

DRAFT CURRICULUM

In the subject of

HOME ECONOMICS

**FOR CLASSES
(IX-X)**

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

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PREFACE

A nation without means of reforms is a nation without means of survival. The best course to make reforms is always remain in education. The Federal Govt of Pakistan feels the need of modifying, revising and making abreast of time the curricula across the levels and subjects (I-XII). Form now in consonance of National Education Policy (1998-2010) already pure sciences, social sciences and languages curricula in two phases i.e 2002 AD and 2001 AD respectively have been designed and developed in collaboration with all 4 Curriculum Bureax accordingly. This is the 3rd phase - 29 subjects yet 61 level is in operation.

The NWFP Curriculum & Teacher Education Directorate under the auspices of the Secretary School & Literacy Department and certainly in collaboration with Federal Ministry of Education, Curriculum Wing, Islamabad has convened various Provincial Draft Curriculum Development Committees meetings comprising working teachers, Subject Specialists, University/College teachers and Curriculum Developers to prepare the document in selected disciplines as per availability of financial assistance.

The curriculum development has always been remain continuos process. Indeed, to accomplish this titanic task one needs immense commitment, stout vigour and profound professional insight. Special gratitude to Almighty Allah that such head & heart qualities were found among the members of the committees and others engaged in the process.

We don't claim that this work is complete in all respect. However, the Ministry can ameliorate it through the modicum efforts of NCDC. Before going to depart I must like to appreciate to both committee members and all subject specialists plus officials for fulfilling the task despite the snags and limitation.

Umar Farooq
Director
Curriculum & Teacher Education
NWFP, Abbottabad

INTRODUCITON

Responsibilities of educating the young ones for their welfare is laid on various agencies, of which community plays the major role. This claim is justified by recognized functions which is fulfilled for the common good.

Family is another agency, which claims this share and our subject of Home Economics plays better role in the prospect. Twenty years ago only foreign books were studied, which were totally different from Pakistani ideology and culture. Neither could that foreign knowledge equip our girls for their role in a family and society. By the grace of God, with the passage of time aspects of Home Economics were integrated according to our country and society needs. Vast curriculum was given to the students for both urban and rural families according to their local conditions.

It is fact that a girl living in a city or a village has to assume the full responsibilities at home. Only Home Economics can properly equip the female students with the perception and skills suited to their responsibilities. Home Economics not only undertake the welfare of a family but aims to improve the socio-economic and spiritual quality of life. The basic knowledge of a child starts from his home, so this subject must be given more and more importance for the child's successful and gorgeous life.

For this purpose, at this stage we must modulate and promote Home Economics according to the modern age demands. A layman has a false notion of Home Economics in his mind. It is only cooking and stitching to him. But in fact it is a science and a vast field. Home Economics should be an integrated course divided or repeated throughout the levels of a students life, whether at middle level or at higher level. This subject has the responsibilities of improving:

1. The individual enrichment and development.
2. Family welfare.
3. Community betterment.

That places Home Economics, being a creativity and informative oriented subject, on a very important scale. In near future hopefully there would be drastic change in the students. We can expect the students to be perfect in home making and play a very responsible role in community and has a great contribution in the development of country.

OBJECTIVES

1. To encourage skills like observation, curiosity, creativity, questioning & application.
2. To create appreciation of fitness and beauty of regional & traditional items in modern times.
3. To instill the gratitude towards Allah Almighty for His blessing bestowed upon us.
4. To provide a concept of life in keeping with the religious, cultural, economical & social values.
5. To achieve proficiency in different fields of life to earn lively hood.
6. To develop in students sense of dignity & hard working.
7. To enhance the understanding of the importance of environment & resources to their maximum capacity.
8. To create awareness of saving time & energy via proper selection & use of modern technology.
9. To enable students to understand duties & rights for happy family life by using home making tasks relating to foods, clothing & housing.
10. To inculcate the importance of job opportunities in different fields of Home Economics i.e
 - i. Food & Nutrition
 - ii. Clothing & textile
 - iii. Related art
 - iv. Child development
 - v. Home management

DOMAIN OF KNOWLEDGE

S.#	Cognitive	S.#	Affective	S.#	Psychomotor
1	Knowledge of basic concepts of Home Economics.	1	Creativity will be enhanced	1	Ability to utilize the material properly.
2	Knowledge about different fields of life	2	To understand each aspects of life.	2	Good & successful manager in life
3	Knowledge of the broad specter of Home Economics.	3	To polish their hidden abilities.	3	To improve the earning & quality of life.
4	Knowledge about health science.	4	To improve the community health.	4	Ability to keep cleanliness of body & community
5	Knowledge of leading life according to Islam.	5	To lead a successful life in society.	5	Implementation of Islamic rules in society.

SYLLABUS FOR CLASS-IX

Duration:	35 Minutes	Marks Theory:	75
No. of Periods:	5 Theory/Day	Practical:	<u>25</u>
	3 Practical/Week	Total:	100

1. Home Management
2. Child development and Family Living
3. Clothing and Textiles

SYLLABUS FOR CLASS-X

Duration:	35 Minutes	Marks Theory:	75
No. of Periods:	5 Theory/Day	Practical:	25
	3 Practical/Week	Total:	100

1. Food & Nutrition
2. Related Arts
3. Nursing and first aid

SYLLABUS FOR CLASS-IX

UNIT-I **HOME MANAGEMENT**

1. Meaning and scope of management:

- a. Simple definition of home management
- b. Purpose and necessity of management
- c. Criteria for judgement of management
- d. Making of daily activity pattern and self evaluation

2. Goals and values:

a. Goals:

- i. Definition
- ii. Types: Short term goals; Mid term goals; Long term goals;
- iii. Importance of goals in successful life
- iv. Role of goals in individual's life
- v. Role of goals in a family's life
- vi. Eradication of social evils & old wasteful customs and traditions

b. Values:

- i. Definition
- ii. Types of values
- iii. Islamic values as practiced in Pakistan
- iv. Role of values in developing goals

Effects of goals and values in society

3. Resources:

- a. Introduction
- b. Types of resources: Human' Non-human
- c. Relationship of human and non-human resources
- d. Importance of resources in the achievement of goals
- e. Natural resources
- f. Management for the utilization of natural resources
- g. Effects of population on resources

4. Perfect home:

- a. Introduction
- b. Location and site of home
- c. Space: Rooms and storage
- d. Love, affection and tolerance
- e. Decoration and use of art
- f. Selection of furniture and furnishings
- g. **Care of home:**
 - i. Kitchen ii. Bathrooms
 - iii. Safety measures iv. Drainage v. General maintenance
- f. Responsibilities of home manager

UNIT II

CHILD DEVELOPMENT AND FAMILY LIVING

1. Child development:

- a. Introduction: Field and scope
- b. Stages of development
 - i. Infancy (Birth - 6 months)
 - ii. Baby hood (6 months - 1.5 years)
 - iii. Toddler hood (1.5 - 3 years)
 - iv. School going (3 - 7 years)
 - v. Teenage (13 years - 19 years)

2. Family living:

- a. Introduction of family
- b. Family life cycle
- c. Role of an individual in a family
- d. Responsibilities of family in society
- e. Demands of Islamic society on an individual for the development of a country

3. Family Patterns:

- a. Types of family
- b. Family systems: i. Autocracy ii. Democracy iii. Permissive
- c. Importance of planned families (family size)
- d. Effect of family size on resources

UNIT III

CLOTHING & TEXTILE

1. Clothing:

- a. Introduction
- b. Principles of art applied in the selection of fabrics and clothes.
- c. Elements of design in dress.

2. Selection of clothes and accessories:

- a. Factors effecting selection of dress and its accessories:
 - i. Personality
 - ii. Age
 - iii. Sex
 - iv. Budget
 - v. Customs
 - vi. Socio economic status

3. Wardrobe planning:

- a. Definition of wardrobe planning
- b. Advantages of wardrobe planning
- c. Factors effecting wardrobe planning
- d. Importance of planning wardrobe for self and family

4. Textiles:

- a. Meaning of fibers
- b. Classification of fibers
 - i. Natural fibers:- Animal - Plant
 - ii. Man made fibers:- Viscose rayon, Cup Rayon, Acetate
 - iii. Synthetic fibers:- Nylon - Polyester - Acrylic
- c. Characteristics of different fibers
 - i. Strength (Tensile)
 - ii. Length
 - iii. Dropability.
 - iv. Elasticity
 - v. Dye Affinity
 - vi. Luster
 - vii. Shrinkage

SYLLABUS FOR CLASS X

UNIT-I **FOOD & NUTRITION**

1. **Definition of food & Nutrition**
2. **Importance of food & Nutrition**
3. **Functions of food in body**
 - a. Food for growth
 - b. Food for protection
 - c. Food for energy
4. **Food constituents:**
 - a. **Protein**
 - Definition
 - Classification
 - Recommended daily allowance (RDA)
 - Sources
 - Functions
 - b. **Carbohydrates**
 - Definition
 - Classification
 - Functions
 - Recommended daily allowance (RDA)
 - Sources
 - c. **Fats**
 - Definition
 - Classification
 - Functions
 - Recommended daily allowance (RDA)
 - Sources

d. Vitamins

Definition

Classification

Functions

Recommended daily allowance (RDA)

Sources

e. Minerals:

Definition

Classification

Functions

Recommended daily allowance (RDA)

Sources

UNIT II

RELATED ARTS

1. Elements of Arts:

- a. Lines
- b. Colour
- c. Shape and form
- d. Texture

2. Principles of arts

- a. Balance
- b. Rhythm
- c. Properties and scale
- d. Emphasis
- e. Harmony

3. Design

- a. Importance of design
- b. Types of design
 - i. Natural
 - ii. Adopted
 - iii. Abstract
 - iv. Geometrical

4. Pakistani cultural and traditional handicrafts:

- a. Introduction and history of Pakistani culture
- b. Need for modification
- c. Use of indigenous resources

UNIT III

NURSING AND FIRST AID

1. **Nursing**
 - a. Anatomy and physiology of the body
 - b. Body system

2. **Hygiene:**
 - a. Introduction of communicable diseases
 - b. Causes of diseases
 - c. Means of spread of diseases
 - d. Prevention measures

3. **First Aid**
 - a. Definition
 - b. Needs of first aid
 - c. Duties of first aid
 - d. Meeting the common emergencies
 - i. Bleeding.....causes, sign and treatment.
 - ii. Wounds
 - iii. Fractures
 - iv. Fainting

4. **Sick room management**

PRACTICAL SYLLABUS FOR CLASS-X

1. **Cooking Practical:**
 - a. Sandwich making
 - b. Polaeo
 - c. Custard

2. **Different mud/plaster of paris projects.**

3. **Weaving samples:** Plain; Twill; Satin

4. **Designs:** Curve and straight line projects

5. **First aid projects:**
 - a. First aid box
 - b. Bed sour
 - c. Bandages: Plain; triangular; Sling
 - d. Stretcher making

PRACTICAL LABORATORY / HOME ECONOMICS LAB:

1. There should be laboratory facility in every school in order to conduct the practical.
2. Laboratory should be equipped with basic minimum kitchen requirements.
depending on the availability of financial and physical school resources.
3. Recurring funds should be available.
4. The laboratory should also facilitate as a lecture room.

The following resources should be available:

General:

- a. Preparing Units.
- b. Cooking units.
- c. Serving units
- d. Laboratory should contain both material for cooking and clothing practicals.

TEACHING STRATEGIES

Basic aims of the curriculum or that it should create curiosity in students. There should be some creative activates in it. It should develop questioning power of the students and it should be applicable. Teaching methodology should promote the higher order skills. For the best result such a curriculum teachers should keep in their mind the following points.

1. The lesson should be planned according to the Islamic values. It should have points which are applicable in our Islamic society & limited resources.
2. In order to activate the students, their participation in the learning process is must. Moreover their group discussion should be organized such that learning process may be effective and interesting to them. Along with discussion, power of observation of the students must be developed. For this purpose answer-question techniques should be encouraged among the students.
3. Learning can be made more effective and interesting by the proper use of A.V. Aids.
4. The curriculum of Home Economics is actively oriented. It demands that the teacher should consider the curriculum and other reference material and keep in view the following teaching strategies:

- I. Investigative approach.
- II. Activity oriented approach.
- III. Student centered approach.
- IV. Question answer approach
- V. Group discussion
- VI. Demonstrative approach
- VII. Eclectic approach
- VIII. Play way method
- IX. Formal and informal approach.

GUIDELINES FOR TEXT BOOK DEVELOPERS

Organization and content:

1. While developing textual material, graded vocabulary, simple language and clear logic should be used.
2. Course completion and time limitations should be considered.
3. Teacher and students centered book should be developed.
4. Textbook should be written strictly in accordance with the syllabus.
5. Simple and appropriate terminologies should be used.
6. Language should be simple and direct and according to the level of the students.
7. Illustration and photograph depicting Pakistani living culture should be used.
8. The activity and guidelines for teacher should be given at proper places.
9. There should be continuity in the book.
10. There should be glossary at the end of the text book to clarify the key terms.

Physical Features:

1. For creating interest among the students textual material should be presented through attractive and proper diagrams.
2. The arrangement of pages, exercises and model test items at the end of each chapter.

ASSESSMENT & EVALUATION

The assessment is a tool to know how far the objective of the curriculum are achieved while evaluation is a process of obtaining information to form judgment so that educational decisions can be made.

Evaluations is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have been achieved.

According to J. Stanley in 1981 an educational evaluation is the systematic process of determining the effectiveness of educational endeavors in the light of evidence for our purpose. Evaluation can be thought as formative and summative.

The assessment pattern should be an accordance with the needs of curriculum. It should be designed in away that the students are encouraged for improving skills such as observation, curiosity, creativity and application.

1. Estimating the achievements:

- a. Two external examinations should be arranged during academic year for each class.
- b. Monthly / periodic test should be conducted.
- c. Quiz competition should be arranged.
- d. The proportion of test items at skill level may be 30% factual knowledge, 40% for comprehensive and 30% for higher order skills.

SUGGESTIONS

The committee set up for the revision and modernization of Home Economics curriculum for classes VI to XIII gives its satisfaction on the curriculum, its contents and division of marks, but suggests that it still needs further improvement. For more effective teaching of this syllabus of Home Economics in Pakistan this committee gives their own recommendations.

1. Home Economics should be taught by qualified teachers only with minimum qualifications of M.Sc/B.Sc Home Economics because it is a practical oriented subject which could be only taught by a Home Economics proficient teacher.
2. A present condition of laboratories in the institutions is generally unsatisfactory. They should be strengthened and equipped, further more sufficient funds should be allocated.
3. For effective practical work the number of students one practical class should not be more than 20.
4. Different Home Economics fields should not be considered as separate subjects but taught at different levels as a whole.
5. The subject of Home Economics should not be replaced with any other subject e.g in some regions it is being replaced with computer, rather they should be merged.

6. Teaching staff should be provided further training facilities through in country, in service, training/refresher courses, out of country scholarship etc to improve their professional competencies.
7. Classroom teaching should be supplemented by textbooks and teaching guides
8. Books, journals, magazines and periodicals be made available in the libraries to enable students to enhance their knowledge by knowing the latest trends in the world. Further more walks, Home Economics week or day should be conducted so that a layman in his community is made aware of Home Economics concepts.
9. Home Economics subject should not be taught as an arts subject only. It is a science subject with practical work. No student should be allowed to appear for annual exam in Home Economics as a private candidate, as has become a trend in certain regions of this province.

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