

National Curriculum for
TEXTILES
AND
CLOTHING
Grades IX–X
2007



GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD

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INTRODUCTION

The study of Textiles and Clothing is a science, which facilitates and helps the students to develop the ability to distinguish different fabrics and utilize them according to their specific end-uses. The study of Textiles and Clothing is concerned with fabrics and the materials from which they are made. Clothing is the basic need of all human beings. It is required not only for protection but serves many purposes like adding to comfort, providing warmth, making one look attractive or for status identification. In order to make satisfactory choices, the consumer needs to know more about fabrics than ever before, as there is a variety of fibres and fabrics.

A study of the physical and chemical properties of fibres and fabrics helps to develop a better understanding of selection and care of the fabrics, which are used to make clothes. Consumers must have basic information about fibres, yarns, fabric construction and finishes if they are to select and care for textile products intelligently.

It is true of all fabrics that the performance and care required are determined by a combination of factors namely the fiber content, the yarn structure, method of construction and the fabric finish. The performance of garments is also dependent on trimmings, linings and the like. The consumer should be aware that poor performance is not always due to the fabric itself but may be due to lack of compatibility of fabrics used together in garments.

This information enables students to become better consumers of textile products and handle intelligently apparel and household textiles. It is equally important to develop an understanding of clothing construction, what makes clothing comfortable and what are the principles of cutting and sewing. This will help students to gain knowledge of a variety of sewing techniques and to learn how to use various fabrics keeping their compatibility in mind.

In the study of textiles, the students' initial interest will become an absorbing interest when they discover the fascination of fabrics and their cultural association. It is particularly important when factual study is supplemented by actual handling of the textile materials.

Keeping in view the changing trends and enormous strides being made in all spheres of activities, it has become essential that educational syllabi be subjected to periodic reviews. Necessary changes and modifications should be done wherever required to bring them up to the international standards. This will in turn broaden the horizon and vision of the students when they are being taught the latest techniques and have a deep scientific and practical approach. The young and impressionable minds of the students can easily grasp and absorb stimulating changes in the syllabi.

Students in grade IX and X are at the stage of their life where they need to understand the significance of Textile and Clothing in everyday living and develop positive attitude towards scientific learning.

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 Textile and Clothing to make it more vital, 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 Textile and Clothing curriculum is a wide-ranging exercise which is based on:

- consultative meetings with the working teachers, and professors to get feedback and comments on existing curriculum.
- identification of eminent areas of study
- identification of contents for communicating the impending areas.
- study of foreign curricula for comparison and guidelines
- deriving curriculum areas in accordance with potential 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 Textile and Clothing curriculum is based on the aspirations of our Government, a Curriculum that 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, 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 situations.

The structure of the course outline is based on rational 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:

- 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

The aim of this exercise is to make students rich in knowledge, understanding and skills so that they can meet the future challenges of the technological and scientific world.

AIMS AND OBJECTIVES

AIMS

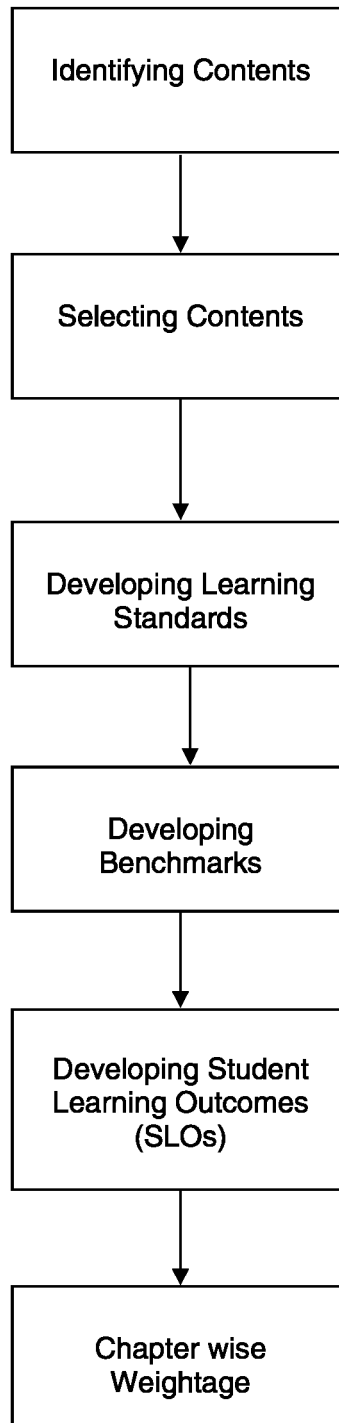
- utilization of human and non human resources to meet the needs as consumers
- develop ability to apply knowledge of Textile and Clothing to relevant problems of everyday life
- develop appropriate skills to meet professional needs in the areas of Textile and Clothing

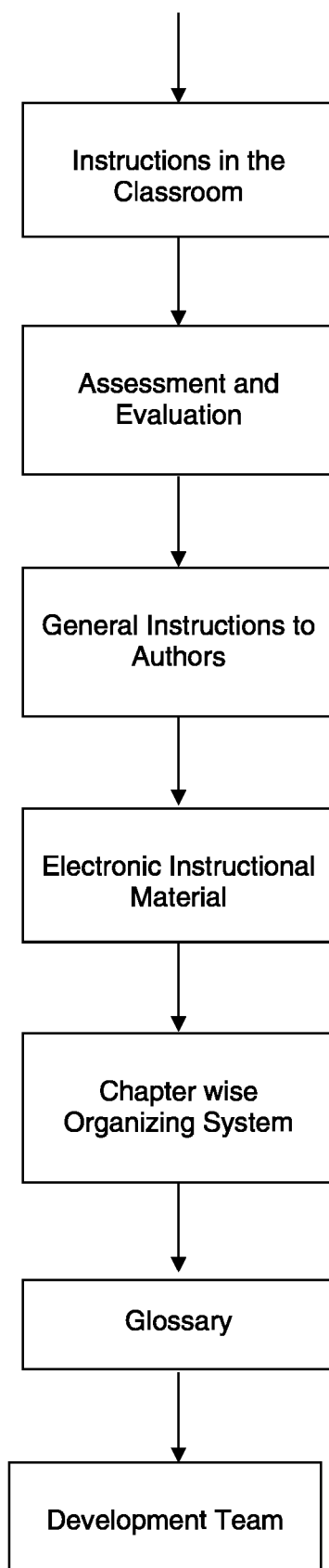
OBJECTIVES

- to impart knowledge in the field of Textiles and Clothing
- to demonstrate safe and appropriate use of tools and equipment to construct Textile and Clothing projects
- to learn to care for the tools and equipments needed to construct Textiles and Clothing projects
- to demonstrate a variety of sewing techniques
- to select appropriate materials for their Textiles and Clothing projects
- to select and purchase attractive, well made, durable fabrics according to personal requirements and climate
- to provide a concept of dress in keeping with the religious, cultural and social values
- to plan and produce simple textile items, using commercial patterns and making effective use of resources
- to prepare garments on the basis of style, fashion, price, size and fit
- to select clothing accessories according to different occasions
- to learn to care for garments of different fibre contents

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 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 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 textile and clothing taught for grade IX-X

LEARNING OUTCOMES

They indicate what students should know and be able to do for topic in the subject of textile and clothing. The learning outcomes sum up the total expectations from the student. Within this documents, the Learning Outcomes are presented fewer than 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 Textiles and Clothing are better able to understand and appreciate the Textile and Clothing industry and are also better able to make calculated decisions and take informed actions. Activities that require scientific thought include knowledge and understanding of textile technology, fashion and design. This curriculum will be of value in everyday living, developing creative abilities and attaining skills in self-expression and in meeting their own clothing needs and those of their families.

Standard 1.1

Students will describe and explain common physical and chemical properties of natural and synthetic fabrics, their transformation and applications in preparation and selection of fabrics for different end-uses.

2. Reflecting on Scientific Knowledge

Students well versed in the study of Textiles and Clothing 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 show an appreciation of scientific knowledge for the subject of Textiles and Clothing. 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

Students will demonstrate an understanding of the impact of science and technology on Textile industry. They will explain how people have contributed to and influenced developments in textiles and fashion industry.

3. Unifying Knowledge from Deferring Content Areas

Students well versed in the study of Textiles and Clothing are able to understand and unify knowledge from various fields for the development of the individual and the well being of the family.

Standard 3.1

Students will integrate knowledge, skills, practices from different content areas required for carrier in textiles and apparel industry.

4. Constructing New Scientific Knowledge

Students well-versed in the study of the Textiles and Clothing possess the ability to ask questions about the Textile world. They can develop solutions to problems that they encounter or questions, 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 and show interest in the natural world and demonstrate an increasing awareness that this has lead to new developments in textile sciences and technology. They will learn from books and other sources of information reconstruct previously learned knowledge.

BENCHMARKS

Standard 1.1 Students will describe and explain common physical and chemical properties of natural and synthetic fabrics, their transformation and applications in preparation and selection of fabrics for different end-uses

Benchmarks

1. Understand the physical and chemical properties of natural and synthetic fibres and fabrics and their utility in Textiles and Clothing.
2. Ability to perform simple textile tests, analyze and interpret information provided by testing laboratories in terms of the qualities desired in fabrics for specific uses.
3. Demonstrate aesthetic appreciations of fibres and fabrics

Standard 2.1 Students will demonstrate an understanding of the impact of science and technology on Textile industry. They will explain how people have contributed to and influenced developments in textiles and fashion industry.

Benchmarks

1. Analyze and interpret scientific information from textile test in terms of quality in fabrics and clothing
2. Appraise and interpret scientific information from textile testing in terms of quality in fabrics.
3. Demonstrate knowledge of principles of fashion and design in selecting apparel suitable for everyday life.
4. Apply scientific principles in designing, construction, care and upkeep of clothing for oneself and family.
5. Evaluate the principles underlying fashion and style and the difference between fad and fashion.
6. Design, construct and alter clothes and clothing accessories in a variety of materials, for persons of different age groups.
7. Demonstrate skills needed to produce, alter or repair textile products and apparel.

Standard 3.1 Students will integrate knowledge, skills, practices from different content areas required for carrier in textiles and apparel industry.

Benchmarks

1. Analyze career paths within textiles and apparel industries.
2. Demonstrate apparel and textile design skills.
3. Evaluate elements of textile and apparel merchandizing.
4. Evaluate the components of consumer service.
5. Demonstrate general operational procedures required for business profitably and career success.

Standard 4.1 Students will display a sense of curiosity and show interest in the natural world and demonstrate an increasing awareness that this has lead to new developments in textile sciences and technology. They will learn from books and other sources of information reconstruct previously learned knowledge.

Benchmarks

1. Generate scientific questions about Textiles and Clothing based on observations.
2. Develop solutions to problems through reasoning, observation, and investigations.
3. Design and conduct scientific investigations.
4. Use tools and equipment appropriate to scientific investigations.
5. Use sources of information in support of scientific investigations.
6. Gather and synthesize information from books and other sources of information.

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- Chapter 1 Introduction to Textiles and Clothing**
- 1.1 Definition of Textiles and Clothing
 - 1.2 Origin of Clothing
 - 1.3 Importance of Textiles and Clothing.
 - 1.4 Current Needs of Studying Textiles and Clothing.
- Chapter 2 Textile Fibres**
- 2.1 Classification of Textile Fibres
 - 2.2 Characteristics of Natural Fibres
 - 2.3 Characteristic of Man-Made Fibres
- Chapter 3 Textile Industry in Pakistan**
- 3.1 Major Areas Producing Natural Fibres .
 - 3.2 Centers for Industrial Weaving, Dyeing and Printing Units.
 - 3.3 Centers for Industrial Knitting and Stitching Unit.
- Chapter 4 Fibre Identification**
- 4.1 Techniques for Identification of Fibers.
- Chapter 5 Fabric Construction Basic Techniques**
- 5.1 Weaving and the Loom
 - 5.2 Different Techniques of Industrial Knitting.
- Chapter 6 Textile Design**
- 6.1 Textile Design
 - 6.2 Mass Produced Textile Designs
 - 6.3 Colour and Textiles.
- Chapter 7 Selection of Clothing**
- 7.1 Importance of Textile Knowledge in Selection of Fabrics.
 - 7.2 Clothing Selection
 - 7.3 Principles of Shopping
- Chapter 8 Fashion and Grooming**
- 8.1 Fashion
 - 8.2 Fashion and Grooming
 - 8.3 Diversity in Fashion

Chapter 9 Principles of Wardrobe Planning

9.1 Factors Determining Wardrobe Planning (family budget activities personality, season, age, occasion, values and social customs of the country).

9.2 Planning a Wardrobe for Various Family Members

Chapter 10 Care and Storage

10.1 Daily Weekly and Seasonally Care of Clothes

10.2 Principles of Storage

Chapter 11 Stain Removal

11.1 Principles of Stain Removal

11.2 Methods of Stain Removal

11.3 Care and Consideration in Stain Removal

Chapter 12 Business Opportunities and Careers in Textile and Clothing

12.1 Small and Medium Enterprises

12.2 Home Based Enterprises

12.3 Local Market

12.4 Export Market

Chapter 13 Introduction to Stitching

13.1 Parts of the Sewing Machine

13.2 Working and Care of Sewing Machine

13.3 Safety Precautions While Stitching

Chapter 14 Garments Construction

14.1 Body Measurements

14.2 Drafting

14.3 Cutting

14.4 Stitching

14.5 Embellishment

GRADES IX-X LEARNING OUTCOMES

Chapter 1 Introduction to Textiles and Clothing

| Contents | Learning Outcomes |
|--|---|
| 1.1. Definition of Textiles and Clothing 1.2. Origin of Clothing 1.3. Importance of Textiles and Clothing 1.4. Current needs of studying Textile and Clothing | Students should be able to: <ul style="list-style-type: none">▪ Define Textiles▪ Define Clothing▪ Differentiate between Textiles and Clothing▪ Outline the evolution of Textiles and Clothing▪ Explain the importance of studying textiles▪ Explain the importance of studying clothing▪ Discuss the current needs of studying Textiles and Clothing▪ Discuss the scope of Textiles and Clothing |

Chapter 2 Textile Fibres

| Contents | Learning Outcomes |
|---|---|
| 2.1. Classification of textile fibres 2.2. Characteristics of natural fibres 2.3. Man-made fibres | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Identify various fibres used in fabrics.▪ Classify textile fibre according to fibre source▪ Define fibre▪ Define yarn▪ Define fabric▪ Define and give examples of blended fabrics▪ Describe characteristics of different fibres▪ Differentiate between pure and blended fibres▪ Define natural fibres▪ Describe the characteristics of fabrics made from natural fibres▪ Relate characteristics to the fibres to their sources.▪ Define Man Made Fibres▪ Describe the characteristics of fabrics made from man-made fibres |

Chapter 3 Textile Industry in Pakistan

| Contents | Learning Outcomes |
|---|---|
| 3.1. Major areas producing natural fibres 3.2. Centers for industrial weaving dyeing and printing units 3.3 Centers for industrial knitting and stitching units | Students should be able to: <ul style="list-style-type: none">▪ State major areas producing natural fibres,<ul style="list-style-type: none">• cotton• wool• silk▪ List major industrial units in Pakistan ▪ State main centers of knitting in the country▪ List major stitching centers |

Chapter 4 Fibre Identification

| Contents | Learning Outcomes |
|---|---|
| 4.1. Techniques used for identification of fibres | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Enumerate the techniques of identification of fibres▪ Explain the techniques of fibre identification▪ Identify the fibres through the following methods:<ul style="list-style-type: none">• visual• burning• chemical test |

Chapter 5 Fabric Construction Basic Techniques

| Contents | Learning Outcomes |
|---|---|
| 5.1. Weaving and the Loom | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define weaving▪ Define Loom▪ Identify parts of basic Loom▪ List the basic steps in weaving operation▪ List different types of basic weaves▪ Explain the characteristics of different weaves▪ Identify different types of weaves in different fabrics▪ Define knitting▪ Discuss different techniques of knitting.<ul style="list-style-type: none">• hand• machine▪ Explain the vocabulary terms used for knitting▪ Explain the different processes of constructing knitted fabrics.▪ Describe the use of knitted fabrics |
| 5.2. Techniques of Industrial Knitting | |

Chapter 6 Textile Design

| Contents | Learning Outcomes |
|---|--|
| 6.1. Textile design 6.2. Mass produced textile design. 6.3. Colour and textiles | Students should be able to: <ul style="list-style-type: none">▪ Define textile design▪ Illustrate how fabrics are decorated▪ Describe various techniques of fabric design (block printing, tie and dye, screen printing.)▪ Classify different types of design (floral, geometric, etc)▪ Identify the examples of repeat design▪ Identify primary, secondary and tertiary colours▪ Identify warm and cool colours.▪ Locate colour schemes of the same design |

Chapter 7 Selection of clothing

| Contents | Learning Outcomes |
|---|--|
| <p>7.1 Importance of textile knowledge in selection of fabrics</p> <p>7.2. Clothing selection</p> <p>7.3. Principle of shopping</p> | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Apply textile knowledge in selection of fabrics▪ Account for the uses of different types of fabrics▪ Explain how the knowledge of textiles help in the proper selection of fabric▪ Enlist the factors which effect selection of clothing for an individual and family▪ Explain how the Islamic values effect selection of clothes▪ Explain how values and attitudes Influence the selection of dress.▪ Suggest elements and principles of design in the selection of clothing▪ Describe principles of shopping▪ Enumerate sound shopping practices▪ Explain advantages of planned shopping |

Chapter 8 Fashion and Grooming

| Contents | Learning Outcomes |
|---|--|
| 8.1 Fashion 8.2 Fashion and grooming 8.3 Diversity in fashion | Students should be able to: <ul style="list-style-type: none">▪ Define fashion▪ Establish current trends in fashion▪ Illustrate the social and economic importance of fashion▪ Define grooming▪ Explain the importance of grooming in everyday life▪ Understand the impact of fashion on personal grooming▪ Recognize differences and similarities between the local and global trends |

Chapter 9 Principles of Wardrobe Planning

| Contents | Learning Outcomes |
|--|--|
| <p>9.1 Factors determining wardrobe planning (family budget, activities, personality, season, age, occasion, values and social customs of the country)</p> <p>9.2 Planning a wardrobe for various family members</p> | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define wardrobe▪ Explain the principles of wardrobe planning▪ Discuss the importance of budget▪ Relate design to personality▪ Adapt dress design in accordance with values and social customs▪ Describe the underlying factors which guide in planning a wardrobe▪ Select suitable material for various age groups▪ Select suitable colours and designs for various age groups |

Chapter 10 Care and Storage of Clothing

| Contents | Learning Outcomes |
|---|---|
| <p>10.1 Daily, weekly and seasonal care of clothes.</p> <p>10.2 Principles of Storage</p> | <p>Students should be able to:</p> <ul style="list-style-type: none">▪ Describe care of clothes:<ul style="list-style-type: none">• daily• weekly• seasonal▪ State the principles of care of clothes in :<ul style="list-style-type: none">• washing• drying• ironing• proper hanging• folding▪ Define storage▪ Describe the principles of storage▪ Explain proper storage of clothes:<ul style="list-style-type: none">• daily• weekly• seasonal▪ Discuss the importance of proper clothing storage▪ Discuss how various types of clothes can be stored safely |

Chapter 11 Stain Removal

| Contents | Learning Outcomes |
|--|---|
| 11.1 Principles of stain removal. 11.2 Methods of stain removal 11.3 Care and consideration in stain removal | Students should be able to: <ul style="list-style-type: none">▪ Define stain removal▪ Discuss principles of stain removal.▪ Demonstrate the process of stain removal▪ Discuss the different methods for removing stains from different fabrics▪ Explain the different types of precautions to be taken during the process of stain removal▪ Demonstrate the safe handling of chemicals |

Chapter 12 Business Opportunities in Careers in Textiles and Clothing

| Contents | Learning Outcomes |
|--|--|
| 12.1 .Small and medium enterprises 12.2 .Home based enterprises 12.3.Local market 12.4. Export market | Students should be able to: <ul style="list-style-type: none">▪ Define small and medium enterprises▪ Describe organizations that facilitate business (banks SMEDA, NGOs)▪ Explain the significance of traditional textile production in Pakistan▪ Describe the working the home base production units▪ List various consumers items available in the markets (apparel to home fashions)▪ Report major exports (yarn, grey fabric, processed fabric, terry products and made-ups) |

Chapter 13 Introduction to stitching

| Contents | Learning Outcomes |
|--|---|
| 13.1 Parts of the sewing machine 13.2 Working and care of sewing machine 13.2 Safety precautions while stitching | Students should be able to: <ul style="list-style-type: none">▪ Identify parts of sewing machine▪ Describe the handling of sewing machine▪ Demonstrate competence in the use of sewing machine▪ Describe safe use of sewing machine, cleaning/ oiling of machines▪ Demonstrate competence in cutting fabrics▪ Demonstrate competence in use of pressing equipments |

Chapter 14 Garment Construction

| Contents | Learning Outcomes |
|---|--|
| 14.1 Body measurements 14.2 Drafting 14.3 Cutting 14.4 Stitching | Students should be able to: <ul style="list-style-type: none">▪ Take appropriate body measurements▪ Discuss the role of correct body measurements in stitching of a garment▪ Describe the principles of drafting▪ Demonstrate competence in laying out the pattern pieces and cutting▪ Describe principles of stitching▪ Demonstrate competence in stitching garment▪ Describe the correct use of different seams for different types of fabrics |

PRACTICALS

An examination of three hours based on the practical work including the evaluation of year's work.

| Description | PRACTICAL/ACTIVITY |
|--|--|
| Chapter 1 Introduction to Textiles and Clothing | <ul style="list-style-type: none"> ▪ Collect variety of man-made and natural textiles samples |
| Chapter 2 Textile Fibres | <ul style="list-style-type: none"> ▪ Identification of the fibres using simple methods ▪ Classify Textile fibres in a chart according to fibre source, chemical names ▪ Collect samples of different fabrics and add in the practical file |
| Chapter 3 Textile Industry in Pakistan | No Practical |
| Chapter 4 Fibre Identification | <ul style="list-style-type: none"> ▪ Demonstrate the procedure of fibre identification ▪ Identify the fibres through the following methods <ul style="list-style-type: none"> • visual test • burning test • chemical test ▪ Record the result in the practical file with samples |
| Chapter 5 Fabric Construction Basic Techniques | <ul style="list-style-type: none"> ▪ Demonstrate and develop basic weaves with yarn on a wooden frame <ul style="list-style-type: none"> • knitt • pearl • moss ▪ Visit to any Industrial knitting unit |

| | |
|---|--|
| Chapter 6 Textile Design | <ul style="list-style-type: none"> ▪ View video of surface design techniques ▪ Apply the techniques of Tie and Dye to the piece of cloth. ▪ Select a swatch of floral print and drawing and painting on paper ▪ Bring a piece of printed fabric that has floral and geometric fabric |
| Chapter 7 Selection of Clothing | <ul style="list-style-type: none"> ▪ Arrange a visit to fabric shops and boutiques |
| Chapter 8 Fashion and Grooming | <ul style="list-style-type: none"> ▪ Make a chart of grooming accessories |
| Chapter 9 Principles of Wardrobe Planning | <ul style="list-style-type: none"> ▪ Make a 10 pages scrap book, of desired wardrobes ▪ 5-images of casuals ▪ 5-images of formal |
| Chapter 10 Care and Storage | <ul style="list-style-type: none"> ▪ Make cloth bags and fill with dried tobacco's leaves, neem leaves, naphthalene balls ▪ Iron and fold various garments specially men's wear |
| Chapter 11 Stain Removal | <ul style="list-style-type: none"> ▪ Stain removal, ink, tea, grass, lipsticks, curry, milk, and grease from natural and synthetic fabrics |
| Chapter 12 Business Opportunities and Careers in Textiles and Clothing | <ul style="list-style-type: none"> ▪ Visit to local boutique or Karkhana |
| Chapter 13 Introduction to Stitching | <ul style="list-style-type: none"> ▪ Inspection and setting of sewing machine |
| Chapter 14 Garments Construction | <ul style="list-style-type: none"> ▪ Drafting of shalwar of a teenage girl ▪ Drafting of shirt according to one's own body measurement |

| | |
|--|--|
| | <ul style="list-style-type: none"> ▪ Stitching of shalwar ▪ Stitching of shirt for oneself ▪ Drafting of Basic Bodice Block of an infant ▪ Adaptation of the bodice block to make different styles and designs ▪ Stitching of an infant frock ▪ Make a wall hanging using any ten of the following stitches <ul style="list-style-type: none"> • running stitch • stem stitch • chain stitch • lazy daisy • satin stitch • long and short • herringbone • cross stitch • spider stitch • fly stitch • french knot • bullion knot • button hole • pearl knot • double knot ▪ Demonstration of seams and seam finishes ▪ Handling and care of sewing machine ▪ Storage and care of sewing Equipment |
|--|--|

| | |
|------|---|
| NOTE | <ul style="list-style-type: none"> ▪ Observe the correct pictures/ photographs of various items of Textiles and Clothing from old magazine / newspapers and paste them in a scrap book ▪ Collect news articles related to current needs in the filed of Textiles and Clothing ▪ Arrange field trip to Textile industry for practical demonstration ▪ Maintenance of a practical record book |
|------|---|

There is an apparent change in curriculum to give the student relevant information needed to become a better consumer of textile products and to teach others how they may select and purchase wisely. Once students are introduced to the practical application of textiles, they are inspired to develop their course of study to achieve their desired goals in the more technical areas.

- The course outline is adapted to meet the needs of schools with Textile and Clothing laboratories as well as schools that do not have laboratory facilities.
- Emphasis is given to the selection and care of fabrics.
- Fashion, aesthetics and economics are interrelated and play an important role in designing garments.
- The physical and chemical properties of the textile fibres are reduced to a simple and uniform format for easy comparison of fibre properties.

The primary objective is to give enough information about fabrics to the students in order to intelligently handle apparel and household textiles. The yarns in the garment may be absorbent of water repellent, smooth or fuzzy, very fine or coarse and have high twist or low twist. The structure of the yarn will contribute to resiliency, absorbency, shrinkage and so on.

CHAPTERWISE PERCENTAGE

| Chapter | Weightage % |
|---|-------------|
| Chapter 1: Introduction to Textiles and Clothing | 8 |
| Chapter 2: Textile Fibres | 8 |
| Chapter 3: Textile Industry in Pakistan | 6 |
| Chapter 4: Fibre Identification | 7 |
| Chapter 5: Fabric Construction Basic Techniques | 7 |
| Chapter 6: Textile Design | 6 |
| Chapter 7 Selection of Clothing | 8 |
| Chapter 8: Fashion and Grooming | 8 |
| Chapter 9: Principles of Wardrobe Planning | 7 |
| Chapter 10: Care and Storage of Clothing | 6 |
| Chapter 11: Stain Removal | 7 |
| Chapter 12 Business Opportunities and Careers in textile and Clothing | 6 |
| Chapter 13: Introduction to Stitching | 8 |
| Chapter 12: Garments Construction | 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 and constructive role in society.

It thus becomes important that teaching and 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 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:
- 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 |
| <ul style="list-style-type: none">▪ 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 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 | |

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.

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