feedback has been very positive and indicates the success and effectiveness of the program.

The achievement of the desired literacy levels by the adult learners who attended the courses and their comments about the usefulness of the course, the suggestions and comments of teachers and the teacher-trainers and the demand from collaborating NGOs for the extension of the program to cover 40,000 illiterates in the districts are indicators of the suitability and appropriateness of the curriculum and related teaching-learning material.

In the light of feedback, the curriculum design and related package of reading material has now been reviewed and modified with a view to increase efficiency of delivery and improve relevance and effectiveness of the design and content.

5. The Definition of Literacy

There have been various definitions of literacy adopted by different countries of the world. With the passage of time and the changes in human culture and work environment the literacy definitions have been changing to correspond with the emerging needs for literacy. In Pakistan five different definitions evolved through a 47-year period — from 1951 to 1998 ¹. The latest Pakistani definition of a literate person is reported to be ² :

“One who can read a simple paragraph with understanding, write a simple letter in any language and make simple calculations”.

Recently, the term literacy has acquired a prefix which is “functional literacy”. Like literacy, “functional literacy” is also defined in many different ways. Generally the term with the added prefix is meant for a level of reading and writing skills that would enable a person “to function” in a society.

1.UNESCO,2002

2.Dr.Zafar Iqbal, 2004

In the opinion of the present curriculum developers a functionally literate person (a) can read and write and do simple calculations and use these literacy skills effectively for daily life purposes; and in addition, (b) the person also possesses daily life skills to function in a society as a responsible citizen. The “daily life skills” have been identified and made an integrated part of this curriculum.

6. Levels of Literacy

Three levels of literacy are internationally recognized — Basic, Middle and Advanced (or Self Learning Level). The skills to be attained at the three levels are more or less well-defined in the literature. During the implementation process of the prototype model, it became clearly evident that the integrated literacy curriculum can be effectively presented in two parts; first a 3-month Basic Literacy course and second, a 3-month Post Literacy course. While maintaining the integrated nature of the courses through the review process, the curriculum is now clearly demarcated into Basic Literacy and Post Literacy components.

A number of booklets created as supplementary material, particularly for use at post literacy level, have been reviewed and their content reorganized into a more appropriate pattern.

7. Features of the “INTEGRATED LITERACY MODEL” (ILM) CURRICULUM

7.1 Target group:

The curriculum aims at providing literacy skills to illiterate 10 – 35+ years age range of males and females.

7.2 Basic Level:

It is designed to provide a minimum but adequate ability in reading, writing and numeracy.

7.2.1 The Functional Component in Basic Literacy includes:

- i) Oral recitation of poems with relevant messages.
- ii) Discussion on personal hygiene and cleanliness.
- iii) Preliminary knowledge about child health, vaccination and maintaining a clean and healthy environment.
- iv) Discussion on social issues such as: female education; equity; drug addiction; relationships and responsibilities of family members; healthy physical, social and emotional environment in the home
- v) Art and Practical Art.

7.3 The Duration:

The total duration of instructions is proposed to be six-months to cover

both the basic and the post literacy components of the curriculum.

7.4 Integrated Curriculum:

The curriculum contents integrate reading, writing and numeracy together with the delivery of knowledge, skills and inculcation of attitudes that make up the daily life skills or constitute the major functional aspects of literacy in both the basic and the post literacy components of the curriculum.

7.5 Functional Literacy:

Three major objectives have been considered as constituting the major functional aspects of literacy:

- Acquire positive values towards personal development and well-being, and the development of the society.
- Awareness of the role and responsibilities of a citizen in socio-economic, cultural, and political activities of the community.
- Ability to identify problems faced by self, family, and community and actively seeks viable solutions to the problems.

In order to meet these objectives, content is specified in detail under the title of “Functional Literacy” component. It can also be termed as daily life skills component.

7.6 The Components:

Although the approach to delivery is proposed to be an “integrated approach” the content is presented in five different components as follows:

- | | | | |
|-----------|-------|---|--|
| Component | A | : | Language (Urdu / Sindhi) |
| | B | : | Numeracy |
| | C | : | English Language |
| | D | : | Arts and Crafts |
| | E | : | |
| | | | <i>Functional Literacy</i> |
| | E (1) | | Health and Hygiene
& Hazards in the Home and
Environment. |
| | E (2) | | Social Problems and Social
Evils |
| | E (3) | | Essential Knowledge:
(Country, Ethics, Politics, etc.) |
| | E (4) | | Daily Life Business and
Responsibilities of a Good
Citizen |
| | E (5) | | Special Content for |

Supporting
and Enhancing Female
Literacy

E (6) Enhancement of Language
Proficiency

E (7) Enhancement of Numeracy
Skills

E (8) Income Generation Skills

7.7 English in the Literacy Curriculum:

English language and vocabulary has crept into the local language and into the daily life business so that today a person cannot be considered literate without an understanding of English in common usage in the daily life environment. Keeping in view the need created by this situation, the English component has been introduced to teach the basic minimum English to the beginners in literacy. It focuses on familiarizing the learners with the English vocabulary without which it is difficult to be “functional” in the social and work environment of daily life.

7.8 Special Provision for Supporting and Enhancing Female Literacy:

Females have special biological, physical and social needs and face some social problems which are different from the males.

A list of topics has been suggested of particular significance to females. The trainers can select topics for instruction that are of relevance to the females of a particular locality.

7.9 Aims, Objectives, Content and Activities:

Under each component, the essentials of a curriculum package, i.e.; aims, objectives, content and activities; are given column-wise. The suggested activities spell out the activity-based, participatory approach in teaching.

7.10 Assessment of Learner Achievement:

A variety of strategies and tests have been suggested for assessing learner achievement in the different components. The assessment strategies vary according to the nature of the components. A cumulative record has been advised to monitor progress of individual pupils.

7.11 A Composite Curriculum Package:

The six-month Integrated Literacy Curriculum has now been compiled into a final curriculum design tested in the field and reviewed and

modified to satisfy the requirements of literacy, the needs of adult learners, and the skills of teachers and teacher trainers. The corresponding reading and supplementary material for learners, the teacher guides, the trainers training program, and fortnightly and end of course assessment, all together compose the 6-month basic and post literacy curriculum.

7.12 Aim:

The aim of the Integrated Literacy Curriculum is to provide skills in reading, writing and numeracy to a level which would enable a person to read a simple paragraph with understanding, write a simple letter and make simple calculations. The curriculum also aims at providing essential knowledge and daily life skills through vocal, audio and video media in order to make a person functionally literate.

7.13 General Objectives:

At the end of in the six-month integrated curriculum the learners will have acquired the following abilities:

1. Read simple language (Urdu / Sindhi) with appropriate speed and accuracy.
2. Write a letter / paragraph with correct spelling and legible handwriting.
3. Fill in name, address, date of birth and other required information in application forms.
4. Use numeracy skills to solve arithmetical problems encountered in daily life transactions.
5. Demonstrate knowledge of English language of daily usage in Pakistan's cultural and linguistic environment.
6. Be aware of and practice the basic rules of health and hygiene.
7. Take preventive measures against hazards in the home and environment.
8. Recognize and accept own responsibilities towards self, family, neighbors and community and demonstrate inclination towards fulfilling the responsibilities.
9. Awareness of the need for protecting the environment and conservation of natural resources.

10. Positive attitude towards education of children particularly towards education of the female child.
11. Awareness of and respect for the role and responsibilities of women and positive attitude towards their education.
12. Essential knowledge about history, geography, resources and problems of Pakistan.
13. Knowledge about local government, government institutions and their role and responsibilities.
14. Understanding of politics, democracy, elections, voting and the duties of a citizen regarding election of representatives.
15. Acquire income generation skills in crafts relevant to the area and community.

Integrated Literacy Model Curriculum

Component A: Urdu / Sindhi Language

Basic Literacy (3 months):

Aim:

To provide skills in reading and writing to a level which would enable a person to read a simple paragraph with understanding and write a simple letter.

General Objectives:

Reading:

1. Read simple Urdu / Sindhi with appropriate speed and accuracy.
2. Read newspaper headlines.
3. Read stories in simple language with proper accent and intonation.
4. Read essential information given on medicine bottles, cartons, food wrappers, packaging, etc.

Writing:

1. Write a letter / paragraph in simple words and legible handwriting.
2. Write a simple application.
3. Fill in name, address and other required information in application forms.

Details of specific objectives, content and methodology are given in Urdu / Sindhi language version.

Post Literacy (3 months):

Advancement over skills attained during the Basic Literacy Course.

1. Language games (for expansion of vocabulary)
2. Paragraph Writing.
3. Creative Writing
4. Letter Writing, Applications
5. Form Filling
6. Discussions on personality and self image
7. Supplementary Reading: Stories, Poems, Quizzes etc.

Integrated Literacy Model Curriculum

Component B: Numeracy

Basic and Post Literacy

Aim:

Help learners to acquire the ability to deal with daily life situations and problems requiring application of numeracy skills.

Objectives:

At the end of the course the learners will have acquired the following abilities:

1. Count up to 1000. Read and write numbers up to 1000.
2. Use with facility the four arithmetic operations of addition, subtraction, multiplication and division.
3. Reading time and use of calendars.
4. Use currency and read and write amounts in decimals.
5. Read and understand information on utility bills.
6. Use with understanding measures of weight, capacity, length and distance.
7. Read temperature on a clinical thermometer.
8. Prepare household budget.

General Methodology:

The basic principle of teaching numeracy is to begin with concrete situations and lead to the abstract. Drill of learnt operations is essential for the retention of skills. For application of learnt skills, problems relating to real life situations should be used.

Note: All topics are to be covered at an initial level in the Basic Course. In the Post Literacy Course, the topics have to be reinforced a higher level and enough drill is to be provided. However, topics like Profit and Loss and Percentage may be introduced only at the Post Literacy Level.

Specific Objectives	Content	Teaching Method / Activities
Counting:		
1. Count 1 – 9	Words for number of objects 1 – 9	<ul style="list-style-type: none"> ▪ For teaching of counting use the concrete material available in the classroom e.g. pencils, books, chalk sticks, etc.
Numerals:		
2. Recognize and write numerals from 1 – 9	Numerals 1- 9	<ul style="list-style-type: none"> ▪ Introduce numerals on the chalkboard. Relate the numeric symbols to the number of objects. ▪ Give exercise: <ol style="list-style-type: none"> a) in writing the numerals. b) counting objects and writing the number. c) putting the number of objects against a given numeral.
Zero:		
3. Understand the meaning of the symbol zero “0”	Introduction of the concept of zero.	<ul style="list-style-type: none"> ▪ Use sets of objects. Remove objects from a set one by one. Help learners to understand that the number in an empty set is denoted by the symbol “0”.
Addition:		
4. Add up to a sum of “9”.	<p>Introduction of the concept of addition.</p> <p>Addition to a sum of “9”.</p>	<ul style="list-style-type: none"> ▪ Use concrete objects to introduce the concept of addition. Introduce the sign “+” for addition. ▪ Help learners to represent addition of concrete objects in numbers e.g. $3 + 2 = 5$

Specific Objectives	Content	Teaching Method / Activities
Subtraction:		
5. Subtract from a total of “9” or less than “9”.	Introduction to the concept of subtraction. Subtraction from “9” or less than “9”.	<ul style="list-style-type: none"> ▪ Give exercise in converting concrete situation into abstract expression and vice versa. ▪ Use of flannel board with cut-outs of pictures of objects and cut-outs of numerals is very effective for teaching the whole class. <ul style="list-style-type: none"> ▪ Use the same techniques as used above for the concept of addition. Remove objects from a given total of less than 9 and let learners count the remainder and represent the operation in arithmetic expression e.g. $7 - 3 = 4$.
Units and Tens and Place Value:		
6. Understand “units” and “tens”.	Concept of “units” and “tens”	<ul style="list-style-type: none"> ▪ Use concrete objects (pencils, matchsticks,...) in bundles of tens to introduce the concept of tens.
7. Understand place value in 2-digit numbers.	Place value in 2-digit numbers.	<ul style="list-style-type: none"> ▪ Explain the units and tens place and place value. ▪ Add units to bundles of ten and represent the sum in 2-digit numbers.
8. Add one ten and up to nine i.e. 10-19.	Counting up to 19.	<ul style="list-style-type: none"> ▪ Count objects and represent in numbers up to 19.
9. Count and write numbers from 1 – 19.	Numbers from 11 – 19.	

Specific Objectives	Content	Teaching Method / Activities
10. Add and subtract numbers from 11 – 19 without “carry”.	Addition up to a sum of 19. Addition and subtraction of numbers from 1 – 19 without carry.	▪Add and subtract numbers in vertical form up to 19 without carry.
11. Count and write numbers from 20 – 29 and 30 – 99	Numbers from 20 – 29 and 30 – 99.	Give drill in reading and writing numbers from 1 – 99.
12. Understand and use “carry” and borrow” in addition and subtraction sums.	Addition and subtraction of 2-digit numbers with “carry” and “borrow”.	<ul style="list-style-type: none"> ▪ Explain “carry” and “borrow in addition and subtraction of 2-digit numbers. ▪ Give problems from real life situations involving addition and subtraction of 2-digit numbers with “carry” and “borrow.
Multiplication:		
13. Understand multiplication as continued addition.	Multiplication of 1-digit and 2-digit numbers.	From the concrete situation of adding pairs or trios lead to the abstract concept of multiplication e.g. $* * + * * + * * = * * * * *$ $2 + 2 + 2 = 6 \quad \text{OR}$ $3 \times 2 = 6$
14. Memorize tables from 2 – 10.	Multiplication tables from 2 – 10.	Learners to work in pairs with small concrete objects. Add in pairs, threes, fours, etc. and discover the multiplication tables from 2 – 10.
15. Multiply 1-digit and 2-digit numbers.	Multiplication of 1-digit and 2-digit numbers in vertical form.	Solve real life problems involving multiplication of 1-digit and 2-digit numbers.

Specific Objectives	Content	Teaching Method / Activities
Division:		
16. Understand the concept of division.	Concept of division.	<ul style="list-style-type: none"> ▪ The concept of division may be introduced by distributing a greater number of objects among a smaller number of people e.g. 12 pencils among 3 people.
17. Divide 1-digit and 2-digit numbers.	Division of 1-digit number by 1-digit number, and 2-digit number by 1-digit number. Division of 2-digit number by 2-digit number. Concept of “remainder”.	<ul style="list-style-type: none"> ▪ Demonstrate “remainder” by distributing 14 pencils among 3 people. The number 14 cannot be divided equally among 3. Two pencils are left. Two is the remainder. ▪ Introduce the sign for division and the process of dividing. ▪ Explain the use of tables in the process of division.
Numbers in Words:		
18. Write numbers 1- 20 in words.	Numbers 1 – 20 written in words.	<ul style="list-style-type: none"> ▪ Make sure the learners have acquired the desired level of writing skills. ▪ Give practice in writing numbers 1- 20 in words and vice versa.
19. Counting, writing and reading the numbers up to 10,000.	Numbers 1- 10,000 written in figures.	<ul style="list-style-type: none"> ▪ Counting and writing numbers up to 10,000.

Specific Objectives	Content	Teaching Method / Activities
20. Tell place value of each digit in 3-digit, 4-digit numbers.	Place value in 3 digits, 4-digit numbers.	<ul style="list-style-type: none"> ▪ Give drill in writing 4-digit numbers in words so that the understanding of place value becomes clear.
21. Add and subtract 3-digit and 4-digit numbers with “carry” and borrow”.	Addition and subtraction sums of 3-digit and 4-digit numbers.	<ul style="list-style-type: none"> ▪ Give problems from daily life situations requiring addition and subtraction of 3-digit and 4-digit numbers.
Numbers to Remember:		
22. Memorize and write from memory important numbers such as telephone numbers, (home, police, fire, etc. house number, identity card number, etc.	Important numbers to memorize, recall orally and in writing.	<ul style="list-style-type: none"> ▪ Ask learners to write important numbers from memory. Include important telephone numbers, house number, auto number, identity card number, etc.
Measuring Time:		
23. Understand and use the units of time.	Measures of time: seconds, minutes, hours, day, week, month, year, decade, century.	<ul style="list-style-type: none"> ▪ Use a clock to explain seconds, minutes, and hours. ▪ Explain second hand, minute hand, and hour hand.
24. Read time on analog and digital clocks and watches.	Analog and digital clocks and watches.	<ul style="list-style-type: none"> ▪ Give drill in reading time in hours, minutes, and seconds. Use a model clock face. ▪ Explain reading time on a digital watch.
Reading a Calendar:		
25. Understand the calendar and use it to find day, date, month and year.	Calendar: day, date, week, month, year.	<ul style="list-style-type: none"> ▪ Use different calendars. Let learners study the calendars. Help them to read day, date, week, month and year from the calendar.

Specific Objectives	Content	Teaching Method / Activities
Use of Pakistan Currency:		
26. Use Pakistan currency in daily life transactions.	Coins and currency notes of different denominations.	<ul style="list-style-type: none"> ▪ Give exercise in spotting dates of national holidays e.g. 14th August, 23rd March, etc. ▪ Explain the Islamic calendar: year, months and dates; dates of Muslim festivals.
27. Writing cash figures in decimals.	Cash amount in Rupees and Paisas written in decimals.	<ul style="list-style-type: none"> ▪ Use coins and notes of different denominations. ▪ Let learners identify the value of coins and currency notes. ▪ Give exercise in daily life shopping transactions — understanding rates, calculating costs, calculating change, etc. ▪ Explain writing cash amounts in decimals.
28. Add, subtract cash amounts given in decimals.	Addition and subtraction of amounts written in decimals.	<ul style="list-style-type: none"> ▪ Explain addition and subtraction of amounts in decimals.
Reading Utility Bills:		
29. Read utility bills and other bills with understanding: name, address, issue date, amount of bill, last date of payment, late payment surcharge.	Utility bills: electricity, gas, telephone bills. Property tax and other tax demand notes and bills. Purchase bills, receipts and vouchers. Value of saving scheme certificates, monthly, six monthly, yearly profits. Saving scheme certificates.	<ul style="list-style-type: none"> ▪ Let learners bring utility bills, other bills vouchers, receipts from home. ▪ Let learners work in pairs to note down essential particulars from the bills. ▪ Discuss saving schemes, value of certificates, calculating profit.

Specific Objectives	Content	Teaching Method / Activities
Measuring Weight, Capacity, Length, Distance:		
30. Understand and use the measures of weight, volume (capacity), length and distance.	Weights and measures. Weight: 1 kg, 500g, 200g, 100g, 50g, 25g, 10g. Capacity: 1 liter, 500ml, 100ml, 10ml, 1ml. Length: Meter, Centimeter. Distance: Kilometers.	Let learners: <ul style="list-style-type: none"> ▪ Observe and read values on weights used with grocer’s balance. ▪ Find body weight — babies, children, adults — on a bathroom balance. ▪ Discuss importance of keeping record of baby weight especially infants and children. ▪ Observe and read capacity on containers and milk bottles. ▪ Use meter rod to measure lengths of cloth, heights of chairs, tables, body. ▪ Explain distances in kilometers.
31. Read with understanding the measures of weight and capacity given on food packages, medicines and milk bottles.	Measures on food, medicine packaging and milk bottles.	<ul style="list-style-type: none"> ▪ Let learners bring food cartons, bags, plastic wrappers, milk bottles, etc. to read weight and capacity noted on the packaging.
32. Use of clinical thermometer. Read temperature on a clinical thermometer.	Clinical thermometer. Celsius scale, Normal body temperature, Fever.	<ul style="list-style-type: none"> ▪ Use large scale model of a clinical thermometer or picture on a chart. ▪ Explain divisions and degrees. ▪ Use a real clinical thermometer to demonstrate how to use it for measuring body temperature. ▪ Give practice in reading temperature on the clinical thermometer.

Specific Objectives	Content	Teaching Method / Activities
Household Budget:		
33. Plan a household budget with estimates of expenditure and savings.	Income, expenditure, heads of expenditure, savings. Weekly, monthly household budget.	<ul style="list-style-type: none"> ▪ Discuss sample of household budget. Show how to plan a budget. ▪ Explain the terms income, expenditure, heads of expenditure, savings. ▪ Discuss importance of planning a household budget and importance of savings. ▪ Give exercise in planning weekly, monthly household budget.

Integrated Literacy Model Curriculum

Component C: English Language

Aim:

Help learners to acquire knowledge of English language of daily usage in Pakistan’s cultural and linguistic environment.

Objectives:

At the end of the course the learners will have acquired the following abilities:

1. Read the words of English language in common use.
2. Understand the meaning of common words of English language used in daily life in Pakistan.
3. Read with understanding the information required in application forms e.g. application for opening a Bank Account, Bank Loan, etc.
4. Write own name, address and other particulars usually required in application forms.
5. Read with understanding the instructions about dosage on medicine bottles, milk cartons, and instructions for use given on other consumer item packaging.

Specific Objectives	Content	Teaching Method / Activities
1. Recognize alphabets a-z written in small case and recognize their sounds.	Alphabets in small case; sound of each letter of the alphabet.	▪ Use of phonic method for introducing the letters of the alphabet.
2. Learn the names of familiar objects beginning with letters a-z.	For each letter of the alphabet names of objects beginning with the letter.	▪ Pictures of familiar objects and their names for introducing the sounds of letters. Give names of things from their surroundings and let learners recognize the beginning letter.
3. Name familiar objects in the environment and recognize the first letter in the names by the beginning sound.	Objects in the environment or picture chart.	▪ Give large number of names beginning with each letter.

Specific Objectives	Content	Teaching Method / Activities
4. Write alphabets a-z in small case.	a – z in small case written in dotted form and in full form in four lines.	<ul style="list-style-type: none"> ▪ Give practice of writing the letters of the alphabet in small case. Use four lines. Let learners first trace the dotted letters given in four lines and then practice writing the alphabets in four lines.
5. Name the things in the surroundings with correct pronunciation.	Objects from surroundings or picture chart with names.	<ul style="list-style-type: none"> ▪ Give practice in naming things in the surroundings so that learners can take the names with correct pronunciation. Do not stress on spellings until the learners have finished with the learning of all the letters of the alphabet.
<p>Note: It would be better if, along with the recognition of each letter of the alphabet and its sound, the students also learn to write that letter. However, usually the speed of learning to read is much faster than the speed of learning to write. It would not be wise to hold back the students until they learn to write all the alphabets. When the students become proficient in recognizing the alphabets, let them proceed with the reading of words. Even before the proficiency in letter recognition is achieved, the students can be encouraged to attempt visual recognition of the words.</p>		
6. Read capital letters.	Chart showing both capital and small letters.	<ul style="list-style-type: none"> ▪ With the help of the chart showing capital and small letters together help students to recognize each capital letter. <ul style="list-style-type: none"> ▪ Recognize and read the capital letters on a page of an English language newspaper. ▪ Cut out printed capital letters from a newspaper page and paste in notebook in alphabetical order.

Specific Objectives	Content	Teaching Method / Activities
7. Write capital letters.	Written capital letters in 4 – lines with space for practice writing.	<ul style="list-style-type: none"> ▪ Give dotted letters for tracing and then provide practice writing on 4 – lined notebook / workbook. For practice give exercises which require students to write capital letters against given small letters and vice versa. <p>Note: Giving writing exercises at a stretch would be boring for the learners. Alternate reading, writing, speaking and listening activities.</p>
8. Read and write two letter words.	Two letter words e.g. we, he, it, my, me, etc.	<ul style="list-style-type: none"> ▪ Join given pairs of letters, read with correct pronunciation and write.
9. Read and write three letter words.	Names of familiar objects making three letter words e.g. cat, hen, pin, etc.	<ul style="list-style-type: none"> ▪ Give practice in reading and writing three letter words. Use names of familiar objects.
	Three letter words (names) ending in: –at, –in, –un, –an, –en, –ap.	<ul style="list-style-type: none"> ▪ Stress on correct pronunciation and spellings.
10. Make simple sentences using this, that, is.	Short sentences, using this, that and is e.g. this is a book, that is a fan.	<ul style="list-style-type: none"> ▪ Use pictures with sentences to illustrate the meanings of this, that and is. ▪ Give exercise to make sentences orally and in writing.

Specific Objectives	Content	Teaching Method / Activities
11. Make simple sentences using these, those and are.	Sentences using the plurals: these, those and are.	<ul style="list-style-type: none"> ▪ Use pictures with sentences to illustrate the meaning of these, those and are. ▪ Give exercise to make sentences orally and in writing.
12. Read the English words commonly used in local language.	<p>Rooms in the house e.g. bedroom, bathroom, kitchen, etc.</p> <p>Things in the bedroom e.g. bed, pillow, etc.</p> <p>Things in the sitting room: sofa, carpet, chair, etc.</p> <p>Things in the kitchen: stove, plate, jug, etc.</p> <p>Things in the bathroom: soap, towel, toothpaste, etc.</p> <p>Relations: uncle, aunt, mother, etc.</p> <p>Professions: teacher, driver, doctor, etc.</p> <p>Buildings: post office, school, library, hospital, etc.</p>	<ul style="list-style-type: none"> ▪ Most learners are familiar with the English language words commonly used in the local language. ▪ Ask the learners individually to name the rooms in the house, things in the bedroom, things in the sitting room, things in the kitchen and so on. Ask them to guess the spelling of the word and write it on the chalkboard. ▪ The exercise should continue with other categories of words e.g. words for buildings, transport, etc. ▪ Learners can work in pairs or groups and write down the words belonging to different categories.

Specific Objectives	Content	Teaching Method / Activities
	Transport: bus, truck, tractor, car, etc. Parts of body. Parts of a plant. Days of the week. Colors. Flowers. Fruits. Vegetables. Foods. Drinks. Tools. Numbers: one to ten in words.	<ul style="list-style-type: none"> ▪ At end of activity each group can present its work to the class on a chart. ▪ The exercise should give them a practice in reading, writing, spelling and recognizing familiar words printed / written in English.
13. Reading simple sentences using verbs.	Sentences with verbs e.g. I eat eggs; fish live in water, etc.	▪ Pictures illustrating action verbs would be helpful.
14. Read and understand the information required in school admission forms, application forms, saving scheme forms and other forms.	Application forms in English: admission forms, bank loan application, etc.	▪ Provide practice in filling up application forms that require information in English.
Write names of persons, places, date of birth and other information required in application forms.	Application forms to fill in information.	▪ Give different categories of application forms to fill in.
Read with understanding essential information given on medicine bottles e.g. name of medicine, dosage.	Medicine cartons, tablet strips, bottles, etc. e.g. ORS, Panadol tablet strips, cough syrup bottles, etc.	▪ Let learners study the writing on the cartons, strips etc. and read out and explain essential information.
Read with understanding essential information given on food cartons and consumer article wrappers.	Soap and other consumer article wrappers, food cartons, bags e.g. rice bags, ghee tins, corn flake cartons, etc.	▪ Ask learners to read aloud. Ask questions to make sure they understand the information.

Post Literacy: Objectives 12-14 will be enriched by stressing on writing skills, expansion of vocabulary in day-to-day usage, filling in forms, and reading essential information (Objective 14)

Integrated Literacy Model Curriculum

Component D: Arts and Crafts

Aim:

Provide opportunity to use and enhance manipulative skills through Arts and Crafts

Objectives:

At the end of the course the learners will have acquired skills in the following arts and crafts:

Painting, Stick Drawing, Origami, Paper Mache, Doll Making, Tie and dye.

Teaching Methods / Activities

- Learners will be encouraged to bring cheap locally available material for use in learning the crafts.
- Teachers demonstrate skills necessary to practice the arts and crafts.
- Classroom exhibition and display of learners' creations to be organised by the learners themselves.

Integrated Literacy Model Curriculum

Component E-1: Functional Literacy — Health and Hygiene & Hazards in Home and Environment

Aim:

Acquaint the learners with the basic principles of health and hygiene.

Objectives:

1. Create awareness and concern about personal and family health.
2. Inform about harmful effects of environmental pollution.
3. Awareness of problems due to high rate of population growth and create responsible attitude towards limiting family size.

Note:

1. A list and detailed description of different topics relating to Health and Hygiene is included in the specific objectives and content. Through discussion with the course participants the trainers should find out the health and hygiene problems in the particular locality, make up a priority list and select topics for instruction from the list according to priority.
2. The listed topics should be introduced at the Basic Literacy Course through oral discussion. At the Post Literacy Course the topics should be discussed in detail through reading material provided in the Post Literacy Teachers Guide.

Specific Objectives	Content	Teaching Method / Activities
Personal Health and Hygiene: 1. Take care of one's own health by abiding to the principles of personal hygiene.	<ul style="list-style-type: none">- Care and protection of teeth, eyes, nose and ears.- Importance of washing hands, ablution, bath.- Protection from winter cold, summer heat and dusty winds.	<ul style="list-style-type: none">▪ Help of Resource Persons would be useful to deal with the topics included in this component. The Resource Persons could be a doctor, a nurse, or a health worker. However, if the teacher is well educated he/she can deal with the topics.▪ A question-answer session at end of talk will clarify issues and promote understanding.

Specific Objectives	Content	Teaching Method / Activities
Healthy Food:		
2. Select healthy and nutritious food.	<ul style="list-style-type: none"> - Nutrition and balanced Diet 	<ul style="list-style-type: none"> ▪ In addition to talks / lectures from Resource Persons or the teacher, audio and video media can be very effectively used to deliver messages e.g. a video on malaria showing the life cycle of mosquito, spread of malaria and measures of prevention.
	At meals:	
	<ul style="list-style-type: none"> - Washing hands with soap before and after meals. - Reciting BISMILLAH before beginning to eat. - Avoiding over-eating. - Reciting AL-HAMD-O-LILLAH at end of meal. 	<ul style="list-style-type: none"> ▪ Similarly audio and video media can be used for dealing with the rest of the topics. ▪ In order to make the listening (audio) or the viewing (video) more effective, a pre-event and a post-event discussion among the class members is necessary to re-enforce the learning as well as to evaluate the achievement of the learners and the worth of the material.
Protection Against Common Diseases:		
3. Knowledge of common diseases, their causes and protection.	<ul style="list-style-type: none"> - Diarrhea in infants and adults. - Use of ORS - Diseases spread by houseflies and mosquitoes: diarrhea, dysentery, malaria. 	<ul style="list-style-type: none"> ▪ At the post literacy level printed reading material regarding the topics should be provided to reinforce reading proficiency as well as to provide detailed knowledge on the topic.

Specific Objectives	Content	Teaching Method / Activities
Importance of Clean Drinking Water:		
4. Knowledge of the importance of clean water and methods of purifying water for drinking.	<ul style="list-style-type: none"> - Diseases spread by unclean water - Methods of water purification. - Killing disease germs present in water. 	<ul style="list-style-type: none"> ▪ Stories and reading material on the topics and discussions. ▪ Practical demonstration of purification – removing insoluble impurities.
Child Care:		
5. Knowledge of child care: Hygienic precautions during lactation; importance of vaccination; protection and treatment of common ailments;	<ul style="list-style-type: none"> - Lactation - Vaccination - Children’s common diseases 	<ul style="list-style-type: none"> ▪ Variety of methods, activities and reading as indicated above.
6. Hazards in daily life-environment: Hazards to children and adults in the environment and safety precautions.	<ul style="list-style-type: none"> - Drowning, burning, cuts and bruises, fall and fractures, poisoning, medicines, pesticides. - First Aid Treatment. 	<ul style="list-style-type: none"> ▪ Description by learners of events in their own experience that caused harm and injury to children or adults. ▪ Identification of hazards in the home and environment. ▪ Discussion of causes of traffic accidents. ▪ Discussion and preparation of list of DOs and DON’Ts for safety from hazards. ▪ Methods of efficient First Aid Treatment.

Specific Objectives	Content	Teaching Method / Activities
Air and Water Pollution:		
7. Knowledge of the causes, dangers and prevention of air and water pollution. Protect self and take part in collective preventive measures.	<ul style="list-style-type: none"> - Harmful effects of pollution on human, animal and plant life. - Causes of air and water pollution. - Prevention of air and water pollution. 	<ul style="list-style-type: none"> ▪ Variety of methods, activities and reading as indicated above.
Population:		
8. Awareness of the problems created by rapid growth in population. Responsible and positive attitude towards family planning.	<ul style="list-style-type: none"> - High rate of population growth. - Relation between resources and population. - Problems due to high increase in population. - Responsibilities of the community members — individual men and women — towards reducing the rate of population growth. - Family planning. 	<ul style="list-style-type: none"> ▪ As above
Drugs:		
9. Knowledge of dangers from drug abuse, dangers to addicts and the ruin of family life.	<ul style="list-style-type: none"> - Harm caused by drugs to individual and society. - Ruin of the family life 	<ul style="list-style-type: none"> ▪ As above

Integrated Literacy Model Curriculum

Component E-2: Functional Literacy — Social Problems and Social Evils

Note: The topics should be introduced orally in the Basic Literacy Courses but dealt with in detail in the Post Literacy courses through discussions, case studies and reading material.

Aim:

Create awareness of the evils prevalent in society and inculcate positive attitudes towards literacy, education and collective action against social evils.

Objectives:

Specific Objectives	Content	Teaching Method / Activities
Social Evils:		
1. Create awareness of the social evils prevalent in society, eradicate ignorance.	<ul style="list-style-type: none"> - Early marriage - Women abuse - Evils of dowry - Legal rights of women and marriage laws - Human rights - Woes of the borrower - Quarrels and feuds - Corruption, bribery, deceit, dishonesty. 	<ul style="list-style-type: none"> ▪ Open discussion of issues with full participation of the learners to enable them to distinguish between right and wrong, and to damages to society due to the evils and the benefits of eradicating the evil and the ways and means of achieving this end. ▪ Talk by a Nikah Khwan or Qazi; Study of the Nikah Nama.
Positive Attitudes:		
2. Inculcate positive attitudes towards social issues wherever there are negative and detrimental attitudes.	<ul style="list-style-type: none"> - Importance of education - Gender equity - Discrimination against women - Disastrous consequences of illiteracy and ignorance 	<ul style="list-style-type: none"> ▪ Harms caused to society by negative attitudes towards the issues and the benefits to society by adopting positive attitudes. ▪ Short stories, description of real events, discussion of TV plays would make learning more effective.

Integrated Literacy Model Curriculum

Component E-3: Functional Literacy — Essential Knowledge

Note: The component E-3 should be included in the Post Literacy Course.

Aim:

Impart essential knowledge about the country and inculcate a sense of patriotism, national integration and responsible citizenship.

Objectives:

1. Provide essential information about the country.
2. Foster good social, ethical behavior.
3. Create understanding about democracy and politics and the individual citizen’s role and responsibilities.

Specific Objectives	Content	Teaching Method / Activities
1. Know about history, geography and resources of the country.	Pakistan: - Brief history, geography, natural resources, agriculture, commerce and industry, neighboring countries.	<ul style="list-style-type: none"> ▪ Lectures / talks on the topics with question-answer session. ▪ Illustration of topics with use of maps charts, graphs, etc.
2. Know the different religions and religious beliefs of the people of Pakistan and demonstrate an attitude of tolerance for different beliefs.	Religions: - Islam, Christianity, Hinduism, Buddhism	<ul style="list-style-type: none"> ▪ Video / CD on history, geography, commerce, industry, agriculture, religion, elections and assemblies would be most effective.
3. Foster good social behavior, and awareness of social responsibilities.	Ethics: - Social role and responsibilities, social behavior, politeness, tolerance.	<ul style="list-style-type: none"> ▪ Pre-view and post-view discussions can be most productive.

Specific Objectives	Content	Teaching Method / Activities
4. Understanding of democratic form of government and voting as a citizen's obligation.	Politics: - Democracy, election, voting, role and responsibilities of the individual citizen in electing representatives.	▪ Talk by a union council member or MPA.
5. Knowledge of the judiciary system, FIR and the dispensation of justice.	Judiciary and Justice: - Courts of Law	▪ Talk by a local magistrate / judge.
6. Knowledge of the roles and responsibilities of government departments in serving the government and in welfare of the people.	Local Government: - Government institutions	▪ Talk by a government officer.
7. Knowledge of the responsibilities of police in maintaining law and order.	Law and Order: - Police - Women Police Station	▪ Talk by a police officer.

Integrated Literacy Model Curriculum

Component E-4: Functional Literacy — Daily Life Business and Responsibilities of a Good Citizen

Note: The component E-4 should be included in the Post Literacy Courses.

Aim:

To enable the trainees to perform essential tasks involved in daily life business.
 To acquire attitudes and behaviours of a good citizens.

Objectives:

1. Ability to fill up application and other forms with understanding.
2. Foster the attitudes of concerned and conscientious citizen.

Specific Objectives	Content	Teaching Method / Activities
1. Learn the skills of daily life business as specified under content.	Daily Life Business: <ul style="list-style-type: none"> - Opening a bank account - Deposit and withdrawal - Saving schemes - Money Order form, application for passport, identity card, school admissions, bank loan application - Cottage industry - Small business - Female entrepreneurs 	<ul style="list-style-type: none"> ▪ Provide practical experiences with filling up forms and opening accounts, etc.
2. Understanding and willingness to perform the obligations devolving upon a citizen.	Responsibilities of a good citizen: <ul style="list-style-type: none"> - Keeping the environment clean (home, neighborhood, locality) - Participation in community welfare - Conservation of natural resources — Water, Electricity, Gas. - Elections and voting. 	<ul style="list-style-type: none"> ▪ Discussion on steps undertaken by each trainee to conserve water, electricity, gas. ▪ Discussion on experiences about elections and voting. ▪ Organize and conduct a mock election. ▪ Discussions.

Integrated Literacy Model Curriculum

Component E-5: Functional Literacy — Special Content for Supporting and Enhancing Female Literacy.

Note: Component E-5 to be introduced at the Post Literacy Level, especially for females.

Aim:

Deliver essential knowledge on topics of special concern to females.

Note: Females have special biological, physical and social needs and face social problems which are different from males. A list of topics has been suggested below which are of particular significance to females. The trainers may select topics for instruction that are of relevance and of priority to the females of a particular locality.

Topics of a Special Significance to Females

Content

Health and Hygiene

First Aid: Treatment of injury, electric shock, diarrhea, skin disease.

Food: Nutrition, Balanced Diet, Energy requirements of human body, Deficiency Diseases.

Diseases: Malaria, Housefly and Mosquito as disease carriers, Blood pressure, Diabetes.

Sex Education and Family Planning.

Family Health: Clean Food, Clean Home, Clean Dress, Healthy Habits.

Teaching Methods / Activities

As described in Teachers Guide for Post Literacy Courses.

Content

Child Care: Lactation, Vaccination, Common ailments,
First aid, Hazards, Monitoring growth,
Early learning, children's activities.

Vaccination.

Hygiene:

- Cleanliness, Waste disposal.
- Pure drinking water.
- Basic health and Hygiene.

Population:

- Population and Environment.
- Population and Exploitation of Resources.
- Dangers of Population Explosion.
- Population and Quality of Life.
- Family Planning and Population Control.

Drug Abuse.

Social Issues and Social Evils:

- Early Marriage
- Women Abuse
- Dowry
- Legal Rights of Women
- Borrowing Money
- Quarrels
- Corruption, Graft, Deceit,
- Human Rights

Content

Attitudes:

- Education
- Girls' Education
- Gender Equity
- Female Empowerment. Female Entrepreneurs
- Female Social Problems
- Gender Discrimination
- Dangers of Illiteracy and Ignorance

Quality of Life:

- Healthy Environment and Healthful Living
- Home Management:
Role and Responsibilities of Men and Women

Integrated Literacy Model Curriculum

Component E-6 : Enhancement of Language Proficiency

Note: The component E-6 should be included in the Post Literacy Courses.

Aim:

To provide opportunities for enhancement of proficiency in the use of language.

Objectives:

1. Enable learners to expand their vocabulary.
2. Enhance their proficiency in listening, speaking, reading, and writings.

Specific Objectives	Content	Teaching Method / Activities
1. Enhance proficiency in reading.	- Stories, Poems, Dialogues, Essays	<ul style="list-style-type: none">▪ Silent Reading▪ Loud Reading▪ Story Telling▪ Drama▪ Role Play
2. Enhance writing skills.	<ul style="list-style-type: none">- Writing stories in own words.- Writing paragraphs.- Writing letters.	<ul style="list-style-type: none">▪ Reading stories and writing in own words.▪ Paragraphs on topics of daily experience.▪ Writing letters to relatives, greetings, information etc.▪ Dictation
3. Enhance speaking skills	<ul style="list-style-type: none">- Dialogues- Debates- Speeches	<ul style="list-style-type: none">▪ Dialogues among learners regarding daily life events, comments, etc.▪ Debates on local and national issues.▪ Speeches on topics of local concern.

Integrated Literacy Model Curriculum

Component E-7 : Enhancement of Numeracy Skills.

Note: The component E-7 should be included in the Post Literacy Courses.

Aim:

To reinforce numeracy skills learnt in the basic literacy course and further essential skills.

Objectives:

1. Reinforce the numeracy skills in the four operations.
2. Introduce the concept of percentage and averages.

Specific Objectives

1. Enable learners to achieve mastery over the four basic mathematical operations.

Content

Numerical examples in addition, subtraction, multiplication and division.

Real life mathematical problems involving the basic operations.

Teaching Method / Activities

- Drill in solving numerical examples in addition, subtraction, multiplication and division
- Exercises in solving real life mathematical problems involving the basic operations.

2. Ability to calculate percentages from given quantities.

Calculating percentages.

- Drill in calculating percentage e.g. if 35 out of 70 children are vaccinated, what percentage is vaccinated

Calculating actual profit/loss on given amount when percentage is given.

- Calculating actual profit/loss on given amount when percentage is given e.g. to calculate profit on a saving of Rs.10,000/- if the rate of profit is 4% per annum

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3. Ability to calculate averages from given quantities.

Concept of average.
Importance of averages.
Method of calculating averages.

- Explain the importance of knowing averages.
- Method of calculating average.
- Calculating average weight of children in a class; average weekly, monthly, yearly income; average number of people in a household; average monthly expenditure.

Integrated Literacy Model Curriculum Component E-8 : Income Generation Skills.

Aim:

To provide opportunity to participants to acquire income generation skills.

Objectives:

At the end of the course the learners will have acquired the following Income Generation Skills:

**Fabric Painting, Making Paper Bags,
Basic Tailoring, Candle Making,
Henna Patterns, Tie and Dye**

Teaching Methods / Activities

- Learners will be encouraged to bring cheap locally available material for use in learning the skills.
- Teachers demonstrate skills necessary to practice the crafts.
- Local craftsmen may be employed on part-time basis where necessary.
- Classroom exhibition and display of learners' creations to be organised by the learners themselves.

Assessment of Learner Achievement

The attainment of reading, and writing skills is of major importance in a basic literacy course. The following methods can be used for assessing the two skills.

Oral Testing

At the end of a lesson or unit a teacher can fairly estimate the achievement level of the class by administering an oral test. The oral test can be given individually or to the whole class.

Example of Oral Testing:

1. Purpose: Recognition of the alphabet. On a chart of alphabets, point to an alphabet; ask an individual its sound. Ask for words beginning with the particular sound. This kind of questioning can give the trainer a quick idea about the level of achievement of the whole class and of individuals as well.
2. While showing pictures of different objects, learners can be asked to point out on the alphabet chart the beginning letter of the name of an object.
3. On a chart of simple and compound words, ask individual trainees to read each word aloud and note the ratio of correct to wrong responses. It can be considered a good level of achievement if each learner can give 90% correct response. Less than 90% response would indicate the need for further instruction in the unit or part of the unit.
4. Ability to read sentences or paragraphs can also be tested orally.
5. Not only the ability to read a written text is assessed through an oral test but also the ability to read with corrects pronunciation and intonation.

Written Test

A written test can assess both reading and writing abilities. A written test can be administered in a variety of ways.

Testing Writing:

1. Show a picture chart of objects and ask class to write the first letter of the names of objects.
2. At a later stage class can be asked to write the full names of the objects.
3. Dictation can be used at all stages to test handwriting, spellings, punctuation and speed of writing.

4. Copying a printed text also gives a fair assessment of handwriting and writing speed. Printed text can be letters of the alphabets, words — simple or compound — complete sentences or a paragraph. The test can be used in the initial stages of learning to write. It is also a good drill for writing practice.

5. Original writing ability or creative writing ability can be accurately tested through a written test. Trainees can be asked to write a story by looking at a given series of pictures or reproduce a previously read story in their own words, or write a paragraph or a page describing an event, a place or a person, or to write a short essay.
6. Testing Reading and Comprehension through a written test.
A comprehension test usually gives a written text for trainees to read and then requires answering the questions given below the text. The test assesses the ability to read, understanding of the meanings of the vocabulary used in the text and also general comprehension of the given text.

Objective Tests

Objective tests can be developed for testing almost any ability. However it requires a great skill to frame objective tests.

At the Basic Literacy level objective tests can be used for testing knowledge mainly in the functional literacy components with just one word responses in easy Urdu which they are able to read.

The objective type tests can also be used in testing numeracy and English language.

However it takes a large amount of time to construct and assemble objective tests.

Assessment in the Functional Literacy Components

The functional literacy components provide essential knowledge, basic skills and attempt to inculcate attitudes. Since the learners are not yet efficient in reading and writing, the testing has to be of a different nature. Some approaches to testing in these domains are given below:

- Discussion: groups can discuss certain given problems and the group leader can present their views in a summary. For example: Problems of drainage and sanitation in the locality, the dangers to health and steps to address the situation.

The group report will give a fair idea to the trainer about the knowledge, the problem solving skills and the attitudes of the group members.

- Practical Work or Demonstration: Skills can be tested through practical work like reading temperature on a thermometer, measuring out a length of cloth, filling a milk bottle to a given capacity, making an ORS mixture and so on.

Testing Frequency and Keeping Records

It is necessary to regulate the testing frequency according to the learning speed and success rate of the learners. It is not advisable to take a formal test when most learners are likely to fail the test — oral, written, practical or any other. A feeling of failure and frustration should be avoided at all costs.

According to the situation, tests can be held twice weekly, weekly, fortnightly, monthly and at the end of the course.

A cumulative record of learner performance needs to be maintained. The tests should be used more for diagnostic purposes i.e. finding out the difficulty areas, the suitability of teaching approaches / methods, the appropriateness of teaching materials i.e. textbooks, workbooks, charts, concrete objects, activities, etc.

Grades can be given in the cumulative record as indicators of the level of achievement. However the grades should not be disclosed to the learners. Low grade achievers should be helped to overcome whatever difficulties they have and to come up to the desired levels.

A spirit of cooperation should be fostered. An environment of competition should be avoided.