

**National Curriculum for**  
**ESSENTIALS OF HOME**  
**ECONOMICS**  
**Grades IX–X**  
**2007**



**GOVERNMENT OF PAKISTAN**  
**MINISTRY OF EDUCATION**  
**ISLAMABAD**



## CONTENTS

Introduction	1
Aims and Objectives	4
Standards and Benchmarks	8
Standards	10
Benchmarks	12
Table of Contents	15
Grades IX-X Learning Outcomes	18
Practicals	35
Chapter wise Percentage	37
Teaching Strategies	38
Assessment and Evaluation	40
General Instructions to Authors	44
Electronic Instructional Material	46
Chapter Organizing System	47
Glossary	50
National Curriculum Development Team	52



## INTRODUCTION

Home Economics is an applied field that brings together knowledge from many different disciplines. Home Economics generates knowledge as well as uses concepts from other fields and it applies this information to help individuals and families improve their lives.

Home Economics education is studying and learning about any or all of the elements of family living, individual development and interpersonal relations. The list of included areas is almost endless.

The purpose of Home Economics at the secondary school level is to teach students those skills which will help them to fulfill their roles as individuals, members of their families and communities in the most satisfying manner. These skills include not only manual, routine operations but also alert functioning of their minds to plan, to execute, to evaluate and to adjust the daily jobs in home maintenance and family relations. During this process these students also study the various attitudes, values, goals, and standards which people possess in different situations and circumstances.

Home Economics is unique in that it draws upon all the other courses in a high school curriculum and applies them to the family. It is an art as it involves skills which are based on certain traditions and qualities that are intangible and indefinable such as beauty, taste and values. It is also science because it involves applications of knowledge and truths which have been derived through scientific processes. Home Economics does not try to teach Philosophy, Mathematics, Physics, English, Art, Music, Religion, or Chemistry, but it attempts to integrate them all and apply them in the daily process of making a home.

The study of different fields of Home Economics helps the students to develop as an individual. Through ever changing developments, an interest in Home Economics gives a person an appetite for learning. It makes use of basic skills. It promotes good mental and physical health. It also promote an appreciation of art and science. Though its concern for the family it helps one to develop values which give guidance and direction to life. Most of all, the Home economist realizes her / his value to the community by her ability to help families and community.

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 subject of Home Economics is envisioned to be a beacon light for the country's socio-economic development. The focus is on creating awareness of individual's role and strengthening family unit. The new syllabi aims at delivering knowledge on the most modern lines. It will not only give professional education to its students but will also be instrumental in inculcating values in its students and making them responsible members of the society

### **Rationale for Curriculum Enhancement**

Syllabi are 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 and relevant to the modern socio-economic, technical, professional and labor market needs of the country and comparable with international standards.

The present effort of revising and updating the Home Economics curriculum is a wide-ranging exercise which is based on:

- consultative meetings with the working teachers, professors and student to get feed back and comments on existing curriculum
- identification of eminent areas of study
- identification of standards for communicating the impending areas
- 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 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 citizen of the world, education is under microscopic focus extensively.

Emphasis has been given to encourage process-investigating skills, laboratory work, analytical abilities and application of concepts, useful in real life situation.

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 ability to apply knowledge of Home Economics to relevant problem in every day life
- utilization of human and non-human resources to meet the needs of individuals, families and communities
- develop appropriate skills to meet needs and requirements in the areas of Home Economics

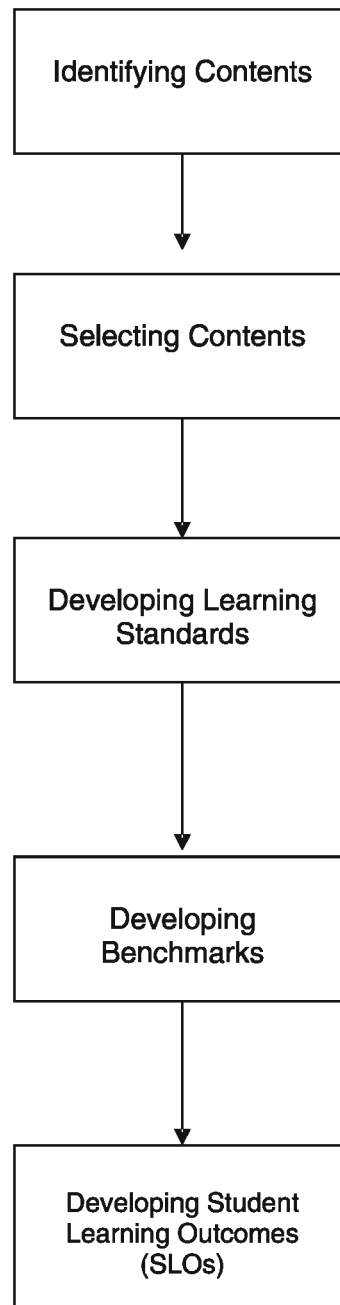
### **Objectives**

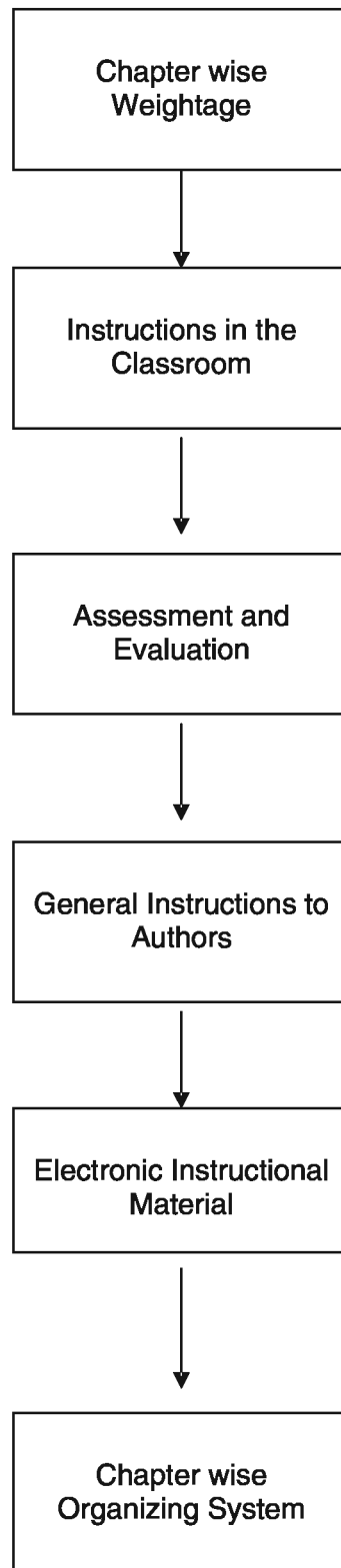
- achieve a satisfying and functioning philosophy of life with emphasis on personal and family living
- develop a wholesome personality and the working out of satisfying human relationships
- broaden and enrich life
- acquire techniques and skills needed in immediate personal and home living, learning to use one's resources to attain the values set up as most work while in life
- finds one's relation to a place in the vocational world and prepare for it
- take account of rapid technological changes and the growth of scientific knowledge
- develop innovative, creative and original ideas through active investigations

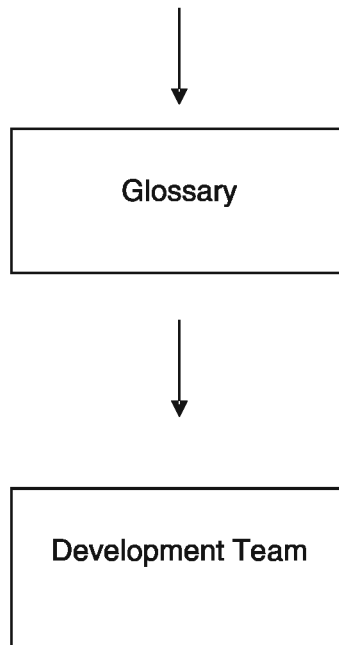


This document has been divided into the following components in order to achieve the desired aims and objectives:

### 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 of student learning. This includes preparing students for self-analysis and for future roles of 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 in 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 under 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 the real world. The observation of phenomenon of growth and 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 be able to function sensibly as providers and consumers of goods and 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 empirical arguments. These students can also show an appreciation of scientific knowledge and its application in the real world. They are also able to take a historical and 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**

Evaluating the significance of family and its impact on the well-being of individual and society.

#### **Standard 2.2**

Identifying and evaluate available and expanding resources as related to the needs of individuals and 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 for the development of the individual and well being of the family.

**Standard 3.1**

Integrate learning skills and practices from different content areas required for careers in Consumer Sciences.

**Standard 3.2**

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

**4. Constructing New Scientific Knowledge**

Students well versed in the study of Home Economics possess the ability to ask questions about the Home Economics. They can develop solutions to problems that they encounter, they can ask question 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 and interest in social world and demonstrate an increasing awareness that this has lead to new developments in Consumer Sciences and technology. They will learn from books and other sources of information and reconstruct previously learned knowledge. They will find new ways in solving problems and resolving social issues.

## **BENCHMARKS**

**Standard 1.1** Students will be able to function sensibly as providers and consumers of goods and services.

### **Benchmarks**

1. Articulate their needs as a consumer in an effort to improve the services and products available.
2. Students will be able to function sensibly as providers and consumers of good and services.
3. Demonstrate management of individual and family resources to meet the goals of individuals and families across the life span.
4. Develop plans for participating, conservation and recycling, maintenance and environmental improvement.
5. Analyze inter-relationships between economic system and consumer actions.
6. Demonstrate professional behavior, skills, knowledge in providing family and community services.

**Standard 2.1** Evaluating the significance of family and its impact on the well-being of individual and society.

### **Benchmarks**

1. Demonstrate management of individual family resources including but not limited to food, clothing, shelter, time, health care, recreation and transportation.
2. Analyze factors in developing long-term personal and family goals. Demonstrate management and utilization of community resources.
3. Assess choices and consequences in individual decision-making.
4. Demonstrate the ability to use financial resources responsibly to meet individual and family needs.



**Standard 2.2** Identifying and evaluate available and expanding resources as related to the needs of individuals and families

### **Benchmarks**

1. Describe positive ways to demonstrate tolerance for individual, social and cultural diversity.
2. Demonstrate the attitudes, knowledge and inter-personal skills necessary for healthy individuals and families across the life span.
3. Analyze the influence of culture, media, technology and other social factors on individual and family health.
4. Evaluate interest, identify and explore career opportunities related to supporting families.

**Standard 3.1** Integrate learning skills and practices from different content areas required for careers in Consumer Sciences.

### **Benchmarks**

1. Understand the biological sciences to utilize and conserve human and natural resources.
2. Appreciate the contribution of science to the satisfaction of living.
3. Apply basic communication skills, scientific and social studies concepts, mathematical processes, and technology in work-related situations.
4. Appreciate the interdependence and inter relatedness of different fields of study of Home Economics.

**Standard 3.2** Demonstrate nutrition and wellness practices that enhance individual and family well-being.

### **Benchmarks**

1. Analyze factors that influence dietary and wellness practices across the life span.
2. Evaluate the impact of science and technology on food composition, safety, and related issues.
3. Identify ways in which individuals and families respond to adapt to and initiate change.
4. Demonstrate procedures applied to safety, sanitation, security and environmental issues.

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

### **Benchmarks**

1. Evaluate the strengths and weaknesses of claims, arguments, or data.
2. Recognize the contribution made in science by cultures and individuals of diverse backgrounds.
3. Explain the social and economic advantages and risks of new technology.
4. Describe the historical, political and social factors affecting developments in science.

## **GRADES IX-X TABLE OF CONTENTS**

### **Chapter 1 Introduction to Home Economics**

- 1.1 Definition of Home Economics
- 1.2 Aims and Objectives of Home Economics
- 1.3 Significance of Home Economics
- 1.4 Relationship with other Subjects
- 1.5 Role and Responsibilities of Home Economist in Family and Community

### **Chapter 2 Introduction to Food and Nutrition**

- 2.1 Definition of Food and Nutrition
- 2.2 Effects of Malnutrition
- 2.3 Functions of Food
- 2.4 Study of Basic Nutrients
- 2.5 Diet and Health

### **Chapter 3 Understanding of Food and Diet**

- 3.1 Definition of Balanced Diet
- 3.2 Basic Food Groups
- 3.3 Nutritional Needs of Individuals

### **Chapter 4 Food Preparation**

- 4.1 Cooking
- 4.2 Serving
- 4.3 Storing
- 4.4 Measures for Kitchen Safety

### **Chapter 5 Introduction to Child Care and Development**

- 5.1 Meaning and Definition of Human Development
- 5.2 Significance of Studying Human Development
- 5.3 Principles of Growth and Development

### **Chapter 6 Development Characteristics**

- 6.1 Neonatal Stage
- 6.2 Infancy
- 6.3 Early Childhood
- 6.4 Late Childhood
- 6.5 Adolescence

**Chapter 7 Behavioral Problems of Children**

7.1 Definition and Types of Behavioral Problems

7.2 Reasons of Behavioral Problem

7.3 Avoidance and Handling of Behavioral Problems

**Chapter 8 Role of Family and Community in Human Development**

8.1 Parent Child Relationship

8.2 Sibling Relationship

8.3 Peer Relationship

8.4 Role of Caretaker

**Chapter 9 Introduction to Textiles and Clothing**

9.1 Definition and Importance of Textiles and Clothing

9.2 Fibres

9.3 Classification and Characteristics of Textile Fibres

9.4 Study of Fabrics Available in the Market.....Pure and Blends.

**Chapter 10 Dress Making**

10.1 Equipment of Tailoring

10.2 Tailoring principles

10.3 Guidelines for Selection of Material and Design

**Chapter 11 Clothing Requirements of Different age Groups**

11.1 Factors Affecting Clothing Requirements

11.2 Suitability of Materials for Different Age Group

11.3 Alteration and Remodeling clothes

**Chapter 12 Introduction to Management**

12.1 Concepts of Management

12.2 Values and Goals

12.3 Management of Resources

- Time
- Energy
- Money

## **Chapter 13 Environment and Management**

**13.1** Healthy Environment

**13.2** Sanitation and Waste Management

**13.3** Safety in the Home

## **Chapter 14 Art and Design**

**14.1** Understanding Design

**14.2** Understanding Elements and Principles of Design

**14.3** Design and Creativity

## **Chapter 15 Art in Everyday Life**

**15.1** Application of Design in Clothing

**15.2** Application of Design in the Home and Environment

**15.3** Application of Design in Food Presentation

## GRADE IX-X LEARNING OUTCOMES

### Chapter 1 Introduction to Home Economics

Contents	Learning Outcomes
<p>1.1. Definition of Home Economics</p> <p>1.2. Aims and objectives of Home Economics</p> <p>1.3. Significance of Home Economics</p> <p>1.4. Relationship with other subjects</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Define Home Economics</li><li>▪ Identify different areas of Home Economics, Food and Nutrition, Textile and Clothing, Human Development, Management of Home and Environment and Art and Design</li><li>▪ Explain the interrelationship of all disciplines of Home Economics</li><li>▪ Demonstrate that Home Economics is concerned with physical health and mental well being of individuals</li><li>▪ Demonstrate that Home Economics is concerned with physical health and mental well being of family</li><li>▪ Discuss socio-economic development of community</li><li>▪ Administer better management of resources at individual, family, and community levels</li><li>▪ Prepare individuals as informed citizens and consumers</li><li>▪ Develop their creative abilities and skills</li><li>▪ Demonstrate skills for income generation</li><li>▪ Relate knowledge of Home Economics to physical and mental development of an individual</li><li>▪ Relate knowledge of Home Economics to the well being of the family</li></ul>

**1.5. Roles and responsibilities of Home Economist in family and community.**

- Recognize the role of Home Economics towards socio economic development of community
- Describe how Home Economics prepares individuals for a profession
- Describe the relationship of physical sciences to Home Economics.
- Describe the relationship of social sciences to Home Economics
- Describe the relationship of health to Home Economics
- Relate technological sciences to Home Economics
- Describe the social roles of an individual in a family
- Discuss the economic roles of an individual in a family
- Identify socio-economic roles of an individual towards development of a community
- Discuss the contribution of Home Economics to family living
- Discuss the importance of Home Economics for community development.
- Practice the leadership qualities.

## Chapter 2 Introduction to Food and Nutrition

Contents	Learning Outcomes
<p>2.1. Definition of food and nutrition</p> <p>2.2. Effects of malnutrition</p> <p>2.3. Functions of food</p> <p>2.4. Study of basic nutrients</p> <p>2.5. Diet and health</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Define food</li> <li>▪ Define nutrition</li> <li>▪ Define nutrients</li> <li>▪ Define malnutrition</li> <li>▪ Discuss how malnutrition effects the physical development of an individual.</li> <li>▪ List the basic functions of food</li> <li>▪ Describe the role of food as a source of energy</li> <li>▪ Describe the role of food in tissue building and maintenance</li> <li>▪ Discuss the role of food in preventing diseases</li> <li>▪ Identify basic nutrients</li> <li>▪ Explain why we need nutrients</li> <li>▪ Discuss how nutrients work in the human body</li> <li>▪ Identify the best food sources of each nutrient.</li> <li>▪ Describe how knowledge of nutrients can help in improving health</li> <li>▪ Identify the specific effects of using too much or too little of different nutrients</li> <li>▪ Define health</li> <li>▪ Discuss the role of diet in maintaining health</li> <li>▪ Explain what satisfactory nutritional status is</li> <li>▪ Relate nutrition to good health</li> <li>▪ Describe the relationship between diet and physical activity</li> <li>▪ Describe the relationship of malnutrition and diet</li> </ul>



## Chapter 3 Understanding of Food and Diet

<b>Contents</b>	<b>Learning Outcomes</b>
3.1. Definition of balanced diet.  3.2. Basic food groups  3.3. Nutritional needs of individuals	Students should be able to: <ul style="list-style-type: none"><li>▪ Define balanced diet Differentiate between a balanced and unbalanced diet</li><li>▪ Give examples of a balanced diet;</li><li>▪ Identify “junk food”</li><li>▪ List basic food groups</li><li>▪ Describe five basic food groups</li><li>▪ Illustrate the pyramid of basic food groups</li><li>▪ Identify food groups as sources of nutrients</li><li>▪ Define nutritional needs</li><li>▪ Identify factors affecting nutritional needs</li><li>▪ Identify the nutritional needs of different age groups (Infancy and preschool, school age and adolescence, pregnancy and lactation)</li><li>▪ Select proper food to meet nutritional needs of individuals</li></ul>

## Chapter 4 Food Preparation

Contents	Learning Outcomes
4.1. Cooking  4.2. Serving  4.3. Storing	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Describe appropriate methods of preparing food.</li><li>▪ Illustrate different cooking methods (dry, moist, frying, microwave)</li><li>▪ Identify cooking practices to minimize nutrient loss</li><li>▪ Describe how to serve food properly</li><li>▪ Select appropriate food service methods</li><li>▪ Demonstrate how to set an attractive table for mealtime</li><li>▪ Differentiate between proper and improper eating manners</li><li>▪ Describe the importance of cleanliness in food service</li><li>▪ Describe the principles of food storage.</li><li>▪ Discuss why food must be properly stored<ul style="list-style-type: none"><li>• to prevent wastage</li><li>• to minimize nutrient losses</li><li>• to minimize health hazards</li></ul></li><li>▪ Identify different kinds of food storage</li><li>▪ Choose correct storage procedures</li><li>▪ Describe proper care of refrigerator and freezer.</li></ul>

<p>4.4. Measures for kitchen safety</p>	<ul style="list-style-type: none"><li>▪ Detect safety hazards in the kitchen.</li><li>▪ Demonstrate safety practices to prevent accidents in the kitchen.</li><li>▪ Enumerate the safety measures taken during food preparation in the kitchen</li><li>▪ Control minor accident situations in the kitchen</li></ul>
---	---

## Chapter 5 Introduction to Child Care and Development

<b>Contents</b>	<b>Learning Outcomes</b>
<p>5.1. Meaning and definition of human development.</p> <p>5.2. Significance of studying human development.</p> <p>5.3. Principles of growth and development</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Define growth and development</li><li>▪ Define human development</li><li>▪ Explain the significance of studying human development</li><li>▪ Describe growth patterns of human beings</li><li>▪ Predict expected growth and development at specific ages</li><li>▪ List factors influencing growth and development</li><li>▪ Discuss the role of genetics and environment on development</li><li>▪ Describe the impact of proper development on human health and well-being</li><li>▪ Differentiate between growth and development</li><li>▪ Explain the principles of growth and development</li></ul>

## Chapter 6 Developmental Characteristics

Contents	Learning Outcomes
6.1. Neonatal stage  6.2. Infancy  6.3. Early childhood  6.4. Late childhood  6.5. Adolescence	Students should be able to: <ul style="list-style-type: none"><li>▪ Summarize different areas of development</li><li>▪ List stages of development</li><li>▪ Define neo-natal period</li><li>▪ Explain the stages of child development during neonatal period</li><li>▪ Define infancy</li><li>▪ Discuss the stages of child development during infancy</li><li>▪ Define early childhood</li><li>▪ Describe the development of the child during early childhood</li><li>▪ Define late childhood</li><li>▪ Describe the development of the child during late childhood</li><li>▪ Define adolescence</li><li>▪ Describe the development of the child during adolescence</li></ul>

## Chapter 7 Behavioral Problems of Children

<b>Contents</b>	<b>Learning Outcomes</b>
<p>7.1. Definition and types of behavioral problems</p> <p>7.2. Reasons of behavioral problems</p> <p>7.3. Avoidance and handling of behavioral problems</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Define behavior</li><li>▪ Define behavioral problems</li><li>▪ Differentiate between normal and deviant behavior</li><li>▪ Identify types of behavioral problems</li><li>▪ Discuss why behavior problem arise.</li><li>▪ Explain role of parents in causing behavior problems</li><li>▪ Describe the role of siblings leading to behavior problems</li><li>▪ Describe the role of friends, classmates and teachers leading to behavior problems</li><li>▪ Explain ways to reinforce positive behavior in children</li><li>▪ Describe how to avoid negative behavior</li><li>▪ Explain the role of parents, siblings and peers in identifying the behavior problems</li><li>▪ Choose appropriate ways of handling children with behavioral problems</li></ul>

## Chapter 8 Role of Family and Community in Human Development

Contents	Learning Outcomes
8.1. Parent child relationship	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of healthy parent child relationship</li> <li>▪ Discuss the effects of different types of parenting. (authoritarian, authoritative, permissive, neglecting)</li> <li>▪ Explain effects of parent – child relationship on the development of the child</li> <li>▪ Describe normal sibling relationship</li> <li>▪ Relate the effects of sibling relations on the development of personality</li> <li>▪ Discuss the role of parents in developing healthy sibling relations</li> <li>▪ Discuss peer relationship</li> <li>▪ Describe the negative and positive effects of peer pressures</li> <li>▪ Illustrate the effect of bullying in the school on children</li> <li>▪ Find the ways of tackling bullying in the school</li> <li>▪ Discuss the role of care takers (family members, maid, day care staff and teachers)</li> <li>▪ Identify the duties and responsibilities of caretakers</li> <li>▪ Discuss the impact of care takers on child and family development</li> <li>▪ Identify the duties and responsibilities of caretaker in relation to old age</li> </ul>
8.2. Sibling Relationship	
8.3. Peer Relationship	
8.4. Role of Caretaker	

## Chapter 9 Introduction to Textiles and Clothing

Contents	Learning Outcomes
9.1. Definition and Importance of Textiles and Clothing	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Define textiles</li><li>▪ Define clothing</li><li>▪ Differentiate between Textile and clothing</li><li>▪ Explain the importance of studying textile and clothing</li><li>▪ Define fibre</li><li>▪ List categories of fibers</li><li>▪ Identify textile fibres through different techniques</li><li>▪ Define textile fibres</li><li>▪ Classify textile fibres into different categories</li><li>▪ Describe the characteristics of Textile fibres</li><li>▪ Define fabrics</li><li>▪ Report the availability of different types of fabrics</li><li>▪ Classify different fabrics available in the market</li></ul>
9.2. Fibres	
9.3. Classification and characteristics of textile fibres	
9.4. Study of fabrics available in the market pure, and blends	



## Chapter 10 Dress Making

<b>Contents</b>	<b>Learning Outcomes</b>
10.1. Equipment of tailoring  10.2. Tailoring principles 10.3. Guidelines for selection of materials and design	Students should be able to: <ul style="list-style-type: none"><li>▪ Define tailoring</li><li>▪ List the equipment needed for tailoring</li><li>▪ Label the parts of sewing machine.</li><li>▪ Demonstrate handling and care of sewing equipment</li><li>▪ Describe basic principles of tailoring</li><li>▪ Discuss the importance of selecting proper equipment for tailoring</li><li>▪ Select proper procedure to tailor different materials</li><li>▪ Select fabrics in accordance to design</li><li>▪ Select proper thread in accordance with the fabrics</li><li>▪ Demonstrate taking correct body measurements</li><li>▪ Demonstrate the basic principles of cutting</li><li>▪ Select fabrics in accordance with the design</li><li>▪ Select fabrics in accordance with usage Describe the principles of dress designs</li><li>▪ Discuss the selection of dress design to suit different personality types</li><li>▪ Enumerate the principles for choosing dress for different Events</li></ul>

## Chapter 11 Clothing Requirements of Different Age Groups

<b>Contents</b>	<b>Learning Outcomes</b>
11.1 Factors effecting clothing requirements  11.2 Suitability of materials of different age groups  11.3 Alteration and remodeling clothes	Students should be able to: <ul style="list-style-type: none"><li>▪ List factors influencing selection of clothes</li><li>▪ Evaluate the significance of various factors</li><li>▪ Describe clothing requirement for different age groups</li><li>▪ Demonstrate the suitability of different designs for different age groups</li><li>▪ Select materials for different age groups according to climate conditions and occasions</li><li>▪ Select and purchase attractive, well-made durable clothes.</li><li>▪ Remodel garments to give them new look</li></ul>

## Chapter 12 Introduction to Management

Contents	Learning Outcomes
<p>12.1. Concepts of management</p> <p>12.2. Values, goals and standards</p> <p>12.3. Management of resources</p> <ul style="list-style-type: none"><li>• time</li><li>• money</li><li>• energy</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>▪ Define management</li><li>▪ Explain the process of management</li><li>▪ Describe the importance of management</li><li>▪ Discuss the process of decision making in family settings</li><li>▪ Define values, goals and standards Illustrate the types of goals and values</li><li>▪ Explain the importance of values and goals in family decision making</li><li>▪ Differentiate between realistic and unrealistic values and goals</li><li>▪ Classify different types of resources</li><li>▪ Plan time management for individuals and family</li><li>▪ Discuss the process of money management to meet family needs</li><li>▪ Utilize human resources to the maximum</li><li>▪ Cite practices in different social circumstances to generate income to improve management of the home.</li></ul>

## Chapter 13 Environment and Management

<b>Contents</b>	<b>Learning Outcomes</b>
13.1. Healthy environment  13.2. Sanitation and waste management  13.3. Safety in the Home	Students should be able to: <ul style="list-style-type: none"><li>▪ Define environment</li><li>▪ Explain the importance of environment</li><li>▪ Discuss the types of pollution (water, noise and air)</li><li>▪ Discuss ways to reduce pollution.</li><li>▪ Define sanitation</li><li>▪ Define waste management</li><li>▪ Describe the Importance of sanitation and waste management</li><li>▪ Discuss the ways of waste management</li><li>▪ Explain the methods of sanitation</li><li>▪ Discuss the importance of safety measures</li><li>▪ Summarize the advantages of safety for home and family</li></ul>

## Chapter 14 Art and Design

<b>Contents</b>	<b>Learning Outcomes</b>
14.1. Understanding design 14.2. Understanding elements and principles of design 14.3. Design and creativity	Students should be able to: <ul style="list-style-type: none"><li>▪ Define art</li><li>▪ Define design</li><li>▪ Discuss the elements and principles of design</li><li>▪ Describe the relation of art to home and environment</li></ul>

## Chapter 15 Art in Everyday Life

<b>Contents</b>	<b>Learning Outcomes</b>
15.1. Application of design in clothing 15.2. Application of design in the home and environment 15.3. Application of design in food presentation	Students should be able to: <ul style="list-style-type: none"><li>▪ Explain the importance of design in clothing</li><li>▪ Discuss the role of art in interior of home</li><li>▪ Apply art for the improvement of the environment</li><li>▪ Implement the elements and principles of art in the presentation of food</li></ul>

## PRACTICALS

Description	Practicals/Activity
<b>Chapter 1</b> Introduction to Home Economic	No practical
<b>Chapter 2</b> Introduction to Food and Nutrition	Practical file: <ul style="list-style-type: none"> <li>▪ Definition of relevant terms of nutrition</li> <li>▪ List the basic function of foods</li> <li>▪ Identify basic nutrients</li> </ul>
<b>Chapter 3</b> Understanding of Food and Diet	<ul style="list-style-type: none"> <li>▪ Using food groups plan and prepare and serve a day's menu for the families of different socioeconomic level (high income, middle income and low income)</li> <li>▪ File work: using food groups modify the diet for the following               <ul style="list-style-type: none"> <li>• toddlers</li> <li>• school going</li> <li>• teenagers</li> <li>• pregnant</li> <li>• lactating</li> </ul> </li> </ul>
<b>Chapter 4</b> Food Preparation	<ul style="list-style-type: none"> <li>▪ Make a poster illustrating different methods of food service</li> </ul>
<b>Chapter 5</b> Introduction to Childcare and Development	<ul style="list-style-type: none"> <li>▪ Make a poster illustrating developmental stages of children</li> </ul>
<b>Chapter 6</b> Development Characteristics	No practical
<b>Chapter 7</b> Behavioral Problems of Children	No practical
<b>Chapter 8</b> Role of Family and Community in Human Development	No practical

<b>Chapter 9</b> Introduction to Textiles and Clothing	<ul style="list-style-type: none"> <li>▪ Identification of fibre</li> </ul>
<b>Chapter 10</b> Dress Making	<ul style="list-style-type: none"> <li>▪ Ten basic embroidery stitches(table runner, wall hanging, a cushion)</li> <li>▪ Handling and care of sewing machine</li> <li>▪ Seam and seam finishes.</li> <li>▪ Taking measurement and drafting of basic bodice block.</li> </ul>
<b>Chapter 11</b> Clothing Requirements Of Different age Groups	<ul style="list-style-type: none"> <li>▪ Renovation of a shirt</li> </ul>
<b>Chapter 12</b> Introduction to Management	<ul style="list-style-type: none"> <li>▪ Make a poster illustrating causes of pollution.(group activity)</li> </ul>
<b>Chapter 13</b> Environment and Management	<ul style="list-style-type: none"> <li>▪ Make a project on recycling</li> </ul>
<b>Chapter 14</b> Art and Design	<ul style="list-style-type: none"> <li>▪ Make two goody bags</li> </ul>
<b>Chapter 15</b> Art in everyday life	<ul style="list-style-type: none"> <li>▪ Make two birthday cards</li> </ul>



## CHAPTERWISE PERCENTAGE

<b>Chapter</b>	<b>Weightage %</b>
Chapter 1: Introduction to Home Economics	6
Chapter 2: Introduction to Food and Nutrition	8
Chapter 3: Understanding of Food and Diet	8
Chapter 4: Food Preparation	7
Chapter 5: Introduction to Child Care and Development	7
Chapter 6: Developmental Characteristics	7
Chapter 7: Behavioral Problems of Children	5
Chapter 8: Role of Family and Community in Human Development	7
Chapter 9: Introduction to Textiles and Clothing	7
Chapter 10: Dress Making	6
Chapter 11: Clothing Requirements of Different Age Group	7
Chapter 12: Introduction to Management	7
Chapter 13: Environment and Management	6
Chapter 14: Art and Design	6
Chapter 15: Art and Everyday Life	6
<b>Grand total</b>	<b>100</b>

## **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 and constructive role in society. It thus becomes important that teaching and learning focus 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 21<sup>st</sup> 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:

<b>Learning Domains for Measurement</b>	<b>Weightage In Evaluation</b>
▪ 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"><li>▪ assessing what is most highly valued</li><li>▪ assessing rich, well-structured knowledge</li><li>▪ assessing scientific understanding and reasoning</li><li>▪ assessing to learn what students do understand</li><li>▪ assessing achievement and opportunity to learn</li></ul>	<ul style="list-style-type: none"><li>▪ assessing what is easily measured</li><li>▪ assessing discrete knowledge</li><li>▪ assessing scientific knowledge</li><li>▪ assessing to learn what students do not know</li><li>▪ assessing only achievement</li></ul>
<ul style="list-style-type: none"><li>▪ assessment pattern is subject to the requirement, policies, and procedures of the Examination Boards</li><li>▪ question paper should be based on the curriculum not on a particular textbook</li><li>▪ 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 should 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</li></ul>	

## **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 HOME ECONOMICS

### TEAM OF CURRICULUM WRITERS

<p>Dr. Seemal Jelani Member (Sciences) National Curriculum Council Ministry of Education Islamabad</p>	<p>Dr. Nosheena Saleem Principal, College of Home Economics Lahore</p>
<p>Dr Samia Kalsoom Associate Professor College of Home Economics Gulberg Lahore</p>	<p>Mrs. Attiya Inam Lecturer College of Home Economics Gulberg Lahore</p>
<p>Miss Saira Hayat Assistant Professor College of Home Economics Gulberg Lahore</p>	

### ADVISORY COMMITTEE FOR HOME ECONOMICS

<p>Professor Miss Matina Zia, Ex-Principal, College of Home Economics Lahore</p>	<p>Mrs. Samana Ali Bokhari, Associate Professor, Head of Department of Art and Design College of Home Economics Lahore</p>
<p>Mrs. Fareeda Durani, Professor College of Home Economics and Management Studies, F-7/2 Islamabad.</p>	<p>Miss Saman Zafar, Associate Professor, Textile and Clothing, College of Home Economics, and Management Studies, F-7/2 Islamabad</p>
<p>Mrs. Tayyaba Gul, Assistant Professor, Department of Clothing and Textile, University College of Home Economics, Mirpur A. J. K.</p>	<p>Dr Kaneez Fatima Associate Professor College of Home Economics University of Peshawar Peshawar</p>



<b>PANEL OF EXPERTS</b>	
<p>Mrs. Aameena Asghar Assistant Professor College of Home Economics University of Peshawar Peshawar</p>	<p>Faiza Tanveer Lecturer Department of Clothing and Textile College of Home Economics University of Peshawar Peshawar</p>
<p>Miss Shaista Ali Assistant Professor College of Home Economics University of Peshawar Peshawar</p>	<p>Prof. Dr. Rubina Hakeem Principal ( BS-19) Ra'ana Liaqat Ali Khan Govt. College of Home Economics, Stadium Road, Karachi.</p>
<p>Mrs. Sobia Akram Lecturer Department of Food and Nutrition University of College of Home Economics Mirpur, A.J.K</p>	<p>Mrs. Shenaz Khalid Assistant Professor D.I.H. Zuberi College of Home Economics Hyderabad</p>