

National Curriculum for
**ESSENTIALS OF HOME
ECONOMICS**
Grades VI -VIII
2007



**GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD**

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INTRODUCTION

Home Economics is a carefully planned combination of five disciplines i.e. Food and Nutrition, Textiles and Clothing, Child Care and Development, Home and Environment, and Art and Design. Home Economics is concerned with the social and economic environment of the nation as a whole. The base of Home Economic lies in the interest of family welfare.

Home Economics is an important discipline supporting the smooth functioning of the home, which is the basic institution of any society. The study of Home Economics has gained recognition in the present age when rapid social changes are taking place in every sphere of life.

The aim of the new curriculum is to enhance the physical, mental and social well being of students with a focus on their roles as members of families and communities. The focus of Home Economics is to groom and train students to make a positive contribution through an efficient management of available resources of the family.

This curriculum is based on maintaining the traditional values in reading and studying all the disciplines of Home Economics which create new ways of delivering knowledge on the most modern lines. Home Economics as a subject not only gives theoretical education to its students but going through practical experience it is instrumental in inculcating values in its students and in making them responsible members of society.

Rationale for Curriculum Enhancement

Syllabi is being revised and upgraded to meet the latest challenges of the present day. The Ministry of Education, Islamabad desired to review the National Curriculum for Home Economics to make it more vital, relevant to the modern socio-economic, technical and professional needs of the country, and comparable with international standards.

The present effort of revising and updating the Home Economics curriculum for grades VI-VIII was a wide-ranging exercise, which was based on:

- consultative meetings with the working teachers, professors and students to get feed back and comments on existing curriculum.
- identification of eminent areas of study according to the level of grades VI-VIII.
- study of foreign curricula for comparison and guide lines.
- deriving curriculum areas in accordance with capability profile.
- drafting of contents, learning outcomes and practicals.
- preparation of detailed contents in the light of competencies to be developed.
- preparation of study and evaluation scheme for implementing the curriculum.

Core of the Curriculum

The requirement to revise and update Home Economics curriculum for grades VI-VIII is based on the aspirations of our Government, a curriculum which can meet the challenges of the era of knowledge as well as groom the younger generation into self-motivated responsible and creative citizens of the world.

The structure of the course outline is based on coherent sequencing of the subject matter. Keeping in mind the intellectual capacity of the students, the method of instruction would be one that motivates curiosity, concentration and inquiry

The document covers a broad spectrum ranging from:

- scope of Home Economics and its relationship with other subjects
- understanding of balanced diet and its relationship with health
- nutritional needs of individuals
- methods of preparing, serving and storing foods
- significance of human development and family studies
- principles of growth and development
- developmental characteristics through different age groups
- management of behavior problems
- identification of textile fibres.
- appropriate choice of textile materials
- cost effective use of materials.
- appropriate use of tools and equipment
- demonstration of basic sewing techniques.
- effective time management
- concepts of management
- management of resources
- concepts of healthy environment
- application of art and design in clothing, home and environment.

AIMS AND OBJECTIVES

Aims

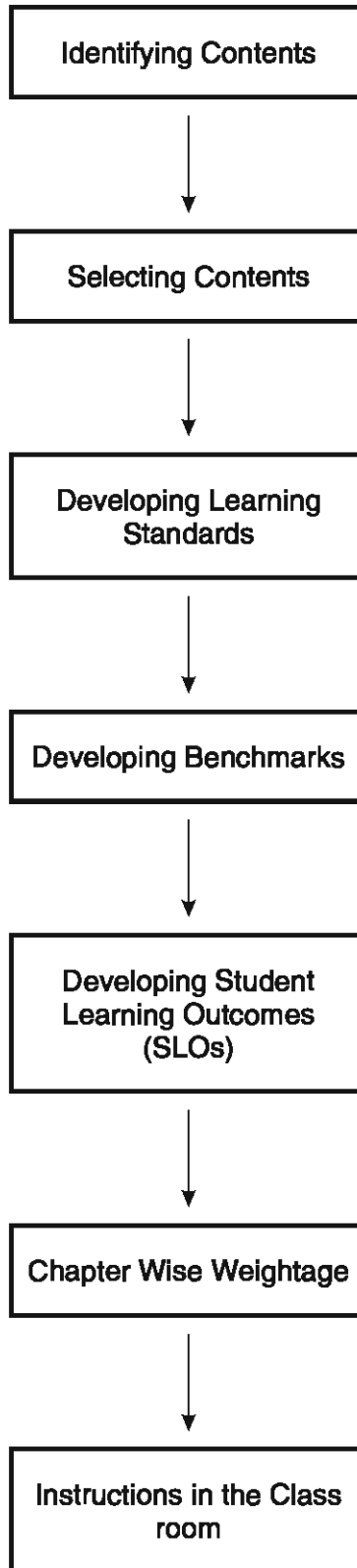
- develop knowledge of Home Economics with special reference to family living
- strengthen the family as basic unit of society
- integrate and apply knowledge from all areas of Home Economics

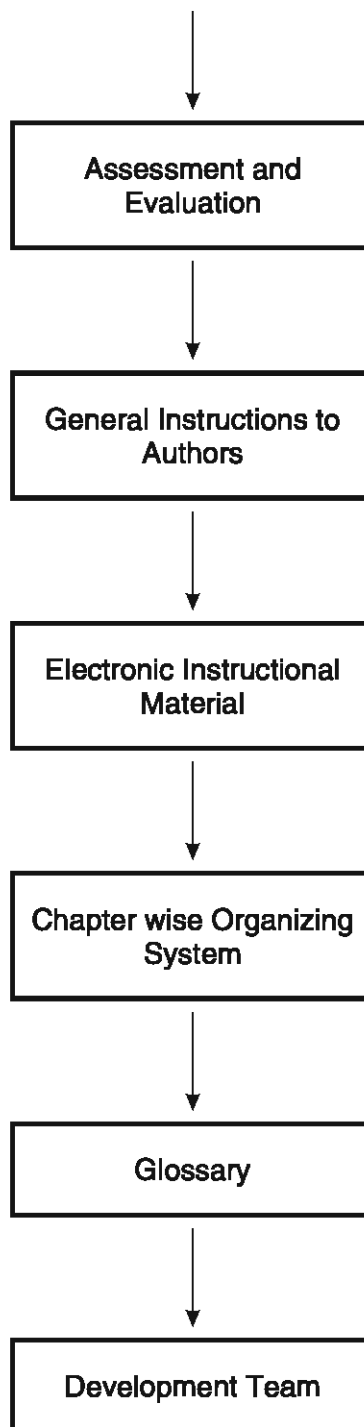
Objectives

- To develop students' critical, analytical and problem solving abilities
- To develop students' skills in independent learning and time management
- To develop communication skills and team work
- To inculcate the dignity of labor
- To develop values and attitudes pertaining to community welfare and protection of environment

This document has been divided in to the following components in order to achieve the desired aims and objectives:

Curriculum Development Process





STANDARDS AND BENCHMARKS

In the 21st century, students will remain the most important human resource. In the new millennium curricula, changes need to be relevant to the present day technological era. It is critical that academic policy makers and educators prepare students to meet the challenges of changing global society and establish new paradigms of student learning.

This includes preparing students for self-analysis and for future role as team workers. Equally important is that they develop creativity and innovation in building knowledge.

STANDARDS

They are what students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues and information. The skills include the ways of thinking; working communication, reasoning and investigating that characterize a subject area. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Standards are based on:

- **Higher Order Thinking:** Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understanding for them.
- **Deep Knowledge:** Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.
- **Substantive Conversation:** Students engage in extended conversational exchanges with the teacher and / or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.
- **Connections to the world beyond the grade room:** Students make connections between substantive knowledge and either public problems or personal experiences.

BENCHMARKS

They indicate what students should know and be able to do at various developmental levels. Our benchmarks are only for Home Economics taught for grade IX-X

LEARNING OUTCOMES

They indicate what students should know and be able to do for topic in the subject of Home Economics. The learning outcomes sum up the total expectations from the student. Within this documents, the Learning Outcomes are presented in three subheadings:

- understanding
- skills development
- science and technology

The Standards and the accompanying Benchmarks will assist in the development of comprehensive curriculum, foster diversity in establishing high quality learning outcomes and provide an accountability tool to individuals involved in the education marketplace. These provide a common denominator to determine how well students are performing and will assure that all students are measured on the same knowledge and skills using the same method of assessments.

STANDARDS

1. Using Scientific Knowledge

Students well versed in the study of Home Economics are better able to understand and appreciate the environment around them and are better able to make calculated decisions and take informed actions. Activities that require scientific thought include knowledge and understanding of real world. The observation of phenomenon of growth & development and the design of courses of action help individuals adapt to and modify (for better) the world around them.

Standard 1.1

Students will function sensibly as providers & consumers of goods & services.

2. Reflecting on Scientific Knowledge

Students well versed in the study of the consumer sciences are able to “step back” and analyze or reflect on their own knowledge. One such type of analysis is the justification of personal knowledge or beliefs using either theoretical or empirically based arguments. These students can also show an appreciation of scientific knowledge and its application in real world. They are also able to take a historical & cultural perspective on concepts and theories to discuss institutional relationship among science, technology, and society. Finally, these students can describe the limitations of their own knowledge in relation to scientific knowledge in general.

Standard 2.1

Students will evaluate the significance of family & its impact on the well-being of individual & society.

Standard 2.2

Students will identify & evaluate available & expanding resources as related to the needs of individuals & families

3. Unifying Knowledge from Deferring Content Areas

Students well versed in the study of Home Economics are able to understand and unify knowledge from various fields to put to use for the development of the individual and the well being of the family.

Standard 3.1

Students will integrate learning skills & practices from different content areas required for careers in Consumer Sciences.

Standard 3.2

Students will demonstrate nutrition & wellness practices that enhance individual & family well-being.

4. Constructing New Scientific Knowledge

Students well versed in the study of the Home Economics possess the ability to ask questions about the world. They can develop solutions to problems that they encounter or question they ask by using scientific knowledge and techniques. In the process of finding solutions, students may use their own knowledge and reasoning abilities, seek out additional knowledge from other sources, and engage in empirical investigations of the real world.

Standard 4.1

Students will display a sense of curiosity & interest in social world & demonstrate an increasing awareness that this has lead to new developments in Consumer Sciences & technology. They will learn from books & other sources of information & reconstruct previously learned knowledge. They will find new ways in solving problems and resolving social issues.

BENCHMARKS

Standard 1.1 Students will function sensibly as providers & consumers of goods & services.

Benchmarks

1. Access, gather and evaluate information about consumer goods and services for a variety of resources.
2. Examine factors that influence wants & needs.
3. Examine how individual priorities and goals affect individual decisions.
4. Understand the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.

Standard 2.1 Students will evaluate the significance of family & its impact on the well-being of individual & society.

Benchmarks

1. Analyze resource consumption for conservation and future environmental impact.
2. Analyze factors that impact consumer advocacy.
3. Evaluate the impact of technology, culture and other factors on individual and family resources.

Standard 2.2 Students will identifying & evaluate available & expanding resources as related to the needs of individuals & families

Benchmarks

1. Explain how families as a basic unit of society are responsible for the long term needs and interest of their members.
2. Identify responsibilities of individual and families within their home and communities.
3. Analyze the impact of family and family health on individuals and community.

Standard 3.1 Students will integrate learning skills & practices from different content areas required for careers in Consumer Sciences.

Benchmarks

1. Examine the inter-relationship of family, career and community roles and responsibilities for individuals.
2. Understanding of the role & function of physical science in the study of Home Economics.

Standard 3.2 Students will demonstrate nutrition & wellness practices that enhance individual & family well-being

Benchmarks

1. Examine how social changes impact the family unit.
2. Identify individual responsibilities for good social, emotional and physical health.
3. Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
4. Evaluate factors that affect food safety, from production through consumption.

Standard 4.1 Students will display a sense of curiosity & interest in social world & demonstrate an increasing awareness that this has led to new developments in Consumer Sciences & technology. They will learn from books & other sources of information & reconstruct previously learned knowledge. They will find new ways in solving problems and resolving social issues.

Benchmarks

1. Describe limitations in personal knowledge.
2. Show how common themes of science, mathematics, and technology apply in real world contexts.
3. Describe the advantages and risks of new technologies.

GRADE VI

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Chapter 1	Introduction to Home Economic
	1.1 Definition of Home Economics
	1.2 Origin of Home Economics
	1.3 Development of Home Economics
Chapter 2	Introduction to Food and Nutrition
	2.1 Definition of Foods and Nutrition
	2.2 Functions of Food
	2.3 Relationship of Food to Health
	2.4 Basic Food Groups
	2.5 Balanced Diet
Chapter 3	Nutrients
	3.1 Basic Nutrients
Chapter 4	Understanding Human Development
	4.1 Definition of Growth and Development
	4.2 Aspects of Developments
	4.3 Developmental Stages
Chapter 5	Social Play
	5.1 Definition of Social Play
	5.2 Importance of Play
	5.3 Stages of Play
	5.4 Types of Play
Chapter 6	Clothing
	6.1 Importance of Clothing
	6.2 Concept of Dress in Islam
	6.3 Elements of Design in Dress Selection
	6.4 Selection of Appropriate Dress
Chapter 7	Personal Grooming
	7.1 Definition of Grooming
	7.2 Significance of Grooming
	7.3 Aspects of Personal Grooming

Chapter 8 Art and Design

8.1 Definition of Art

8.2 Definition of Design

8.3 Importance of Art in Every day Life

8.4 Arts as a form of Expression

Chapter 9 Home Management

9.1 Definition of Management

9.2 Significance of Home Management

9.3 Management Process

Chapter 10 Resources

10.1 Definition of Resources

10.2 Types of Resources

10.3 Management of Resources

GRADE VI LEARNING OUTCOMES

Chapter 1 Introduction to Home Economics

Contents	Learning Out Comes
1.1 Definition of Home Economics 1.2 Origin of Home Economics 1.3 Development of Home Economics	Students should be able to <ul style="list-style-type: none">▪ Define Home Economics▪ Discuss the origin of Home Economics▪ Describe the development of Home Economic as a field of study▪ Differentiate between past and present studies of Home Economics

Chapter 2 Introduction to Foods and Nutrition

Contents	Learning Out Comes
2.1 Definition of food and nutrition 2.2 Functions of food 2.3 Relationship of food to health 2.4 Basic food groups 2.5 Balanced diet	Students should be able to: <ul style="list-style-type: none">▪ Define food▪ Define nutrition▪ Describe the functions of food▪ Discuss the relation between good nutrition and health▪ List basic food groups▪ Describe basic food groups using the food pyramid▪ Define balanced diet▪ Give examples of balanced diet

Chapter 3 Nutrients

Contents	Learning outcomes
3.1 Basic nutrients	Students should be able to: <ul style="list-style-type: none">▪ List basic nutrients▪ Define basic nutrients▪ Describe the importance of nutrients▪ Illustrate functions and sources of six basic nutrients

Chapter 4 Understanding Human Development

Contents	Learning Out Comes
4.1 Definition of growth and development 4.2 Aspects of development 4.3 Developmental stages	Students should be able to <ul style="list-style-type: none">▪ Define growth▪ Define development▪ Differentiate between growth and development▪ Define aspects of development▪ Explain the inter-relationship of different aspects of development▪ List different stages of development▪ Describe different stages of development

Chapter 5 Social Play

Contents	Learning Out Comes
5.1 Definition of social play 5.2 Importance of play 5.3 Stages of play 5.4 Types of play	Students should be able to; <ul style="list-style-type: none">▪ Define social play▪ Discuss the significance of social play for a child▪ Identify stages of play▪ Define stages of play (onlooker, parallel, solitary, cooperative)▪ Identify types of play▪ Define types of play (active, passive)▪ Give examples of active and passive play

Chapter 6 Clothing

Contents	Learning Out Comes
6.1 Importance of clothing 6.2 Concept of dress in Islam 6.3 Elements of design in dress selection 6.4 Selection of appropriate dress	Students should be able to: <ul style="list-style-type: none">▪ Define clothing▪ Describe the significance of clothing▪ Explain the importance of dress in Islam▪ Explain how the Islamic values effect selection of dress▪ List the elements of design▪ Discuss the role of element of design in clothing▪ Select aesthetically appealing dress▪ List the factors which effect the selection of clothing for an individual▪ Explain how values and attitudes influence the selection of dress▪ Explain how element of design effect the selection of appropriate dress

Chapter 7 Personal Grooming

Contents	Learning Out Comes
7.1 Definition of grooming	Students should be able to <ul style="list-style-type: none">▪ Define grooming
7.2 Significance of grooming	<ul style="list-style-type: none">▪ Discuss the importance of grooming in everyday life▪ Explain the significance of hygiene in relation to personal grooming▪ Explain the role of personal hygiene in grooming
7.3 Aspects of personal grooming	<ul style="list-style-type: none">▪ Explain aspects of personal grooming▪ Explain indicators of good grooming

Chapter 8 Art and Design

Contents	Learning Out Comes
8.1 Definition of art 8.2 Definition of design 8.3 Importance of art in every day life 8.4 Arts as a form of expression	Students should be able to; <ul style="list-style-type: none">▪ Define art▪ Define design▪ List the elements of design▪ Describe the elements of design▪ Describe the principle of design▪ Explain the importance of art in daily living▪ Define self-expression▪ Describe creativity▪ Illustrate creativity

Chapter 9 Home Management

Contents	Learning Out Comes
9.1 Definition of management 9.2 Significance of home management 9.3 Management process	Students should be able to; <ul style="list-style-type: none">▪ Define management▪ Define home management▪ Differentiate between good and poor management practices▪ Explain the importance of home management in daily living▪ Describe the steps of management process▪ Describe the significance of each step of management process

Chapter 10 Resources

Contents	Learning Out Comes
10.1 Definition of resources 10.2 Types of resources 10.3 Management of resources	Students should be able to: <ul style="list-style-type: none">▪ Define resources▪ Classify different types of resources▪ Describe different types of resources▪ Discuss the interrelationship of different types of resources▪ Explain the importance of management of resources▪ Explain the importance of time and energy▪ Prepare a daily activity plan

PRACTICALS

Description	Practical/activity
Chapter 1 Introduction to Home Economic	No practical
Chapter 2 Introduction to Food and Nutrition	<ul style="list-style-type: none"> ▪ Preparation of three dishes using foods from different food groups for example salads, raita, boiled rice and daal
Chapter 3 Nutrients	<ul style="list-style-type: none"> ▪ List the seasonal foods in the community and their cost during season and out of season ▪ Make a poster to show the foods in different food groups available during different seasons in the market ▪ Teacher to demonstrate common kitchen practices where precautions are necessary: <ul style="list-style-type: none"> • lighting the stove • placing pans over the stoves and handling hot pans • striking matches • opening tins and bottles • using knives, graters
Chapter 4 Understanding Human Development	No practical
Chapter 5 Social Play	<ul style="list-style-type: none"> ▪ Plan and prepare chart of interesting play activities for children of age 3-4.(group activity)
Chapter 6 Clothing	<ul style="list-style-type: none"> ▪ Collect pieces of different fabrics and paste them in the practical file. ▪ Make a handkerchief with 5 basic stitches: <ul style="list-style-type: none"> • running stitch • stem stitch • back stitch

	<ul style="list-style-type: none"> • lazy daisy • button whole stitch • german knot • satin stitch • french knot • chain stitch • herringbone
Chapter 7 Personal grooming	<ul style="list-style-type: none"> ▪ Poster illustrating good grooming practices
Chapter 8 Art and Design	<ul style="list-style-type: none"> ▪ Glove puppet ▪ File work: <ul style="list-style-type: none"> • Illustration of principles • Elements of design
Chapter 9 Home Management	<ul style="list-style-type: none"> ▪ File work: <ul style="list-style-type: none"> • diagram of management process
Chapter 10 Resources	<ul style="list-style-type: none"> ▪ Make a poster showing human and material resources

CHAPTERWISE PERCENTAGE

Contents	Learning Out Comes
Chapter 1: Introduction to Home Economics	8%
Chapter 2: Introduction to Food and Nutrition	12%
Chapter 3: Nutrients	10%
Chapter 4: Understanding of Human Development	10%
Chapter 5: Social Play	10%
Chapter 6: Clothing	12%
Chapter 7: Personal Grooming	8%
Chapter 8: Art and Design	10%
Chapter 9 :Home Management	8%
Chapter 10: Resources	12%
Grand total	100%

GRADE VII

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Chapter 1	Understanding Home Economics
	1.1 Areas of Home Economics
	1.2 Interrelationship of the Areas of Home Economic
	1.3 Scope of Home Economics
Chapter 2	Meal Management
	2.1 Definition of Meal Management
	2.2 Principles of Meal Management
	2.3 Menu Planning and its Importance
	2.4 Principles of Menu Planning
	2.5 Nutritional Needs of Family Members
	2.6 Food Fads Fallacies
Chapter 3	Food Preparation
	3.1 Consideration Selection and Purchase of Food
	3.2 Methods of Preparing Food
	3.3 Various Techniques of Cooking
	3.4 Safety in the Kitchen
Chapter 4	The Family and Development of The Child
	4.1 Definition of the Family
	4.2 Family Life Cycle
	4.3 Significance of the Family in the Growth and Development of the Child
	4.4 Responsibilities of the Individual towards the Family
Chapter 5	Family Relationships
	5.1 Importance of Family Relationships
	5.2 Parent-Child Relationship
	5.3 Sibling Relationship
Chapter 6	Wardrobe Planning
	6.1 Importance of Wardrobe Planning
	6.2 Principles of Wardrobe Planning
	6.3 Shopping practices

- Chapter 7 Care and Storage of Clothing**
- 7.1 Care of Clothes
 - 7.2 Washing, Drying and Ironing of Clothes.
 - 7.3 Storage of Seasonal Clothing
- Chapter 8 Art and Design**
- 8.1 Elements of Design
 - 8.2 Principles of Design
- Chapter 9 Values and Goals**
- 9.1 Definition of Values and Goals
 - 9.2 Types of Values and their Importance
 - 9.3 Types of Goals and their Significance
 - 9.4 Interrelation of Values, Goals and Resources
- Chapter 10 Decision making**
- 10.1 Definition and Importance of Decision Making
 - 10.2 Steps in Decision Making
 - 10.3 Factors Influencing Decision Making Process.

GRADE VII LEARNING OUTCOMES

Chapter 1 Understanding Home Economics

Contents	Learning Out Comes
1.1 Areas of Home Economics 1.2 Interrelationship of the areas of Home Economic 1.3 Scope of Home Economics	Students should be able to; <ul style="list-style-type: none">▪ Define Home Economics▪ Identify different areas of Home Economics▪ Explain the significance of different areas of Home Economics▪ Discuss the relationship between different areas of Home Economics▪ Discuss the contribution of the study of Home Economics to the individual, family and community▪ Participate in group activities for welfare of the school, family and community

Chapter 2 Meal Management

Contents	Learning Outcomes
2.1 Definition of meal management 2.2 Principles of meal management 2.3 Menu planning and its importance 2.4 Principles of menu planning 2.5 Nutritional needs of family members 2.6 Food fads fallacies	Student should be able to: <ul style="list-style-type: none">▪ Define meal management▪ Explain the principles of meal management▪ Define menu planning▪ Explain the importance of menu planning▪ Describe the principles of menu planning▪ Discuss the nutritional needs of family members▪ Identify food fads and fallacies▪ Discuss the effects of fads and fallacies on the health of an individual

Chapter 3 Food Preparation

Contents	Learning Out Comes
3.1 Consideration selection and purchase of food	Students should able to:
3.2 Methods of preparing food	<ul style="list-style-type: none">▪ Define purchase▪ Describe the factors to be kept in mind while selecting and purchasing of food
3.3 Various techniques of cooking	<ul style="list-style-type: none">▪ Describe the appropriate methods of preparing food▪ Illustrate different cooking methods
3.4 Safety in the kitchen	<ul style="list-style-type: none">▪ Explain the different techniques of cooking▪ Explain the safety measures that should be taken during the preparation of food in the kitchen

Chapter 4 The Family and Development of the Child

Contents	Learning Out Comes
4.1 Definition of the family 4.2 Family life cycle 4.3 Significance of the family in the growth and development of the child 4.4 Responsibilities of the individual towards the family	Students should be able to: <ul style="list-style-type: none">▪ Define family▪ Define family life cycle▪ List stages of family life cycle▪ Describe the stages of family life cycle▪ Discuss the significance of the family in the growth and development of the child▪ Discuss the significance of the family for an individual▪ Identify the role and responsibilities of the individual towards the family

Chapter 5 Family Relationship

Contents	Learning Out Comes
5.1 Importance of family relationships 5.2 Parent-child relationship 5.3 Sibling relationship	Students should be able to: <ul style="list-style-type: none">▪ Define family relations▪ Explain the importance of family relations▪ Discuss the parent child relationship▪ Discuss the responsibility of children toward their parents▪ Describe the importance of sibling relationship▪ Explain the factors contributing toward positive sibling relationship

Chapter 6 Wardrobe Planning

Contents	Learning Out Comes
6.1 Importance of wardrobe planning	Student should be able to: <ul style="list-style-type: none">▪ Define wardrobe▪ Explain the importance of wardrobe planning in everyday life▪ Discuss the principles of wardrobe planning▪ Describe good shopping practices▪ Explain the advantages of good shopping practices
6.2 Principles of wardrobe planning	
6.3 Shopping practices	

Chapter 7 Care and Storage of Clothing

Contents	Learning Out Comes
7.1 Care of clothes 7.2 Washing, drying and ironing of clothes 7.3 Storage of seasonal clothing	Students should be able to: <ul style="list-style-type: none">▪ Explain the importance of care of clothing▪ Describe the steps taken in care of clothes in daily use▪ Discuss the factors to be kept in mind while washing and drying of clothes▪ Differentiate between ironing and pressing▪ Explain the care while ironing▪ Describe seasonal storage▪ Explain the need of seasonal storage of clothes▪ Discuss the requirements of storage for different seasons

Chapter 8 Art and Design

Contents	Learning Out Comes
<p>8.1. Elements of design</p> <ul style="list-style-type: none">• line• shape• space• color• texture <p>8.2 Principles of design</p> <ul style="list-style-type: none">• harmony• balance• rhythm• proportion• emphasis	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define design▪ Define elements of design▪ Discuss elements of design▪ Explain the importance of elements of design in our homes ▪ Define the principles of design▪ Explain the principles of design▪ Discuss the importance of principles of design

Chapter 9 Values and Goals

Contents	Learning Out Comes
9.1 Definition of values and goals 9.2 Types of values and their importance 9.3 Types of goals and their significance 9.4 Interrelation of values, goals and resources	Students should be able to: <ul style="list-style-type: none">▪ Define values▪ Define goals▪ Discuss the different types of values▪ Explain the importance of values▪ Illustrate the different types of goals▪ Explain the significance of different types of goals▪ Discuss the relationship of values and goals to resources▪ Differentiate between realistic and unrealistic values and goals

Chapter 10 Decision Making

Contents	Learning Out Comes
10.1 Definition and importance of decision making	Students should be able to: <ul style="list-style-type: none">▪ Define decision making▪ Describe the importance of decision making▪ Describe the decision making process▪ Explain the significance of each step in decision making process▪ Discuss the factors that influence the process of decision making
10.2 Steps in decision making	
10.3 Factors influencing decision making process	

PRACTICALS

Description	Practicals/Activity
Chapter 1 Understanding Home Economics	No practical
Chapter 2 Meal Management	<ul style="list-style-type: none"> ▪ Plan a day's menu for yourself and your family
Chapter 3 Food Preparation	<ul style="list-style-type: none"> ▪ Proper washing and peeling of vegetables ▪ Cooking of seasonal vegetables ▪ Combining foods from different food groups to make a balanced dish ▪ Prepare a dish for infant and toddler using milk.(any two dishes)
Chapter 4 The Family and Development of The Child	<ul style="list-style-type: none"> ▪ Diagram of the stages of family life cycle(prepare a chart)
Chapter 5 Family Relationships	<ul style="list-style-type: none"> ▪ Prepare a chart after group discussion identifying causes of sibling conflicts.(group activity)
Chapter 6 Wardrobe Planning	<ul style="list-style-type: none"> ▪ File work-plan a wardrobe for summer and winter seasons
Chapter 7 Care and Storage of Clothing	<ul style="list-style-type: none"> ▪ Demonstration of ironing and pressing of various garments using proper procedures.
Chapter 8 Art and Design	<ul style="list-style-type: none"> ▪ Make a collage using at least 4 types of materials (wool, paper, fabrics, discarded materials e.g. buttons, braids, beads, broken bangles etc) ▪ Create an interesting object(pencil holders, box, paper weight, waste bin etc) using recyclable items (bottles, jars, cans etc)

<p>Chapter 9 Values and Goals</p>	<ul style="list-style-type: none"> ▪ Prepare a chart indicating the immediate and long term goals(group activity) ▪ Prepare chart indicating individual and family values of the community(group activity)
<p>Chapter 10 Decision making</p>	<ul style="list-style-type: none"> ▪ Prepare a chart listing the steps involved in decision making(group activity)

CHAPTERWISE PERCENTAGE

Contents	Learning Out Comes
Chapter 1: Understanding Home Economics	8%
Chapter 2: Meal Management	12%
Chapter 3: Food Preservation	12%
Chapter 4: The Family and The Development of The Child	12%
Chapter 5: Family Relationship	8%
Chapter 6: Wardrobe Planning	12%
Chapter 7: Care and Storage	8%
Chapter 8: Art and Design	10%
Chapter 9 :Values and Goals	10%
Chapter 10:Decision Making	8%
Grand total	100%

GRADE.VIII

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Chapter 1 Scope of Home Economics

- 1.1 Definition of Home Economics
- 1.2 Aims and Objectives of Home Economics
- 1.3 Integration of Home Economics with other Subjects

Chapter 2 Food and Nutrition

- 2.1 Food and Nutrition as a Science
- 2.2 Food Habits
- 2.3 Food Hygiene

Chapter 3 Cooking and preservation of food

- 3.1 Reasons of Cooking Food
- 3.2 Methods of Food Preservation
- 3.3 Causes of Decay of Food

Chapter 4 Self-Concept

- 4.1 Definition of Self Concept
- 4.2 Importance of Self Concept
- 4.3 Factors Affecting Self Concept
- 4.4 Ways to Promote Positive Self Concept

Chapter 5 Personality Development and Character

Building

- 5.1 Definition of Personality
- 5.2 Factors Contributing to the Development of the Personality
- 5.3 Components of Character Building
- 5.4 Importance of Character Building

Chapter 6 Textiles and Clothing

- 6.1 Definition of Textiles and Clothing
- 6.2 Significance of Textiles and Clothing
- 6.3 Identification of Textile Fibers (Natural and Man Made)
- 6.4 Stain Removal

- Chapter 7 Techniques of Stitching**
- 7.1 Parts of Sewing Machine
 - 7.2 Service and Care of Sewing Machine
 - 7.3 Principle of Stitching and Embroidery
- Chapter 8 Colour**
- 8.1 Significance of Colour in Every Day Life
 - 8.2 Colour Wheel
 - 8.3 Effects of Colour
 - 8.4 Colour Schemes
- Chapter 9 Art and Crafts**
- 9.1 Definition and Types of Design
 - 9.2 Importance of Utilitarian Designs
 - 9.3 Importance of Decorative Designs
- Chapter 10 Management of Resources**
- 10.1 Time Management
 - 10.2 Energy Management
 - 10.3 Money Management
- Chapter 11 Work simplification**
- 11.1 Definition, Importance of Work and Dignity of Labour
 - 11.2 Definition and Importance of Work Simplification
 - 11.3 Techniques of Work Simplification

GRADE VIII LEARNING OUTCOMES

Chapter 1 Introduction to Home Economics

Contents	Learning Out Comes
<p>1.1 Definition of Home Economics</p> <p>1.2 Aims and objectives of Home Economics</p> <p>1.3 Integration of Home Economics with other subjects</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define Home Economics▪ Describe the aims of Home Economics▪ Discuss the main objectives of studying Home Economics▪ Describe how Home Economics is linked with other subjects▪ Describe the relationship of Home Economic to other fields of study

Chapter 2 Food and Nutrition

Contents	Learning Out Comes
2.1 Food and Nutrition as a science 2.2 Food habits 2.3 Food hygiene	Students should be able to: <ul style="list-style-type: none">▪ Discuss the significance of food and nutrition as a science▪ Define food habits.▪ Discuss the impact of food habits on the eating patterns of teenagers▪ Define food hygiene▪ Explain the importance of food hygiene▪ Understand the importance of food hygiene in storage

Chapter 3 Cooking and Preservation of Food

Contents	Learning Out Comes
3.1 Reasons of cooking food	Students should be able to: <ul style="list-style-type: none">▪ Illustrate the reasons of cooking food.▪ Discuss effects of cooking on quality of food.▪ Define food preservation▪ List methods of home food preservation▪ Explain the process of decaying▪ Describe the causes of food decay
3.2 Methods of food preservation	
3.3 Causes of decay of Food	

Chapter 4 Self Concept

Contents	Learning Out Comes
4.1 Definition of self concept 4.2 Importance of self concept 4.3 Factors affecting self concept 4.4 Ways to promote positive self concept	Students should be able to: <ul style="list-style-type: none">▪ Define self concept▪ Discuss the importance of self concept in personality development▪ List different factors affecting self concept▪ Discuss the factors effecting self concept of individuals▪ Explain positive self-concept▪ Describe the different ways to promote positive self concept

Chapter 5 Personality Development and Character Building

Contents	Learning Out Comes
5.1 Definition of personality 5.2 Factors contributing to the development of the personality 5.3 Components of character building 5.4 Importance of character building	Student should be able to : <ul style="list-style-type: none">▪ Define personality▪ Explain different types of personalities▪ Discuss factors contributing to the development of the personality▪ Discuss ways to improve personality▪ Define character building▪ List the components of character building▪ Discuss the importance of character building

Chapter 6 Textiles and Clothing

Contents	Learning Out Comes
6.1 Definition of textiles and clothing 6.2 Significance of textiles and clothing 6.3 Identification of textile fibers (natural and man-made) 6.4 Stain removal	Students should be able to: <ul style="list-style-type: none">▪ Define textiles▪ Define clothing▪ Explain the importance of textiles and clothing▪ List the different methods of fibre identification▪ Select appropriate methods of fibre identification▪ List different methods of stain removal

Chapter 7 Techniques of Stitching

Contents	Learning Out Comes
<p>7.1 Parts of sewing machine</p> <p>7.2 Service and care of sewing machine</p> <p>7.3 Principle of stitching and embroidery</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ List the different parts of sewing machine▪ Identify the different parts of sewing machine▪ Explain the importance of care of the sewing machine▪ Describe the principle of stitching cotton fibre▪ Describe the principles of stitching synthetic fibre.▪ Select and use accessories like<ul style="list-style-type: none">• trimming• braids• laces• ribbons• decorative edgings▪ List and use ten decorative stitches

Chapter 8 Colour

Contents	Learning Out Comes
8.1 Significance of colour in every day life 8.2 Colour wheel 8.3 Effects of colour 8.4 Colour schemes	Students should be able to: <ul style="list-style-type: none">▪ Define color▪ Explain the importance of color in every day life.▪ Explain the color wheel.▪ Identify primary and secondary colors.▪ Describe the significance of the color wheel.▪ Explain the effects of color on:<ul style="list-style-type: none">• food• clothes• interiors▪ Describe the different types of color schemes.▪ Explain the importance of color scheme

Chapter 9 Art and Craft

Contents	Learning Out Comes
9.1 Definition and types of design 9.2 Importance of utilitarian designs 9.3 Importance of decorative designs	Students should be able to: <ul style="list-style-type: none">▪ Define design▪ Describe types of design▪ Define off the loom weaving for utilitarian purpose▪ Define off the loom weaving for decorative purpose

Chapter 10 Management of Resources

Contents	Learning Out Comes
10.1 Time management 10.2 Energy management 10.3 Money management	Students should be able to: <ul style="list-style-type: none">▪ Define time management▪ Explain the importance of time management.▪ Describe the steps taken in time management▪ Make a personal time plan for a day▪ Define energy management▪ Explain different techniques of saving energy.▪ List different measures for saving energy in different activities▪ Define money management▪ Plan expenditure to meet basic family needs▪ Priorities goals for spending money▪ Discuss methods for saving money

Chapter 11 Work Simplification

Contents	Learning Out Comes
<p>11.1 Definition, importance of work and dignity of labour</p> <p>11.2 Definition and importance of work simplification</p> <p>11.3 Techniques of work simplification</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define work▪ Define dignity of labor▪ Discuss the importance of work and sharing responsibilities▪ Define work simplification▪ Explain importance of work simplification▪ Explain work simplification▪ Discuss different methods of work simplification

PRACTICALS

DESCRIPTION	PRACTICALS/ACTIVITY
Chapter 1 Scope of Home Economics	<ul style="list-style-type: none"> ▪ Prepare a chart identifying the different professions a student of Home Economics can go for (group discussions)
Chapter 2 Food and Nutrition	<ul style="list-style-type: none"> ▪ Prepare a chart illustrating good and poor food habits(group activity) ▪ Listing of unhygienic practices preparing and service of food at home and in markets(group activity) ▪ Demonstrate ways and means of serving food in eating area(kitchen, dining or living room)
Chapter 3 Cooking and preservation of food	<ul style="list-style-type: none"> ▪ Refrigeration and reheating of left over food ▪ Making water safe for drinking ▪ Storage of dry ingredients
Chapter 4 Self-Concept	<ul style="list-style-type: none"> ▪ Prepare a chart after group discussion focusing on factors contributing to positive self-concept.
Chapter 5 Textiles and Clothing	Practical file; <ul style="list-style-type: none"> ▪ Label parts of sewing machine ▪ Fibre identification of natural and man made fibres(tactile and burning)
Chapter 6 Techniques of Stitching	<ul style="list-style-type: none"> ▪ Prepare a small house hold item using any 5 decorative stitches(long and short, bullion, couching, Sindhi, Baluchi, Kashmiri, drawn thread, cross stitch, mirror work) ▪ Prepare a small household item or dress using accessories trimmings, braids, laces etc

<p>Chapter 7 Colour</p>	<ul style="list-style-type: none"> ▪ Make a color wheel ▪ Plan a monochromatic color scheme for your room using paper, fabric or any other material for color
<p>Chapter 8 Art and Crafts</p>	<ul style="list-style-type: none"> ▪ Prepare a project of tie and dye ▪ Make a small pouch/bag using card weaving
<p>Chapter 9 Management of resources</p>	<ul style="list-style-type: none"> ▪ Make a poster showing human and material resources. ▪ Make a budget for a family of 4-6 with the given income ▪ Make a personal plan for a day
<p>Chapter 10 Work simplification</p>	<ul style="list-style-type: none"> ▪ Prepare a chart showing correct and incorrect postures for different activities(group activity)

CHAPTERWISE PERCENTAGE

Contents	Learning Out Comes
Chapter 1: Scope of Home Economics	8%
Chapter 2: Food and Nutrition	10%
Chapter 3: Cooking and Preservation of Food	8%
Chapter 4: Self-Concept	8%
Chapter 5: Textiles and Clothing	12%
Chapter 6: Techniques of Stitching	12%
Chapter 7: Techniques of Stitching	8%
Chapter 8: Color	10%
Chapter 9 :Arts and Crafts	8%
Chapter 10: Management of Resources	8%
Chapter 11: Work Simplification	8%
Grand total	100%

TEACHING STRATEGIES

A school is a social organization, embedded in a society where it is placed. It is required that the social institution prepares individuals for an active & constructive role in society.

It thus becomes important that teaching & learning focuses on developing values and acquiring knowledge, and skills, which are meaningful and applicable. It is imperative that teachers have a clear understanding of the teaching strategies.

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become agents of social change. In order to achieve his objective teachers need to adopt innovative instructional strategies.

Avoiding the spoon-feeding style of traditional classroom teaching. The strategies should intellectually engage students of varying degrees of interests, abilities and styles of learning, strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

The following instructional practices can be utilized:

- lecture
- co-operative/collaborative work groups
- discovery
- computer assisted learning
- self directed projects
- multimedia materials
- field trips
- guest Speakers
- writing assignments such as creative writing, essays and written assessments
- group discussions
- creative presentations
- participation in laboratories

Teaching Learning Approaches and Classroom Activities

- The teaching learning approaches should be student-centered. Teachers should enter into partnership with the students in the whole learning process. Each child's self image as a learner should be well protected, especially when classroom discussions brings the socio-cultural values of the home and the community into high relief.

- Learning should be activity based wherever possible. Some SLOs explicitly require that students bring their own experience and informal researches to the classroom which they can share with others.
- Rote-learning of the concepts and principles of Home Economics should not be encouraged. Teachers should try to develop questions requiring comprehension and higher order skills like application.
- The content has been elaborated in terms of specific learning objectives that will help to broaden student's conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular, care has been taken to recognize the modern life: Home Economics is no longer the concern of one gender alone. The subject is as relevant to boys as to girls.
- Finally, SLOs encourage both teachers and students to concentrate on understanding and application rather than recall and rote learning. The sequence of the topics has been developed to facilitate a deeper and more coherent understanding.

ASSESSMENT AND EVALUATION

The rationale of assessment is to find out whether students have acquired the kind of skills, knowledge, and understanding that we set as goals of the curriculum.

This purpose is traditionally achieved by conducting an examination at the end of the sessions called summative evaluation. Here teachers require students to express their understanding of what has been taught and the performance of students is measured using grade points. This form of assessment is convenient because it is easy to carry out in very little time. However, this form of assessment is a single snap shot and fails to provide opportunity to the student or the teacher to interact during the progression of the session. Thus the student has no opportunity to learn from mistakes. This gap can be filled by utilizing formative assessment, which is an ongoing process throughout the session where students' are not penalized for making mistakes

Assessment Procedures

- formative assessment should be used throughout the session and supplemented with the end of session summative evaluation
- tasks that can help in formative assessment include
 - homework
 - lab reports
 - quizzes
 - tests
 - group discussions
 - oral presentations
 - worksheets
 - puzzles
 - online interactive activities
- feedback on students' work in all of the above tasks must be prompt, effective, and efficient
- assessment should have questions setting that specifically help in finding out the following skills, knowledge and understanding according to Bloom's Taxonomy
 - **recall and retrieve** information related to the contents of the course
Leading words for setting questions:
list, define, identify, label, tabulate, name, who, when, where, etc

- **comprehend** the information i.e. do they know what it means
Leading words for setting questions:
interpret, predict, distinguish, differentiate, estimate, discuss, etc
- **apply** their knowledge i.e. do they know what is it good for
Leading words for setting questions:
demonstrate, show, solve, classify, illustrate, modify, change, discover, etc
- **analyze and synthesize** information i.e. taking things apart and putting things together. Leading words for setting questions:
Analyze: analyze, separate, explain, arrange, compare, infer, etc
Synthesize: combine, integrate, rearrange, create, formulate, design, etc
- **Evaluate information** i.e. weighing available options. Leading words for setting questions:
decide, measure, recommend, select, conclude, compare, summarize, etc
 - measure the potential and ability of students to engage in critical thinking
 - questions for the final paper should cover the entire range of the syllabus questions types should include MCQs, short answers, and essays
 - assessment should focus on students strengths not just weaknesses
 - assessment language should be simple, clear and un-ambiguous

Evaluation Strategy:

An external examination is recommended at the end of the course. This evaluation should measure all the domains of learning and through it, the attainment of the objectives can be measured. The Weightage of the different domains of learning is given below:

Learning Domains for Measurement	Weightage In Evaluation
▪ Knowledge, Comprehension, Analysis, Evaluation, Synthesis, Application:	80%
▪ Skills of Communication, Initiating and Planning, Designing Experiments and Interpreting Data:	10%
▪ Manipulative skills (Performing Lab Work)	10%

Weighing of Assessment Objectives

Theory assessment: The theory examination is suggested to consist of a wide variety of questions. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the following range of abilities.

Knowledge and Understanding	60%
Higher Abilities (handling information, application and problem solving etc.)	40%

Practical Assessment

This is designed to test experimental skills and investigations.

Suggestions for Structuring Assessment and Evaluation Tools:

More Emphasis should be on;	Less Emphasis should be on;
<ul style="list-style-type: none"> ▪ assessing what is most highly valued ▪ assessing rich, well-structured knowledge ▪ assessing scientific understanding and reasoning ▪ assessing to learn what students do understand ▪ assessing achievement and opportunity to learn 	<ul style="list-style-type: none"> ▪ assessing what is easily measured ▪ assessing discrete knowledge ▪ assessing scientific knowledge ▪ assessing to learn what students do not know ▪ assessing only achievement

- assessment pattern is subject to the requirement, policies, and procedures of the Examination Boards
- question paper should be based on the curriculum not on a particular textbook
- questions involving unfamiliar contexts or daily-life experiences may be set to assess candidates' problem-solving and higher-order processing skills. In answering such questions, sufficient information be given for candidates to understand the situation or context. Candidates are expected to apply their knowledge and skills included in the syllabus to solve the problems

GENERAL INSTRUCTIONS TO AUTHORS

The National Curricula should be a reflection of our national needs and goal. This requirement can be met only if the textbooks are written in accordance with this curriculum. This curriculum meets not only the broad aims and objectives but also achieves the precise requirements of the individual subjects. Keeping these points in view the authors should observe the following points, while writing the textbooks.

- The authors should adhere to the learning outcomes of each concept or chapter as mentioned with the contents in the curricula.
- The permanence of the concepts with the previous classes, their integration and rational growth should be ensured.
- Horizontal and vertical overlap of the concepts should be kept away from. the main document
- The textbook should be informative and interactive with questions to be put at suitable interval to provoke the students to think.
- The details of the treatment of the concept should be properly classified into headings and subheadings.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to remember, think, and apply what they have just learnt as well as to strengthen the learning of the idea and principle.
- The new progression and expansion in the subjects should be integrated where appropriate.
- The examples and applications should be from every day life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and helpful of the text
- Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- Review questions should be given at the end of each chapter requiring students to recall, think and apply what they have learnt in this chapter.

- This should start from simple questions increasing the density gradually and should test knowledge, understanding and skills of the students. The last few questions should give confidence to the student to apply the concepts studied in this chapter.
- Each chapter should go with its accurate and logical summary to be given at the end of this chapter

ELECTRONIC INSTRUCTIONAL MATERIAL

Electronic instructional material is gaining popularity in the developed world. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualized learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far the educational scenario in Pakistan and other developing countries is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

It may be considered that a good ratio of the students of Secondary classes has access to computer technologies. They should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the data of the IX-X and XI-XII textbooks into electronic formats e.g. CD-ROMs. The CD-ROMs should be made available at the retail outlets. Where students don't have computers at schools/colleges or at homes, they may explore the CD-ROM at internet café, (as they are very much seen at internet cafes wasting their potential while chatting with friends, watching movies etc.)

CHAPTER ORGANIZING SYSTEM

Chapter Organizing system – It should be taken into account that a consistent numbering system leads the students through each chapter at a glance in the beginning to conceptual heading throughout and finally to the summary of key concepts at the end. Each chapter should be organized in the following pattern:

CHAPTER NAME

Outline:

Major Concepts:

- 1.1.....
- 1.2.....
- 1.3.....

Introduction

1.1 MAJOR CONCEPT

(Depth of the topic should be kept with the teaching periods advised in the curriculum)

Tit Bits:

STS
Connection

Subheading # 1.1.1

Subheading # 1.1.2

Critical
Thinking

Practical Activity:

EXERCISE:

The exercise should include;

- Multiple Choice Questions
- Short Questions
- Extensive Questions

(Questions should be made that can check learning outcomes in all the domains i.e. knowledge, comprehension, application, evaluation, synthesis and connection with technology and society.)

GLOSSARY

This glossary is intended to ensure that terms commonly used in the context of learning outcomes and assessment are appropriately interpreted so that no confusion what-so- ever arises in their use.

These words are listed below along with their contextual meaning.

We urge the users of these terms to strictly follow this glossary and associate meanings to the key words as given in this glossary.

- **Analyze**, to separate into parts or basic principles so as to determine the nature of the whole, examine methodically.
- **Compare** requires candidates to provide both similarities and differences between things or concepts.
- **Create**, to produce through imaginative effort.
- **Deduce/Predict** implies that candidates are not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question.
- **Describe** requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena. The amount of description intended should be interpreted in the light of the indicated mark value.
- **Discuss** requires candidates to give a critical account of the points involved in the topic.
- **Define (the term(s)...) is intended literally. Only a formal statement or equivalent paraphrase, such as the defining equation with symbols identified, being required.**
- **Enumerate**, To count off or name one by one; list.
- **Estimate** implies a reasoned order of magnitude statement or calculation of the quantity concerned. Candidates should make such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise included in the question.

- **Explain** may imply reasoning or some reference to theory, depending on the context.
- **Justify**, to demonstrate or prove to be just right, or valid.
- **List** requires a number of points with no elaboration. Where a given number of points are specified, this should not be exceeded.
- **Locate**, To determine or specify the position or limits of.
- **Outline**, A line marking the outer contours or boundaries of an object or a figure. **b.** The shape of an object or a figure.
- **Recognize**, to know to be something that has been perceived before
- **Recommend** To praise or commend (one) to another as being worthy or desirable.
- **Relate**, to bring into or link in logical or natural association.
- **Show** is used where a candidate is expected to derive a given result. It is important that the terms being used by candidates be stated explicitly and that all stages in the derivation are stated clearly.
- **Sketch**, when applied to graph work, implies that the shape and/or position of the curve need only be qualitatively correct. However, candidates should be aware that, depending on the context, some quantitative aspects may be looked for, e.g. passing through the origin, having an intercept, asymptote or discontinuity at a particular value. On a sketch graph, it is essential that candidates clearly indicate what is being plotted on each axis.
- **Sketch**, when applied to diagrams, implies that a simple, freehand drawing is acceptable; nevertheless, care should be taken over proportions and the clear exposition of important details
- **State** implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
- **Suggest** is used in two main contexts. It may either imply that there is no unique answer or that candidates are expected to apply their general knowledge to a 'novel' situation, one that formally may not be 'in the syllabi'.
- **What is meant by ...** normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted in the light of the indicated mark value.

NATIONAL CURRICULUM DEVELOPMENT TEAMS FOR ESSENTIALS OF HOME ECONOMICS

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