

CURRICULUM FOR

ESSENTIALS OF HOME ECONOMICS

GRADES VI – VIII



PUNJAB CURRICULUM AND TEXTBOOK BOARD

LAHORE

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PREAMBLE

Curriculum is foundation of the educational enterprise. It is a means through which nations transmit their philosophy of life and its spirit to exemplify their value system to its young generations. The development of curriculum requires inputs from stakeholders to reflect the needs of society and interests of the learners.

Curriculum, syllabus, and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18th Constitutional Amendment, the development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Schemes of Studies and curricula / textbooks etc. are now the exclusive domain of the Punjab Curriculum and Textbook Board under Punjab Curriculum and Textbook Board Act, 2015 (Act VI of 2015).

To carry out its mandate, the Punjab Curriculum and Textbook Board has prepared a new Scheme of Studies from Early Childhood Education to Intermediate Level for the province of Punjab in consultation with all the stakeholders involved in the delivery of education. The Scheme of Studies-2019 is prepared keeping in view the arising need of technology in our society, modern trends in education system and how to bridge the gap between public / private schools and Deeni Madaris of the Punjab. With the blessing of Allah Almighty, this endeavor will be prolific to generate a new youth, useful for the socio-economic development of the country.

For developing Curriculum of Essentials of Home Economics for Grade VI – VIII, the National Curriculum-2007 for Grades VI-VIII developed by the Ministry of Federal Education, Islamabad has been taken into consideration as a reference documents.

This Curriculum will hopefully pave the way for bringing about qualitative change in education at all levels.

Managing Director

INTRODUCTION

Home Economics is described as an ‘interdisciplinary’ and a ‘multi-disciplinary’ subject, with the importance of families at the core of everything undertaken by professionals in the field. It is multi-disciplinary because it does not teach a skill for the sake of skill. The subject teaches for application and for informed decisions leading to endless scenario. Also, it guides to develop evaluative and critical thinking skills, and empowers individuals no matter what their context be.

The main focus of Home Economics is on the quality of life of individuals and that of families as well as communities. Home Economics recognises the family as the most important single influence in the nurture, care, and education of its members. It applies principles and knowledge from the physical, biological, social sciences and the arts to the practical needs and concerns of families and communities.

The International Federation for Home Economics (IFFHE) formalised an international understanding of Home Economics: “The study of household management for achieving the highest quality of life” (IFFHE, 2004).

The curriculum of Home Economics, at the elementary level, promotes the well-being of individuals, families, and communities through the study of the provision of basic human requirements for food, clothing, and effective resources management. Home Economics, therefore, includes units on food and Nutrition, Textiles and Clothing, Child Development, Art and Craft, Housing and Interior Design, Family and Consumer Economics and Management.

These topics are essential to all students of any gender not specifically for girls. Home economics classes provide essential skills to students that are both applicable now in their present family and in the future when they establish-homes of their own. Inclusive home economics education leads to a more understanding and considerate household where such friction can be avoided when two people agree on such basic philosophies as methods of child rearing and general decision-making, or on the handling of finances. This leads to likeness of thought and empathy between partners.

Rationale for Curriculum Enhancement

The curriculum, developed in 2007, is being revised at present because the scope of Home Economics has broadened considerably. Societal development and knowledge revolution come so fast that the need to address the changing condition requires new curriculum designs. It needs to reflect on the latest philosophies and concepts of Home Economics, which have broadened and expanded to include recent obligations to family-centered and individual

development programs. It now includes a broader and more in-depth perspective, to foster both intellectual and personal growth and enhance a positive lifestyle. It also needs to include areas of national and international interest.

It aims to support educators in developing a climate within the classroom that is conducive to learning. Home Economics must be seen in the context of ‘family studies’, and vice versa, in a more holistic context than before to provide a range of experiences that can be applied to everyday living and future life choices. The revised curriculum better integrates the subject of home-economics with some significant domains like health education and parental education. Hence it guides for child-development, social, and family relationships, and interest in business opportunities. The curriculum also highlights social, economic, and environmental impact on the management of everyday life of individuals, families, and households, and expands the understanding of the ecological view in the larger environment.

A view of the classroom reveals new approaches to living today. Students can select content and learning strategies thereby moving towards a more student-centered approach. New advances in technology have diminished the hours spent in meeting the physical needs of a family but have increased the need for decision-making and management responsibilities of the student. As consumers and wage-earners, students need developing skills to meet these needs. Curricula reflect these changes and demands. Flexibility has come to be the key word in the curriculum of Home Economics today. As youth experiences changing concepts of the home, of the family, and their own personal role in society, so the revised curriculum is required to be flexible in meeting these needs. Innovation and change are imperative in a realistic Home Economics program.

AIMS AND OBJECTIVES, STANDARDS AND BENCHMARKS

Aims and Objectives:

Aims:

- Develop knowledge of Home Economics with special reference to family living.
- Strengthen the family as basic unit of society.
- Integrate and apply knowledge from all areas of Home Economics.

Objectives:

The objectives of the curriculum of Home Economics (VI-VIII) enables students to:

1. Identify contextual factors contributing to the well-being of individual, family, and community with application of knowledge from different components like Food and Nutrition, Textiles and Clothing, Child Development, Art and Craft, Housing and Interior Design, Family and Consumer Economics and Management.
2. Evaluate the impact of social, cultural, economic, scientific, and technological developments on the well-being of individuals, families and community.
3. Be responsible citizens and informed consumers willing to contribute to the well-being of individuals, families, and community in terms of meeting basic human needs.
4. Demonstrate good use of management and organizational skills in handling physical and socio-economic resources for self, family, and community.
5. Promote the creative use of indigenous material of the region and the appropriate technologies to improve social and economic well-being.
6. Strengthen their daily life experiences and stimulate ideas of creativity.
7. Get a deep insight into the subject.

STANDARDS AND BENCHMARKS

The unprecedented economic and social changes in the environment occurring in the Post COVID era, has increased the challenge of preparing students to meet the emerging contexts of life. It is evident that imparting education in the field of Home Economics has many opportunities to develop a visionary approach to education for future oriented sustainable development improving the quality of life at individual, family, community, and global level. Home Economics develops self confidence in students by opening their minds to diverse fields of knowledge. It prepares them for future life along with pursuing higher education and vocational training. It develops human progress, which is necessary for well-being, vibrant for all aspects of human experience and allows society to grow.

STANDARDS

Standards refer to the educational requirements in each subject area and at each grade level that students are expected to learn, and teachers are expected to teach. They are what students should know and be able to do. Standards can be used as a reference point for planning, teaching, and learning programs and for assessing students' progress, and may emphasize interdisciplinary themes as well as concepts in the core academic subjects. These should be clear, straight forward, observable, measurable, and well-articulated. Standard based curriculum includes six characteristics which are comprehensibility, coherence, development of ideas in depth, promotion of sense making, engagement of students and motivation for learning.

Types of Standards

1. **Content Standards** are statements about what learners should know and be able to do with contents.
2. **Performance Standards** show how the learners have achieved the standards targeted. These refer to how learners are meeting a standard and show the learners' progress towards meeting a standard.
3. **Proficiency Standards** tell us how well learners should perform.

BENCHMARKS

Benchmarks identify the expected understandings and skills needed for content standards by grade level and are tracked according to predetermined time intervals. Our benchmarks are only for Home Economics taught for grade VI-VIII.

LEARNING OUTCOMES

The learning outcomes indicate what students/learners should know and be able to do for the topic in the subject of Home Economics. These learning sum up the total expectations from the student. Within this document, the learning outcomes are presented in three sub headings:

- Understanding
- Skills Development
- Science and Technology

The Standards and the accompanying Benchmarks will assist in

- Developing comprehensive curriculum,
- Fostering diversity to establish high quality learning outcomes and
- Providing an accountability tool to individuals involved in the education sector.

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, make calculated decisions and take informed actions. Knowledge and understanding of the real world and the observation of phenomenon of growth & development help individuals adapt to and modify (for better) the world around them. It is important to let students experience creativity and use the power of technology to support necessary skills and learn in unique ways. By allowing creative thinking and gauging understanding of content standards through a portfolio-based system, students can display their concept retention while producing tangible and valuable outcomes.

Standard 1.1

Students will be able to develop new skills, solve practical problems, and make informed decisions — both individually and collectively. New scientific knowledge may lead to new applications. As a result, students will function as rational providers & consumers of goods & services.

2. Reflecting on Scientific Knowledge

Students well versed in the study of the Home Economics can analyze or reflect on their knowledge and experience. They can find logical explanation of knowledge and make informed choices by using theoretical or empirically based arguments. This ability of reflection practice could promote achievement. 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 & cultural perspective regarding different 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 analyze the emerging needs of the family in the dynamic global scenario and its impact on the well-being of individual & community.

Standard 2.2

Students will identify, evaluate the available and expand resources as related to the needs of individuals, families, & communities.

3. Unifying Knowledge from Deferring Content Areas

Students well versed in the study of Home Economics can understand and unify knowledge from various fields and use it for the development of individuals and well-being of the family and community in general.

Standard 3.1

Students will integrate skills and practices from different specialized fields of Home Economics to get a holistic basis for professional growth.

Standard 3.2

Students will demonstrate wellness practices that enhance individual and family's quality of life.

4. Constructing New Scientific Knowledge

Students well versed in the study of the Home Economics, possess the ability to ask questions about the world. They can develop solutions to problems that they encounter 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 of new developments in the subject of Home Economics. They will learn from books and other sources of information in order to reconstruct previously acquired knowledge. They will find new ways in solving problems and resolving social issues.

BENCHMARKS

Standard 1.1

Students will be able to develop new skills, solve practical problems, and make informed decisions — both individually and collectively. New scientific knowledge may lead to new applications. As a result, students will function as rational providers as well as consumers of goods and services.

Benchmarks

1. Access, gather and evaluate information about consumer's goods and services for a variety of resources.
2. Examine factors that influence wants and needs.
3. Evaluate how individual priorities and goals affect individual decisions.
4. Apply skills learned in basic 5 specializations of Home Economics for better utilization of resources.

Standard 2.1

Students will analyze the emerging needs of a family in the dynamic global scenario and its impact on the well-being of individual and society.

Benchmarks

1. Examine the inter-relationship of family, community roles and responsibilities of individuals.
2. Evaluate the impact of global change, technology, culture, and other factors on individuals and family's needs and resources.
3. Analyze factors that impact well-being of individuals, families and communities.

Standard 2.2

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

Benchmarks

1. Explain how families as a basic unit of society are responsible for the long term needs and interests of their members.
2. Identify responsibilities of individuals and families within their home and communities.
3. Analyze resource consumption for conservation and future environmental impact.

Standard 3.1

Students will integrate skills and practices from different specialized fields of Home Economics to get a holistic ground for professional growth.

Benchmarks

1. Identify the problems of individual, family, and those of community, and suggest comprehensive solutions applying the knowledge from the specialized fields of Home Economics.
2. Understanding of the role and function of physical and social sciences in the study of Home Economics.

Standard 3.2

Students will demonstrate wellness practices that enhance individual and family's well-being.

Benchmarks

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

Standard 4.1

Students will display a sense of curiosity and interest in social world, and demonstrate an increasing awareness of new developments in the subject of Home Economics. They will learn from books and other sources of information in order to reconstruct previously acquired knowledge. They will find new ways in solving problems and resolving social issues.

Benchmarks

1. Describe limitations in personal knowledge.
2. Show how common themes of science, mathematics, and technology apply in real world contexts.
3. Describe the role of emerging knowledge and new technologies in combating social issues.

GRADE VI

CHAPTER 1: INTRODUCTION TO HOME ECONOMICS

CONTENTS	STUDENT LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
1.1 What is Home Economics?	<ol style="list-style-type: none"> 1. Define the term Home Economics. 2. Describe Home Economics as a subject and a profession. 	<ol style="list-style-type: none"> 1. Analyse the basic concepts and characteristics of Home Economics.
1.2 Why study Home Economics?	<ol style="list-style-type: none"> 1. Explain the importance of Home Economics. 2. Relate the beneficial role of Home Economics in everyday life. 	<ol style="list-style-type: none"> 1. Justify the importance of Home Economics as an optional subject.
1.3 Modern Trends in Home Economics	<ol style="list-style-type: none"> 1. Identify and enlist the contemporary trends in the field of Home Economics. 	<ol style="list-style-type: none"> 1. Contextualize the global trends with the local tendencies. 2. Predict the future trends in Home Economics in Pakistan.

CHAPTER 2: FOOD AND NUTRITION

CONTENT	STUDENT LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
2.1 Food and Nutrition	<ol style="list-style-type: none"> 1. Define Food and Nutrition. 	
2.2 Functions of Food	<ol style="list-style-type: none"> 2. Describe the functions of food in the body. 	<ol style="list-style-type: none"> 1. Make a chart of physical growth for each child like weight, height, etc. (note progress).
2.3 Relationship of Food to Health	<ol style="list-style-type: none"> 1. Identify the effect of food intake on health: how under and over intake of nutrients effect health. 	<ol style="list-style-type: none"> 1. Categorize diseases which are related with uneven intake of food.
2.4 Food Guide Pyramid	<ol style="list-style-type: none"> 1. List seven food groups 	<ol style="list-style-type: none"> 1. Evaluate food pyramid

	2. Identify food in each group 3. Relate food group with food guide pyramid. 4. Understand the importance of food pyramid in meals and daily food intake.	2. Identify foods and food resources. i. Seasonal foods ii. Local foods 3. Visit market to see seasonal fruits and vegetables. 4. Compare the prices of seasonal and non-seasonal fruits and vegetables.
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CHAPTER 3: NUTRIENTS

CONTENT	STUDENT LEARNING OUTCOMES	
	KNOWLEDGE	SKILLS
3.1 Basic Nutrients: An Introduction	1. List basic nutrients in food. 2. Identify protein, carbohydrates, fats as the only nutrients which provide energy.	1. Categorize foods according to their nutrients. 2. Differentiate between nutrient dense and caloric dense foods.
3.2 Balanced Diet	1. Relate food pyramid with meal and daily intake of nutrients.	1. Use food pyramid to analyse meals. 2. Evaluate food groups according to their nutrient contribution.

CHAPTER 4: UNDERSTANDING HUMAN DEVELOPMENT

Content	STUDENT LEARNING OUTCOMES	
	KNOWLEDGE	SKILL
4.1 Definition of “Growth” and “Development”	1. Define the term growth. 2. Define the term development.	1. Differentiate between growth and development.

4.2 Stages of development:	1. List the major developmental stages, and milestones for children. 2. Describe stages of development.	3. Display pictures of newborn infants and discuss what a baby needs to be healthy. 4. List and discuss similarities and differences between childhood and adolescent needs. 5. Prepare a collage from pictures, cartoons, printed words to illustrate their development. 6. Prescribe developmental needs (physical, social, emotional, and intellectual).
i. Prenatal Development (conception to birth)		
ii. Infancy and Toddlerhood (birth to 2 years)		
iii. Early Childhood (3-6 years)		
iv. Middle Childhood (6-11 years)		
v. Adolescence (11-21 years)		
vi. Early Adulthood (18-40)		
vii. Middle Adulthood (41-65)		
viii. Late Adulthood (65 and beyond)		

CHAPTER 5: SOCIAL PLAY

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
5.1 What is “Social Play”?	1. Define “Social Play”.	
5.2 Importance of Social Play	1. Describe how play can help in physical, social, motor, emotional and cognitive development.	1. Generate a list of emotions that children express during play. 2. Relate different play activities with these developments i. Physical ii. Motor iii. Emotional iv. Cognitive v. Social

5.3 Types of Play	1. Describe different types of play.	1. Prepare a class poster illustrating different types of play. 2. Role play a variety of situations. 3. Examine their own books and toys and describe what they have learned from each source.
5.4 Functions of Play		1. Plan and organize a play activity. 2. Relate the activity with different benefits of play.

CHAPTER 6: CLOTHING

TOPIC: Clothing	SLOs	
	Knowledge Students will be able to:	Skills Students will be able to:
6.1 Importance of Clothing	1. Describe significance of clothing. 2. Explain the primary functions of clothing. 3. Discuss the role of elements of design in clothing.	1. Analyze human clothing needs. 2. Identify individual clothing needs. 3. Identify family clothing needs. 4. Apply the elements of design in clothing. 5. Communicate through clothing.
6.2 Selection of Appropriate Dress	1. Explain the selection of dress according to <ol style="list-style-type: none"> Occasion Season Physique/body shape Religion. 	1. Classify dresses according to season, physique/body shape and occasions such as: <ul style="list-style-type: none"> Eid Birthday Wedding 2. Differentiate between formal and informal dresses. 3. Select appropriate dress according to Islamic values.

		4. Categorize fabrics according to their appropriateness in Islam.
6.3 Embellishment Techniques	1. Explain different techniques used in embellishment.	1. Design and develop an embroidery sample by using any of the following five basic stitches: <ol style="list-style-type: none"> Running stitch Stem stitch Chain stitch French knot Herring bone Buttonhole 2. Design different articles like hand napkins, table mats, decoration items and sale them to be independent citizen.

CHAPTER 7: PERSONAL APPEARANCE AND GROOMING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
7.1 What is “Personal Appearance” and “Grooming”?	1. Discuss the importance of grooming and personal appearance in everyday life. 2. Describe advantages of good posture and maintenance of body position. 3. Explain different body shapes and total outlook.	1. Analyze good and bad body postures. 2. Evaluate different body shapes. 3. Select clothing according to their own body shape.
7.2 Importance of Grooming	1. Explain characteristics of personal grooming. 2. Identify indicators of good grooming.	1. Develop a plan for personal grooming.
7.3 Personal Hygiene	1. Explain the significance of personal hygiene in grooming.	1. Develop a plan for personal hygiene.

CHAPTER 8: ART AND DESIGN

TOPIC	KNOWLEDGE Students will be able to:	SKILL Students will be able to:
8.1 Definition of Art and Design	1. Define art and design (color wheel, primary, secondary, tertiary colors).	1. Make a color wheel.
8.2 Importance of Art in Everyday Life	1. List the elements of design. 2. Describe the elements of design (primary, secondary, tertiary). 3. Describe the principles of design. 4. Explain the importance of art in daily life.	1. Identify, recognize, and draw the elements of design. 2. Rationalize the importance of elements in daily life.
8.3 Art as a Form of Expression	1. Define self-expression i. Describe creativity ii. Illustrate creativity.	1. Express creativity through designing and making a craft. 2. Make different articles and market it.

CHAPTER 9: HOME MANAGEMENT

Content	Knowledge Students will be able to:	Skills Students will be able to:
9.1 Definition of Home Management	1. Define terms: i. Home ii. Management iii. Home Management	
9.2 Significance of Home Management	1. Explain the importance of home management in daily living. 2. Enlist good and poor management practices.	1. Organize the resources for better management of home., 2. Differentiate between good and poor management practice.
9.3 Management Process	1. Describe the steps of management process such as: i. Planning ii. Organizing iii. Leading iv. Staffing v. Controlling.	1. Illustrate management process.

	2. Describe the significance of each step of management process.	
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CHAPTER 10: RESOURCES

Content	Knowledge Students will be able to:	Skills Students will be able to:
10.1 Definition of Resources	1. Define “Resources”.	
10.2 Types of Resources	1. Outline types of resources. 2. Formulate list of human and non-human resources.	1. Evaluate types of resources available to them (students).
10.3 Management of Resources	1. Explain management of resources. 2. Identify the available resources. 3. Explain the importance of time and energy.	1. Prepare a daily activity plan. 2. Prepare budget of your pocket money.
10.4 Management of: i. Time ii. Energy and iii. Money	1. Define time, energy, and money management 2. Describe the steps taken in: i. time management ii. energy management iii. money management.	1. Illustrate benefit of good; i. time management ii. energy management iii. money management.

PRACTICALS: GRADE VI	
Contents	Practical
Chapter 1: Introduction to Home Economics	N. A
Chapter 2: Food and Nutrition	<ol style="list-style-type: none"> 1. Preparation of three dishes using foods from different food groups for example salads, raita 2. Make a chart to analyze the effect of food intake on health: how under and over intake of nutrients effect health.
Chapter 3: Nutrients	<ol style="list-style-type: none"> 1. Cut fruits, vegetables by using knife, grater 2. Turn on light stove 3. Open tins by taking safety measures 4. Use apron 5. Identify simple cooling methods 6. Do boiling of different liquids 7. Do stir frying 8. Handle hot pans. 9. Make a poster to show the foods in different food groups available during different seasons in the market.
Chapter 4: Understanding Human Development	--
Chapter 5: Social Play	<ol style="list-style-type: none"> 1. Plan and prepare chart of interesting play activities for children of age 3 - 4. (group activity) 2. Prepare a poster illustrating different types of play.
Chapter 6: Clothing	<ol style="list-style-type: none"> 1. Select appropriate dress according to function like Meena bazar, practical activity,.. 2. Design and develop an embroidery sample/article by using any of the following five basic stitches: <ul style="list-style-type: none"> • Running stitch • Stem stitch • Chain stitch • French knot • Herring bone • Buttonhole 3. Develop an action plan to sale/market the prepared article 4. Collect pieces of different fabrics and paste them in the practical file.
Chapter 7: Personal Appearance and Grooming	<ol style="list-style-type: none"> 1. Poster illustrating good grooming practices
Chapter 8: Art and Design	<ol style="list-style-type: none"> 1. File work of <ul style="list-style-type: none"> • elements of design. • Drawing from life. • Color-wheel.

	<ul style="list-style-type: none"> • Collect materials of different textures to make design • Draw primary and secondary colors • Drawing flowers and leaves. <ol style="list-style-type: none"> 2. Introduce different crafts to develop individual creativity. <ul style="list-style-type: none"> • Clay craft. • Collage (pictures). • Paper Mache. 3. Make bookmarks and greeting cards.
Chapter 9: Home Management	<ol style="list-style-type: none"> 1. File work: diagram of management process
Chapter 10: Resources	<ol style="list-style-type: none"> 3. Prepare a daily activity plan. 4. Prepare budget of your pocket money.

CHAPTERWISE PERCENTAGE GRADE VI			
Contents	Theory	Practical	Total
Chapter 1: Introduction to Home Economics	4%	--	4%
Chapter 2: Food and Nutrition	8%	5%	13%
Chapter 3: Nutrients	6%	5%	11%
Chapter 4: Understanding Human Development	6%	--	6%
Chapter 5: Social Play	6%	5%	11%
Chapter 6: Clothing	8%	5%	13%
Chapter 7: Personal Appearance and Grooming	4%	4%	8%
Chapter 8: Art and Design	6%	8%	14%
Chapter 9: Home Management	4%	4%	8%
Chapter 10: Resources	8%	4%	12%
Grand Total	60%	40%	100%

Grade VII

CHAPTER 1: UNDERSTANDING HOME ECONOMICS

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
1.1 Specializations of Home Economics	1. List the specializations of Home Economics.	1. Analyze the holistic nature of these specializations. 2. Demonstrate different life skills under various specializations. 3. Relate these specializations with each other and as separate fields. 4. Rank specializations according to their interest.
1.2 Philosophy, Purpose, and Scope of Home Economics	1. Describe the philosophy and purpose of Home Economics 2. Explain the significance of this field at home and in professional settings	1. Relate the role of different specializations in improving their own life. 2. Appraise the field of Home Economics in improving the individual, family, and community
1.3 Capabilities Developed through Home Economics Education	1. Illustrate the various proficiencies developed by studying Home Economics	1. Demonstrate the learned life skills with special emphasis on decision making and creativity

CHAPTER 2: MEAL MANAGEMENT

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
2.1 Definition of Meal Management	1. Define meal management.	1. Analyze the importance of different meals taken in a day.
2.2 Principles of Meal Management	1. Explain the principles of meal management. 2. Describe factors affecting meal planning.	1. Suggest more relevant points in relation with their family meal planning. 2. Analyze the effects of poor meal planning.

2.3 Menu Planning for the Family	<ol style="list-style-type: none"> 1. Define Menu. 2. List different meals taken by family. 3. Explain the importance of menu planning. 	<ol style="list-style-type: none"> 1. Analyze the importance of various meals of the day.
2.4 Nutritional Needs of Family Members	<ol style="list-style-type: none"> 2. Discuss the nutritional needs of each family member. 3. Describe the intake of different foods at various stages of life. 	<ol style="list-style-type: none"> 1. Relate the knowledge with food intake of each family member. 2. Plan meals for family members at various stages of life.
2.5 Food, Fads and Fallacies	<ol style="list-style-type: none"> 1. Identify food fads. 2. Discuss the effects of food fads and fallacies on the health of an individual. 	<ol style="list-style-type: none"> 1. Evaluate and criticize some cultural/traditional food fads and their validity.

CHAPTER 3: FOOD PREPARATION AND SERVICE

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
3.1 Selection and Purchase of Food	<ol style="list-style-type: none"> 1. Define purchase. 2. Describe the factors to be kept in mind while selecting and purchasing foods. 3. Discuss the duties of a responsible consumer. 	<ol style="list-style-type: none"> 1. Select and purchase foods more rationally. 2. Behave as more responsible consumers.
3.2 Food Preparation	<ol style="list-style-type: none"> 1. Describe the methods of preparing food. 	<ol style="list-style-type: none"> 1. Practice and demonstrate basic techniques of measuring and preparing food.
3.3 Cooking Techniques	<ol style="list-style-type: none"> 2. Describe the basic cooking techniques. 	<ol style="list-style-type: none"> 1. Practice and demonstrate the basic cooking techniques such as frying, boiling, steaming, and baking.
3.4 Service of Food	<ol style="list-style-type: none"> 1. Set /lay the table. 	<ol style="list-style-type: none"> 1. Lay table. 2. Practice behavior and etiquettes at mealtime.
3.5 Hygiene and Safety in Kitchen	<ol style="list-style-type: none"> 1. Describe basic hygiene practices in the kitchen. 	<ol style="list-style-type: none"> 1. Apply the basic principles of hygiene.

	2.Explain the safety measures that should be taken during food preparation and cooking.	2. Apply the safety measures while working in the kitchen.
3.6 Kitchen Gardening	1. Introduction and importance of kitchen gardening.	1. Kitchen gardening activity at campus.

CHAPTER 4: THE FAMILY

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
4.1 Definition of Family	1. Define family.	1. Create a tree with pictures of family members.
4.2 Family Life Cycle	1. Explain developmental stages of family life cycle.	1. Create a bulletin board displaying/ depicting the stages in the family life cycle. 2. Explain concerns related to different stages of the family life cycle.
4.3 Importance of the Family in Society	1. Explore role of family in the society and their interaction with peers and friends.	1. Reflect on how human needs are met by family.
4.4 Role of an Individual in Family and Society	1. Describe role in their family. 2. Explain their responsibility in the society.	1. Distinguish between responsibilities of various roles within a family: parent, child, sibling, grandparent, or others living in the family structure.

CHAPTER 5: FAMILY RELATIONSHIPS

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
5.1 Importance of Family Relationship	1. Identify various roles present within the family.	1. Illustrate responsibilities within their own family.

	<ol style="list-style-type: none"> Describe the variety of relationship in their lives. Explain the importance of positive family relations. 	<ol style="list-style-type: none"> Prepare a class checklist of family roles, responsibilities, and duties. Identify roles and responsibilities done by parents, children, grandparents, and others. Justify how family relationships can be improved.
5.2. Parent-Child Relationship	<ol style="list-style-type: none"> Describe the responsibilities of children towards their parents. Write importance of parents in their lives and ways to improve parent-child relationship. 	<ol style="list-style-type: none"> Compile a list of things parents do for children.
5.3 Sibling Relationship	<ol style="list-style-type: none"> Discuss the importance of sibling relationship. Explain the factors contributing towards positive sibling relationship. 	<ol style="list-style-type: none"> Draw a connection between positive relationship among siblings and the community as a youth leader/student.

CHAPTER 6: WARDROBE PLANNING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
6.1 Importance of Wardrobe Planning	<ol style="list-style-type: none"> Describe wardrobe planning. Explain the importance of wardrobe planning in everyday life. 	<ol style="list-style-type: none"> Appraise properly planned wardrobe. Justify the need for wardrobe planning.
6.2 Principles of Wardrobe Planning	<ol style="list-style-type: none"> Discuss the principles of wardrobe planning. 	<ol style="list-style-type: none"> Plan their wardrobe according to their: <ol style="list-style-type: none"> budget season occasion

6.3 Shopping Practices	<ol style="list-style-type: none"> 1. Explain effective shopping practices. 2. Illustrate advantages of good shopping practices. 3. Describe factors to keep in mind while purchasing readymade garments: <ol style="list-style-type: none"> i. fabric quality, ii. proper fit, and iii. stitching quality of the garment 	<ol style="list-style-type: none"> 1. Prepare and analyze budget for their seasonal clothing. 2. Differentiate between good and bad workmanship of readymade garment. 3. Analyze: <ol style="list-style-type: none"> i. fabric quality ii. proper fit and iii. preparation/stitching of the garment.
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CHAPTER 7: CARE AND STORAGE OF CLOTHING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
7.1 Care of Clothing	<ol style="list-style-type: none"> 1. Write down the importance of clothing care. 2. List the steps taken in care of clothes in daily use. 	<ol style="list-style-type: none"> 1. Apply the steps taken in care of clothes in daily use.
7.2 Washing, Drying, and Ironing of Clothes	<ol style="list-style-type: none"> 1. Explain the principles of washing and drying of clothes. 2. Differentiate between ironing and pressing. 	<ol style="list-style-type: none"> 1. Apply principles of washing. 2. Apply principles of drying 3. Demonstrate ironing and pressing of various clothes using proper procedures: <ol style="list-style-type: none"> i. Shirt ii. Trouser iii. Shalwar and kameez iv. Frock.
7.3 Storage of Seasonal Clothing	<ol style="list-style-type: none"> 1. Describe the need of seasonal storage of clothes. 2. Discuss the requirement of storage for different seasons. 3. Explain methods of seasonal storage of clothing. 	<ol style="list-style-type: none"> 1. Select appropriate methods of storage of clothing for different seasons.

CHAPTER 8: DESIGN

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
8.1. Elements of Design: i. Line ii. Shape iii. Space iv. Color v. Texture	1. Define design. 2. Define elements of design. 3. Discuss elements of design. 4. Explain the importance of elements of design in our home.	1. Recognize and comment on the elements of design in an artwork created by others. 2. Use the elements of design in a similar way in their own artwork.
8.2 Principles of Design: i. Harmony ii. Balance iii. Rhythm iv. Proportion v. Emphasis.	1. Define the principles of design. 2. Explain the principles of design. 3. Discuss the importance of principles of design.	1. Apply the principles of design in a project. 2. Paint flowerpots using disposable materials (plastic bottles to grow plants) and market these items. 3. Design Book covers .

CHAPTER 9: VALUES AND GOALS

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
9.1 Definition of Values and Goals	1. Define the term “values.” 2. Define the term of “goals”.	
9.2 Types and Importance of Values	1. Explain types of values: Intrinsic values Extrinsic values. 2. Explain the importance of values.	1. Differentiate between intrinsic and extrinsic values. 2. Appraise their own values.
9.3 Types and Importance of Goals	1. Describe different types of goals: • Short-term goals • Intermediate goals • Long –term goals 2. Explain the significance of different types of goals.	1. Distinguish between short- and long-term goals. 2. Recognize their own goals.

CHAPTER 10: DECISION MAKING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
10.1 Definition and Importance of Decision Making	1. Define decision making. 2. Describe the importance of decision making.	1. Select best alternative after weighing all choices. 2. Make wiser decisions.
10.2 Steps in Decision Making	1. Outline the steps in decision-making process.	1. Apply the steps in making right decisions.
10.3 Factors Influencing Decision Making Process	1. Identify factors influencing the decision-making process.	1. Evaluate the factors influencing their own decisions.

PRACTICALS: GRADE VII	
Contents	Practical
Chapter 1: Understanding of Home Economics	--
Chapter 2: Meal Management	<ol style="list-style-type: none"> 1. Plan menu for a meal (make a chart). 2. Visit market to experience buying fruits and vegetables within budget. 3. Make a balanced dish. 4. Plan different menus in budget for family. 5. Plan a day menu for one family member and relate it with food pyramid.
Chapter 3: Food Preparation and Services	<ol style="list-style-type: none"> 1. Set tables by using different table appointments. 2. Use different equipment like pots, pans, steamer, wooden spoons for cooking and frying. 3. Proper washing and peeling of vegetables 4. Practice different cooking techniques such as frying, boiling, steaming, and baking. 5. Garnish cooked dishes to present cooked foods. 6. Combining foods from different food groups to make a balanced dish 7. Prepare a dish for infant and toddler using milk. (any two dishes) 8. Kitchen gardening activity at campus. 9. Lay table. 10. Practice behavior and etiquettes at mealtime.
Chapter 4: The Family	-----
Chapter 5: Family Relationships	<ol style="list-style-type: none"> 1. Prepare a chart after group discussion identifying causes of sibling conflicts. (group activity)
Chapter 6: Wardrobe Planning	<ol style="list-style-type: none"> 1. File work-plan a wardrobe for summer and winter seasons

Chapter 7: Care and Storage of Clothing	<ol style="list-style-type: none"> 1. File work-plan a wardrobe for summer and winter season 2. Demonstration of ironing and pressing of various garments using proper procedures.
Chapter 8: Design	<ol style="list-style-type: none"> 1. Draw different color schemes. 2. Apply the principles of design in a project. 3. Paint flowerpots using disposable materials (plastic bottles to grow plants) and market these items. 4. Design Book covers. 5. Create an interesting object (pencil holders, box, paper weight, waste bin etc) using recyclable items (bottles, jars, cans etc)
Chapter 9: Values and Goals	<ol style="list-style-type: none"> 1. Prepare a chart indicating the immediate and long-term goals (group activity) 2. Prepare chart indicating individual and family values of the community (group activity)
Chapter 10: Decision Making	<ol style="list-style-type: none"> 1. Prepare a chart listing the steps involved in decision making (group activity)

CHAPTERWISE PERCENTAGE GRADE VII			
Contents	Theory	Practical	Total
Chapter 1: Understanding of Home Economics	4%	--	4%
Chapter 2: Meal Management	8%	5%	13%
Chapter 3: Food Preparation and Services	6%	10%	16%
Chapter 4: The Family	6%	--	6%
Chapter 5: Family Relationships	6%	5%	11%
Chapter 6: Wardrobe Planning	8%	--	8%
Chapter 7: Care and Storage of Clothing	4%	10%	14%
Chapter 8: Design	6%	10%	16%
Chapter 9: Values and Goals	4%	--	4%
Chapter 10: Decision Making	8%	--	8%
Grand Total	60%	40%	100%

GRADE VIII

CHAPTER 1: SCOPE OF HOME ECONOMICS

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
1.1 Introduction to International Federation of Home Economics (IFHE)	1. Explain the functions of IFHE. 2. Identify the important role of IFHE in the pandemic/ disaster situation.	1. Design small projects in local context for the improvement of their community.
1.2 Home Economics in Context to Pakistan	1. Discuss the relevance of Home Economics education to Pakistani society.	1. Exhibit the skills learned in relation to the local context (cuisine, clothing, craft etc.)

CHAPTER 2: FOOD AND NUTRITION

CONTENTS	LEARNING OUTCOMES	
	KNOWLWDGE Students will be able to:	SKILLS Students will be able to:
2.1 Food and Nutrition as a Science	1. Discuss the significance of food and nutrition.	1. Revise nutrients, their importance/food groups/food pyramid etc. 2. Make research for the intake of foods around the world.
2.2 Food Habits	1. Define food habits. 2. Discuss the impact of food habits on the eating patterns of teenagers.	1. Identify good eating habits. 2. Appraise the importance of family meals. 3. Observe etiquettes at mealtime.
2.3 Food Hygiene	1. Define food hygiene. 2. Explain the importance of food hygiene. 3. Understand the importance of food hygiene while storing.	1. Follow hygiene rules when preparing cooked and uncooked foods.
2.4 Kitchen Gardening	1. Methods and techniques of kitchen gardening.	1. Kitchen gardening activity. 2. Grow different seasonal vegetables and try to fulfill requirements of your family/home.

CHAPTER 3: COOKING AND PRESERVATION OF FOOD

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
3.1 Reasons for Cooking Food	1. Describe the reasons for cooking food. 2. Discuss the effects of cooking on the quality of food.	1. Analyze the effects of cooking on different foods.
3.2 Causes of Food Decay and Spoilage	1. Explain the process of decay and spoilage. 2. Describe the causes of food decay.	1. Evaluate the differences between decay and spoilage by observation.
3.3 Methods of Food Preservation	1. Define food preservation. 2. Explain the reasons for preserving food. 3. List methods of food preservation, food labelling, and packaging.	1. Prepare different foods for freezing, drying, and pickling. 2. Preserve foods at large scale and market/share with community. 2. Read and recognize the information on labels of food.

CHAPTER 4: PERSONALITY DEVELOPMENT AND SELF-CONCEPT

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
4.1 Definition and characteristics of Personality	1. Define personality. 2. Describe characteristics of Personality.	1. Recognize their own personality strengths and identify how those qualities can help them become a "mentor" in the classroom who can help others.
4.2 Factors Contributing to the Development of Personality: <ul style="list-style-type: none"> ▪ Heredity ▪ Family Background ▪ Culture ▪ Education ▪ Environment ▪ Peer Group ▪ Social Status ▪ Values 	1. Explain factors influencing personality development.	1. Bring in factors that convey their individuality or unique experiences.
4.3 Importance of Self - Concept	1. Define self-concept.	1. List their own strengths and comment on how these

	2. Explain importance of self-concept.	<p>strengths contribute to self-concept.</p> <p>2. Generate a list of important people in their life and describe the ways these people contributed to their self-concept.</p> <p>3. Relate self-concept with positive outcomes like healthy and satisfying interaction, setting obtainable goals, dealing with challenges of daily stress, and making moral decision.</p>
4.4 Factors Affecting Self-Concept	<p>1. Identify factors which affect self-concept:</p> <ul style="list-style-type: none"> i. Age ii. Appearance iii. Culture iv. Education v. Employment vi. Personal success or failure history vii. Life events viii. Health status 	<p>1. Compare with examples how individuals react to different situations.</p> <p>2. Relate self in relation to their family situation and stage, personal interests, school, home; community, future aspirations and dreams.</p>
4.5 Ways to Promote Positive Self-Concept	<p>1. Define positive self-concept.</p> <p>2. Describe different ways to promote positive self-concept.</p>	<p>3. Demonstrate an understanding of how negative self-concept may cause difficulties for students.</p>

CHAPTER 5: CHARACTER BUILDING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
5.1 What is Character Building?	1. Define character building.	
5.2 Components of Character Building	<p>1. Identify components of character building:</p> <ul style="list-style-type: none"> i. Trustworthiness ii. Responsibility iii. Respect iv. Caring 	<p>1. Make a bulletin board with the ideas for character building.</p> <p>2. Explain character traits in their own words and share an example of someone they</p>

	v. Fairness vi. Loving vii. Education viii. Honesty ix. Self-control x. Gratitude xi. Kindness.	know who displays positive characteristics. 3. Role play using puppets to act out a conflict and resolution. 4. Use puppets, role play peer group/family activities that deal with differing attitudes, values, and behavior. 5. Document which words can inspire, and which words can be hurtful after going through newspapers, magazines or at social media posts. 6. Compile ideas for handling anger or bullying, as well as suggestions for acts of kindness and how to show respect to a teacher.
5.3 Importance of Character Building and Civic Sense	1. Define civic sense. 2. Discuss the importance and elements of civic sense.	1. Integrate lessons of global citizenship with how “citizens” of a school or classroom have responsibilities and a moral code. 2. Organize or participate in a recycling drive; school, street, or park cleanup. 3. Show consideration to the elderly, women, children, and disabled people. 4. Respect elders especially the old age people on buses, banks and other places.

CHAPTER 6: TEXTILES AND CLOTHING

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
6.1 Definition of Textiles and Clothing	1. Define and explain the term textiles.	1. Differentiate between textiles and clothing.

	2. Define and explain the term clothing.	
6.2 Significance of Textile and Clothing	1. Explain the importance of textiles. 2. Describe the importance of clothing.	1. Appraise the importance of textiles and clothing in everyday life.
6.3 Identification of Textile Fibers (natural and manmade)	1. List the different method of fiber identification. 2. Illustrate appropriate method of fiber identification.	1. Identify natural and manmade fibers by using textile and burring method.
6.4 Stain Removal	1. List different methods of stain removal (blood, grass, ink, tea, and rust).	1. Apply different techniques to remove stains on different fabrics.

Chapter 7: SEWING TECHNIQUES

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILLS Students will be able to:
7.1 Parts of Sewing Machine	1. List different parts of sewing machine. 2. Describe the use of different parts of sewing machine.	1. Label parts of sewing machine. 2. Categorize different parts of sewing machine according to their use.
7.2 Service and Care of Sewing Machine	1. Explain the care of sewing machine. 2. Explain the service of sewing machine.	1. Take care of sewing machine 2. Demonstrate service of sewing machine.
7.3 Principles of Stitching	1. Define the principles of stitching methods 2. Describe the selection and use of accessories such as: i. trims ii. laces iii. ribbons and iv. buttons.	1. Stitch straight and curved line. 2. Select and use accessories including: i. trims ii. laces iii. ribbons and iv. buttons.

7.4 Embroidery	1. Identify different stitches and their application on fabric.	1. Embroider different decorative stitches such as: <ul style="list-style-type: none"> i. long and short, ii. bullion knot iii. couching stitch iv. Sindhi v. Balochi vi. Kashmiri vii. cross stitch, and viii. mirrors work on fabric. 2. Design different articles, dresses and be an entrepreneur.
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CHAPTER 8: COLOUR

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILL Students will be able to:
8.1 Significance of Color in Everyday Life	1. Define color. 2. Explain the importance of color in everyday life.	1. Identify different color schemes. 2. Evaluate the effect of different colors on human behavior.
8.2 Color Wheel	1. Describe effects of different colors on humans. 2. Use different colors in everyday life.	1. Analyze the use of different colors in an advertisement.
8.3 Effects of color	1. Describe the effects of different colors on human moods and life.	1. Observe the effects of different colors on human moods and life in your surroundings.
8.4 Color Schemes	1. Describe the different types of color schemes. 2. Explain the importance of color schemes.	1. Use different color schemes in projects.

CHAPTER 9: ART AND CRAFT

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILL Students will be able to:
9.1 Design	1. Define the term design. 2. Explain the types of design.	1. Categorize different types of design.

9.2 Utilitarian Designs	1. Define utilitarian designs. 2. Describe importance of utilitarian designs.	1. Make a sample of utilitarian design.
9.3 Decorative Designs	1. Define decorative designs 2. Describe the importance of decorative designs.	1. Make a sample of decorative design by using tie & dye, fabric painting, pottery making.... 2. Use recycled materials and make different items as per local market requirement after survey your nearby market.

CHAPTER 10: CONSERVATION OF RESOURCES

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILL Students will be able to:
10.1 Natural Resources	1. Define natural resources. 2. Describe importance of natural resources.	
10.2 Scarcity of Resources	1. What is meant by scarcity of resources? 2. What are the reasons of scarcity?	
10.3 Conservation of Resources	1. Methods and techniques for conservation of resources.	1. prepare a recycling project. 2. Utilize kitchen waste to make Compost.

CHAPTER 11: WORK SIMPLIFICATION

CONTENTS	LEARNING OUTCOMES	
	KNOWLEDGE Students will be able to:	SKILL Students will be able to:
11.1 Definition and Importance of Work Simplification	1. Define work simplification. 2. Describe importance of work simplification.	
11.2 Practical Tips to Simplify Work	Explain work simplification. Discuss practical tips to simplify work.	1. Apply work simplification tips in their life.
11.3 Work Triangle	Describe the work triangle in kitchen layout.	1. Illustrate the concept of work triangle and kitchen layout. 2. Illustrate the arrangements of gadgets for work efficiency in the kitchen.

PRACTICALS: GRADE VIII	
Contents	Practical
Chapter 1: Scope of Home Economics	2. Prepare a chart identifying the different professions a student of Home Economics can go for (group discussions)
Chapter 2: Food and Nutrition	<ol style="list-style-type: none"> 1. Kitchen gardening activity at campus and at home as per seasonal vegetables. 2. Grow different seasonal vegetables and try to fulfill requirements of your family/home. 3. Prepare a chart illustrating good and poor food habits (group activity) 4. Listing of unhygienic practices preparing and service of food at home and in markets (group activity).
Chapter 3: Cooking and Preservation of Food	<ol style="list-style-type: none"> 1. Cook one food by different methods of cooking (potato, chicken etc). 2. Use leftover food to make new dish. 3. Dry foods like herbs, chilies, and fruits. 4. Make jam and market it. 5. Refrigeration and reheating of leftover food 6. Making water safe for drinking 7. Storage of dry ingredients
Chapter 4: Personality Development and Self-Concept	<ol style="list-style-type: none"> 1. Prepare a chart after group discussion focusing on factors contributing to positive self-concept. 2. Prepare a poster to show how negative self-concept may cause difficulties for students.
Chapter 5: Character Building	<ol style="list-style-type: none"> 7. Make a bulletin board with the ideas for character building. 8. Role play using puppets to act out a conflict and resolution. 9. Compile ideas for handling anger or bullying, as well as suggestions for acts of kindness and how to show respect to a teacher.
Chapter 6: Textile and Clothing	<ol style="list-style-type: none"> 1. Fiber identification of natural and man-made fibers (tactile and burning) 2. Apply different techniques to remove stains on different fabrics.
Chapter 7: Sewing Techniques	<ol style="list-style-type: none"> 1. Label parts of sewing machine. 2. Stitch straight and curved line. 3. Select and use accessories including: <ul style="list-style-type: none"> • trims • laces • ribbons and

	<ul style="list-style-type: none"> • buttons. <ol style="list-style-type: none"> 4. Prepare a small house hold item using any 5 decorative stitches (long and short, bullion, couching, Sindhi, Baluchi, Kashmiri, drawn thread, cross stitch, mirror work) 5. Prepare a small household item or dress using accessories trimmings, braids, laces etc
Chapter 8: Color	<ol style="list-style-type: none"> 1. Make a color wheel 2. Plan a monochromatic color scheme for your classroom, room using paper, fabric or any other material for color
Chapter 9: Art and Crafts	<ol style="list-style-type: none"> 1. Prepare a project of <ul style="list-style-type: none"> • tie and dye • Make a small pouch / bag using card weaving • Use recycled material (collage work) • Fabric painting • Pottery painting <p>Note: Projects must be prepared by students to be graded in examination.</p> <ol style="list-style-type: none"> 2. At least 3-4 craft projects must be prepared by students from the above suggested craft list.
Chapter 10: Conservation of Resources	<ol style="list-style-type: none"> 1. Make a poster showing human and material resources. 2. Make a budget for a family of 4-6 with the given income 3. prepare a recycling project. 4. Utilize kitchen waste to make Compost.
Chapter 11: Work Simplification	<ol style="list-style-type: none"> 1. Prepare a chart showing correct and incorrect postures for different activities (group activity)

CHAPTERWISE PERCENTAGE FOR GRADE VIII			
Contents	Theory	Practical	Total
Chapter 1: Scope of Home Economics	5%	2%	7%
Chapter 2: Food and Nutrition	6%	5%	11%
Chapter 3: Cooking and Preservation of Food	6%	5%	11%
Chapter 4: Personality Development and Self-Concept	4%	--	4%
Chapter 5: Character Building	8%	--	8%
Chapter 6: Textile and Clothing	8%	8%	16%
Chapter 7: Sewing Techniques	4%	5%	9%
Chapter 8: Color	6%	4%	10%
Chapter 9: Art and Crafts	4%	5%	9%
Chapter 10: Conservation of Resources	4%	4%	8%
Chapter 11: Work Simplification	5%	2%	7%
Grand Total	60%	40%	100%

TEACHING STRATEGIES

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher, therefore, requires the implementation of creative and innovative teaching strategies to meet students' individual needs. A Home Economics teacher may choose from a variety of teaching methods because a variety of approaches gives interest, enjoyment, and benefit to students. Before any method is selected, the teacher should consider the appropriateness of the method to the topic to be taught. The preliminary considerations should include how the cognitive, affective, and psychomotor domains would be emphasized. The students' needs, problems, interests, and maturity should also suit the method. Any method chosen should also give students opportunity to explore, analyze, participate, think, and learn to the maximum.

Effective strategies for teaching should be used by all teachers for all grade levels and particularly Home Economic teachers who are impacting life skills to younger generations. Today's life and work environment require far more thinking skills and content knowledge. The ability to navigate the complex life and work environment in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. 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 as an independent citizen through different activities and entrepreneurship.

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. To achieve objectives, teachers need to adopt innovative instructional strategies. Whether a teacher is teaching for two months or twenty years, it can be difficult to know which teaching strategies will work the best with students. As a teacher there is no 'one size fits all' solution.

Teaching Learning Approaches and Classroom Activities

The content has been elaborated in terms of specific learning objectives that will help to broaden student's conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular, care has been taken to recognize the modern life: Home Economics is no longer the concern of one gender alone. The subject is as relevant to boys as to girls. Finally, SLOs encourage both teachers and students to concentrate on understanding and application rather than recalling and rote learning. The sequence of the topics has been developed to facilitate a deeper and more coherent

understanding.

- 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 bring the socio-cultural values of the home and the community into high relief. With student-centered learning, students are given more opportunities to choose what they want to learn and how they want to learn it. This is also known as personalized learning. In student-centered learning approaches, students are encouraged to take an active role in the classroom, rather than taking part in more passive activities like listening to a lecture or writing an essay. They will have lots of discussions with their peers and teachers, and they'll also be encouraged to ask questions, which is linked to inquiry-based learning.
- 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.

Effective Teaching Methods and How to Use Them

We will discuss six of the most effective teaching methods so that Home Economics teacher may discover which teaching style suits his/her best.

1. Online learning

Teaching online may not have been the norm for most teachers before the COVID-19 pandemic, but there have always been some teachers who prefer to work online. Online tutors often enjoy the freedom of working from home, choosing their working hours, and being their own boss. But what exactly does teaching online consist of? Essentially, it is the process of educating others using the internet, whether that is through individual or group video calls, webinars, or messaging platforms. Normally it will be a combination of things to keep students engaged.

If teacher is thinking about teaching online, or his/her current job requires to teach online, he/she will need to be comfortable with technology and the internet. This is because all communication would be online, and teacher will need to create digital resources for students. These resources might be presentations, lesson plans, worksheets, videos, or audio lectures. The great thing about online learning is that it's accessible to many people. Not everyone is able to go

to school, but more people have access to the internet. Of course, technology can be a barrier to education too, but as the years go by, this barrier is, fortunately, breaking down.

2. Experiential learning

Experiential learning is the idea that learning is a product of experience. We can only gain experience from interacting and engaging with the world and people around us. This learning theory comes from David Kolb's experiential learning cycle and considers the role of all our experiences in learning, from emotions and cognition to our environment. Kolb's 1984 theory suggests that there are four main stages in the learning cycle:

- **Concrete experience.** This is when the learner has a new experience, such as riding or cooking for the first time.
- **Reflective observation.** After the concrete experience, the learner must reflect on their actions and watch others perform that action.
- **Abstract conceptualization.** The next step involves the learner making sense of their reflections and planning for going forward. They might come up with next steps and seek insight from experts.
- **Active experimentation.** During the final stage, the learner will consider their reflections and previous lessons and then retry the original experience to see if any progress has been made. This will lead to a new concrete experience, and so the cycle restarts.

Experiential learning is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences. It can be effective for several subjects, especially during Home Economics experiments and group projects. Some simple ways to encourage experiential learning in the classroom include encouraging students to assess themselves regularly and reflect on what they have learnt. The teacher might want to record his/her own teaching or keep feedback journals which can reflect on previous lessons.

3. Differentiation

Differentiated learning is a teaching method that tailors instructions to students depending on their individual needs. This method could be a great option if the teacher is teaching mixed-ability classes and wants everyone to get the most out of each lesson. This is a fairly traditional approach to teaching mixed-ability classes, but it can be successful if managed sensitively. For example, some teachers may choose to teach entirely different content depending on students' ability. However, this may cause students to feel embarrassed and teachers to feel exhausted of trying to do too much at once.

On this note, it is important for teachers to ensure that they create an inclusive classroom where students of all abilities are welcome, regardless of gender, race or disability. Differentiated learning should never be used to make some students feel inferior to others. A better way to approach differentiation is to teach in a variety of ways, including books, films, images, and verbal presentations. This gives different students the opportunity to get involved and understand the lesson content. Teacher can even go further than that and offer differentiated class activities and assessment styles. This can involve handing out worksheets that vary in complexity to different groups of students or setting up a range of workstations around the classroom which contain an assortment of tasks for students to choose from. Moreover, using an educational tool such as quizzes can save hours of time because it automatically groups students, so that individual and whole-class learning gaps can be identified.

4. Blended learning

The next teaching method to be explored is blended learning. Essentially, blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it has become more popular with schools and universities in the two years.

Using a blended learning model can be great for both students and teachers because it forms a middle ground between traditional and technology-based methods. It uses enough technology to keep students focused and interested, but it also provides opportunities for students to talk in-person to teachers and fellow classmates, which can be invaluable.

Some great examples of blended learning include:

- **Station rotation.** Students rotate around different ‘stations’ during lessons, with these being a mixture of online and hands-on activities.
- **Flex learning.** Students are in class with teachers, but they primarily use online learning methods. Teachers are there for support and instruction whenever needed.
- **Virtual Reality.** Students are in a physical classroom but are able to use Virtual Reality (VR) to immerse themselves in an environment. This could be a historical landmark, art gallery, or natural wonder, with the aim of capturing their attention and furthering their learning.
- **Enriched virtual learning.** Activities and coursework are completed online using digital technologies, but students can arrange face-to-face sessions when required. It is likely that blended learning models will become more predominant as time goes on and our physical and digital lives become increasingly interlinked.

5. Game-based learning

If the teacher wants to focus on making lessons more fun, engaging and interactive, then he/she should look no further. Game-based learning, also known as gamification, is a great way to engage students, particularly those in primary, elementary and secondary education. The definition of gamification is a strategy that implements game-like elements into non-gaming activities to enhance motivation. Since children are very interested in games, from video games and mobile applications to simple playground and board games, this can be a great place to start. Incorporating some ideas from video games into education can actually have positive effects on the mood of students, making them more determined to succeed.

However, it is worth mentioning that gamification should not necessarily be used in every context. Sometimes, lessons require more serious discussions. In addition, too much game-based learning is likely to remove some of the fun and increased motivation that children feel.

1. Inquiry-based instruction

Teacher may ask thought-provoking questions which inspire students to think for themselves and become more independent learners. Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Behavior management in classroom

Implementing an effective behavior management strategy is crucial to gain students' respect and ensure students that they have an equal chance of reaching their full potential. Noisy, disruptive classrooms do not encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both teachers and learners. Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behavior with the top student receiving a prize at the end of the week. 'Golden time' can also work for students of all ages with a choice of various activities such as games or no homework in reward for their hard work.

Professional Development

Engaging in regular professional development programs is a great way to enhance teaching and learning in classroom. With educational policies constantly changing, it is extremely useful to attend events where teacher can gain inspiration from other teachers and academics. Sessions can include learning about new educational technologies, online safety training, advice on how to use teaching assistant(s), and much more.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies, the teacher can address students' varying learning styles and academic capabilities as well as make the classroom a dynamic and motivational environment for students.

Assessment and Evaluation

Assessment in education involves gathering, interpreting, and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning.

The central focus of Home Economics as a field of study is achieving optimal, healthy, and sustainable living for individuals, families, and community. Individuals and families in every community are continually faced with new and emergent issues that can impact on their well-being. Such issues include concerns relating to food, nutrition, diet and health, family and social concerns, consumer issues, sustainability in the home, responsible family resource management and textiles and clothing. In Home Economics, students learn how to address these practical, real world, perennial problems of individuals, families, households, and community in socially responsible ways. Practical perennial problems or concerns are endured from generation to generation by families and require critical decision-making skills to resolve them. Home Economics education use a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living. Assessment allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in a variety of ways.

Formative Assessment and Summative Assessment:

These are two overlapping, complementary ways of assessing pupil progress in schools. While the common goal is to establish the development, strengths and weaknesses of each student, each assessment type provides different insights and actions for educators. The key to holistic assessment practice is to understand what each method contributes to the end goals — improving school attainment levels and individual pupils' learning — and to maximize the effectiveness of each.

Formative Assessment:

It refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not to score final marks. It can include students

assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout the academic session, and seeks to improve students' achievement of learning objectives through approaches that can support specific student needs.

i. Observation

One form of formative assessment is observing the students as they work on a specific project. The teacher roams around the classroom, occasionally offering guidance and encouragement as the students work. The observation works well when the teacher wishes to monitor how students work together in groups or individually. The teacher may take notes on how students are performing and whether modifications are required to be made to the assignment.

ii. Worksheets

Teachers may use worksheets as formative assessments. These can be classwork or given out as homework. This work will not be included in the student's official grade average but should rather be used to gauge how well the student understands the material being covered. The teacher may find that the work is too easy for the students or that they are not comprehending the information well enough. Using this information, he can then make modifications as needed.

iii. Pop Quizzes

Often teachers use pop quizzes to gauge students' comprehension. Again, these quizzes are not graded. One method of a formative assessment in quiz form is to use an overhead projector to run through questions regarding the lesson and have the class answer as a whole. This form of assessment works well when reviewing for a summative test. Teachers can also give individual quizzes to students or have groups of students complete a quiz.

iv. Journals

One effective means of formative assessment is the journal. Students are required to periodically write their thoughts and feelings about how they are progressing in the class. They can also tell what they liked or did not like about a particular assignment. This information gives the teacher a quick look at how effective a certain lesson plan was. If the majority of the class feels that they had a difficult time with a particular lesson, then the teacher knows he needs to make changes to that lesson.

v. Diagnostic Tests

Generally used towards the beginning of the class term, diagnostic tests are a type of formative assessment that allow the teacher and administration to determine the proper level of instruction for students. Diagnostic tests can be used in almost any subject to assess the level of proficiency, comprehension, and mastery of information. It is helpful to inform the students that this is a diagnostic tool that will not be graded but will be used to help them see their strong and weak areas in a subject. Informing the students reduces test anxiety and produces more accurate diagnostic results. In-class discussions, Clicker questions, Low-stakes group work, Weekly quizzes, 1-minute reflection writing assignments, Homework assignments can be used for formative assessment.

Summative Assessment:

It evaluates students' learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded, and often heavily weighted. Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches. The following are types of summative assessment:

- End-of-unit or chapter tests.
- End-of-term or midterm exams.
- Final projects.
- Final essays.
- Final presentations.
- Final report.
- End-of-term or midterm exams.
- Standardized tests- Board Exams.

Feedback on students' work in all the above tasks must be prompt, effective, and efficient. Assessment should have question settings that specifically help in finding out the following skills, knowledge and understanding according to Bloom's Taxonomy:

- **Recall and retrieve** information is 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 which means that the students should know what is good for them. **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 which measure the potential and ability of students to engage in critical thinking, cover the entire range of syllabus through questions for the final paper which should include MCQs, short answers, and essays. The evaluative information can also be assessed by focusing on students' strengths not just weaknesses but the assessment language should be simple, clear and unambiguous. **Leading words** for setting questions: decide, measure, recommend, select, conclude, compare, summarize, etc.

Evaluation Strategy:

An external examination 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	60
Skills of Communication, Initiating and Planning, Designing Experiments, and Interpreting Data	20
Manipulative Skills (Performing Lab Work)	20

Weighing 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: Practical Assessment -40%
(Handling information, application and problem solving etc.)

Suggestions for Structuring Assessment and Evaluation Tools

More Emphasis should be on:	Less Emphasis should be on:
Assessing what is most highly valued.	Assessing what is easily measured.
Assessing rich, well-structured knowledge.	Assessing discrete knowledge.
Assessing scientific understanding and reasoning.	Assessing scientific knowledge.
Assessing to learn what students do understand.	Assessing to learn what students do now know.
Assessing achievement and opportunity to learn.	Assessing only achievement.

Assessment pattern is subject to the requirement, policies, and procedures of the Examination Boards. The most significant suggestions are :

- ✓ **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 ought to 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.

ASSESSMENT SCHEME FOR GRADE VI-VIII

Allocation of Marks for The Multiple-Choice Questions (MCQs) Constructed Response Questions (CRQs) and Extended Response Questions (ERQs) Grade:6

Topic No.	Topics	No. of sub topics	Marks			Total
			Multiple choice questions	Constructed response questions	Extended response questions	
1	Introduction to Home Economics	3	2	2	1	5
2	Food and Nutrition	4	4	3	1	8
3	Nutrients	2	2	2	1	5
4	Understanding Human Development	2	2	2	1	5
5	Social Play	4	3	3	1	7
6	Clothing	3	2	3	1	6
7	Personal Appearance and Grooming	3	3	3	1	7
8	Art And Design	3	2	2	1	5
9	Home Management	3	3	2	1	6
10	Resources	4	2	3	1	6
	Total	32	25	25	10	60

Practical's Marks breakdown:

The final grade is based 60% on written assessment and 40% on practical skill assessment. The practical skill assessment is further evaluated on different skills and division of marks would be as follows:

File work presentation /Project work	10
Communication skill, Initiating, Planning and Designing practical	10
Interpreting Data preparation and Manipulative Skills	10
Performing Lab Work and presentation	10
Total	40

**Allocation of Marks for The Multiple-Choice Questions (MCQs)
Constructed Response Questions (CRQs) and
Extended Response Questions (ERQs)
Grade:7**

Topic No.	Topics	No. of sub. topics	Marks			Total
			Multiple choice questions	Constructed response questions	Extended response questions	
1	Understanding Home Economics	3	2	2	1	5
2	Meal Management	5	3	2	1	6
3	Food Preparation and Service	6	3	3	1	7
4	The Family	4	2	2	1	5
5	Family Relationships	3	3	3	1	7
6	Wardrobe Planning	3	2	2	1	5
7	Care and Storage of Clothing	3	3	4	1	8
8	Design	2	2	2	1	5
9	Values and Goals	3	2	2	1	5
10	Decision Making	3	3	3	1	7
	Total	35	25	25	10	60

Practical's Marks breakdown:

The final grade is based 60% on written assessment and 40% on practical skill assessment. The practical skill assessment is further evaluated on different skills and division of marks would be as follows:

File work presentation /Project work	10
Communication skill, Initiating, Planning and Designing practical	10

Interpreting Data preparation and Manipulative Skills	10
Performing Lab Work and presentation	10
Total	40

**Allocation of Marks for The Multiple-Choice Questions (MCQs)
Constructed Response Questions (CRQs) and
Extended Response Questions (ERQs)
Grade:8**

Topic No.	Topics	No. of subtopics	Marks			Total
			Multiple choice questions	Constructed response questions	Extended response questions	
1	Scope of Home Economics	2	2	2	0	4
2	Food and Nutrition	4	2	3	1	6
3	Cooking and Preservation of Food	3	3	3	1	7
4	Personality Development and Self Concept	5	3	4	2	9
5	Character Building	3	2	6	1	5
6	Textiles and Clothing	4	2	2	1	5
7	Sewing Techniques	4	3	4	1	8
8	Color	4	2	1	1	4
9	Art and Craft	3	2	1	0	3
10	Conservation of Resources	3	2	2	1	5
11	Work Simplification	3	2	1	1	4
	Total	38	25	25	10	60

Practical's Marks breakdown:

The final grade is based 60% on written assessment and 40% on practical skill assessment. The practical skill assessment is further evaluated on different skills and division of marks would be as follows:

File work presentation /Project work	10
Communication skill, Initiating, Planning and Designing practical	10
Interpreting Data preparation and Manipulative Skills	10
Performing Lab Work and presentation	10
Total	40

GENERAL INSTRUCTIONS TO AUTHORS

The National Curricula should reflect our national needs and goals. This requirement can be met only if the textbooks are written in accordance with the 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 need to maintain a consistent structure by following a framework. The text can best aid understanding by making this framework visible.
- Authors should use consistent titles and terminologies. The names are critical to the ability to recall or retrieve the things we know and remember.
- The amount of new information introduced at one time should be limited.
- Rule of hierarchy should be followed, which means new knowledge builds on already learned knowledge. The student needs to understand the foundational knowledge before being introduced to a new concept. When new concepts are introduced, they should be explicitly connected to the foundational material.
- Important concepts should be repeated. There is a pattern of repetition that aids in promoting the elements of a subject from short-term to long-term memory.
- 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 intervals 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 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 principles.

- The new progression and expansion in the subjects should be integrated where appropriate.
- The examples and applications should be from everyday life and supportive of our cultural values.
- Photographs and illustrations should be clear, labelled, and helpful of the text.
- Tables, flow charts and graphs 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 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 as replacement of printing or simultaneous existence of both electronic publishing and printing.

It may be considered that a good ratio of the students of elementary 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 VI-VIII textbooks into electronic formats, it may be uploaded on websites or lectures/demonstration may be provided through T.V channels, You tube, etc.

CHAPTER ORGANIZATION 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 whatsoever 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 and 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 recalling 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, is required.**
- **Enumerate**, to count off or name one by one such as “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 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 the objective.
- **Recognize**, to know something that has been perceived beforehand.
- **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 are stated explicitly and that all stages in the derivation are explained clearly.
- **Sketch, when applied to graph work**, implies that the shape and/or position of the curve need only to 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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