

National Curriculum of Pakistan 2026

FUNDAMENTALS OF FOOD AND NUTRITION

Grades 11-12



NATIONAL CURRICULUM COUNCIL WING

Ministry of Federal Education &
Professional Training, Islamabad
Government of Pakistan.

Acknowledgement

The National Curriculum Council (NCC) continues to play a pivotal role in advancing Pakistan's education system, ensuring that learners are prepared to meet the demands of a rapidly changing world. In a society increasingly influenced by technology, digital innovation, and global trends, the NCC's efforts aim to equip students with critical knowledge, practical skills, and informed decision-making abilities, while responding to emerging societal and market needs.

Within this framework, the Pre Home Economics group has been thoughtfully revised to introduce three foundational subjects, including Fundamentals of Food and Nutrition. This curriculum is designed to provide learners with essential knowledge of nutrition, health, food science, and dietary practices, while developing applied skills that promote healthy lifestyles and informed choices. It seeks to strengthen students' ability to understand and analyze food-related challenges, plan balanced diets, and contribute to family and community well-being.

The curriculum development process involved extensive collaboration with subject specialists, curriculum developers, provincial and regional education departments, and other stakeholders. Their expertise and guidance have been instrumental in producing a curriculum that is both comprehensive and relevant, integrating international best practices with local needs and contexts.

This document serves as a practical guide for educators and learners, offering a clear framework for teaching, learning, and assessment in Fundamentals of Food and Nutrition. It is anticipated that the curriculum will inspire students to develop knowledge, practical competence, and social responsibility, contributing to healthier, informed, and resilient communities across Pakistan.

Dr. Tabassum Naz

Director
National Curriculum Council

Ministry of Federal Education and Professional Training

Introduction

The Pre-Home Economics Group at the higher secondary level is designed to equip learners with essential life skills, practical knowledge, and values required for effective personal, family, and community life. The group comprises Fundamentals of Food and Nutrition, Home Management and Family Studies, and Art & Textile Design, which are intentionally structured to complement one another. Together, these subjects promote critical thinking, planning and organizational skills, creativity, ethical awareness, sustainable living practices, and the ability to apply knowledge in productive and income-generating contexts, forming a coherent and integrated learning framework rooted in the philosophy of Home Economics.

In the context of Pakistan, where challenges such as malnutrition, food insecurity, changing dietary patterns, public health concerns, and limited household resources continue to affect quality of life, the relevance of the Pre-Home Economics Group is particularly significant. By integrating knowledge related to food, health, household management, and creative use of resources, the group prepares learners to respond thoughtfully to real-life situations, supports self-reliance, and contributes to the development of skills that are applicable to both domestic and community-based economic activities.

Within this integrated framework, Fundamentals of Food and Nutrition serves as a core subject aimed at developing an informed understanding of food, nutrients, and health, along with their practical implications for daily living. The curriculum adopts a structured and progressive approach that connects scientific concepts with real-life applications, covering key areas such as nutrients and dietary needs, food hygiene and safety, meal planning, nutrition across the life cycle, food additives, public health nutrition, and sustainable food practices. Learners are encouraged to actively engage with food and nutrition issues through experiences that promote understanding, application, analysis, and informed judgment. Emphasis is placed on assessing dietary practices, evaluating food-related choices, efficient resource management, and applying knowledge within household, cultural, and economic contexts. In alignment with the broader goals of the Pre-Home Economics Group, the subject also enables exploration of opportunities related to food services, nutrition awareness, and small-scale food-related initiatives in a responsible manner, while preparing learners for higher education, vocational pathways, self-employment, and meaningful participation in family and community life.

Fundamentals of Food and Nutrition
Grades 11-12
Progression Grid

Domain A: Introduction to Food and Nutrition

Standard: Students will develop comprehensive knowledge of food, nutrients, food groups, and balanced diet principles.

Grade 11	Grade 12
<p>Benchmark:</p> <ul style="list-style-type: none"> • Identify major nutrients, food groups, and their functions in human health. • Apply the concept of a balanced diet to daily life and dietary assessment. 	
Student Learning Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • FFN-11-A-01: Define food, nutrition, nutrients, malnutrition, and nutritional status. • FFN-11-A-02: Differentiate between macronutrients (carbohydrates, proteins, fats) in terms of functions and sources. • FFN-11-A-03: Explain micronutrients (i.e. water-soluble vitamins, fat soluble vitamins) and minerals (Calcium, Iron, Magnesium, Phosphorous) and their role in health. • FFN-11-A-04: Illustrate five basic food groups using Food Pyramid/My Plate models. • FFN-11-A-05: Relate nutrient intake to growth and development at adolescence. • FFN-11-A-06: Identify the consequences of poor dietary practices. • FFN-11-A-07: Demonstrate the ability to apply knowledge of nutrients in simple diet-planning exercises. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • FFN-12-A-01: Analyze nutritional deficiencies linked with macro- and micronutrients. • FFN-12-A-02: Recommend dietary modifications to manage deficiency disorders. • FFN-12-A-03: Evaluate daily nutrient intake using BMI and growth charts. • FFN-12-A-04: Assess dietary requirements across different age groups. • FFN-12-A-05: Critique common dietary myths and misconceptions. • FFN-12-A-06: Justify the role of nutrition in disease prevention. • FFN-12-A-07: Create comparative charts of nutrient values across different foods. • FFN-12-A-08: Evaluate case studies of malnutrition in different communities.

Domain B: Food Hygiene and Meal planning

Standard: Students will apply principles of food hygiene, safety, and meal planning to diverse populations.

Grade 11	Grade 12
Benchmark <ul style="list-style-type: none">• Demonstrate safe food handling, hygiene, and preservation techniques.• Plan and prepare balanced meals within cultural and economic contexts.	
Student Learning Outcomes	
Students will be able to: <ul style="list-style-type: none">• FFN-11-B-01: Demonstrate hand hygiene and safe food handling practices.• FFN-11-B-02: Identify causes of food contamination and foodborne illness.• FFN-11-B-03: Apply correct storage techniques for perishable/non-perishable foods.• FFN-11-B-04: Describe household-level food preservation methods.• FFN-11-B-05: Design simple daily meal plans.• FFN-11-B-06: Relate hygienic practices to healthy eating environments.	Students will be able to: <ul style="list-style-type: none">• FFN-12-B-01: Apply advanced principles of meal planning considering budget, age, lifestyle, and health conditions.• FFN-12-B-02: Demonstrate preparation of meals for diverse cuisines and socioeconomic groups.• FFN-12-B-03: Integrate food safety standards (e.g., HACCP principles) into food preparation.• FFN-12-B-04: Evaluate storage and preservation techniques for nutritional retention.• FFN-12-B-05: Develop balanced weekly meal plans for different family types.• FFN-12-B-06: Justify food safety and planning in the prevention of community health problems.• FFN-12-B-07: Assess cultural and religious considerations in meal planning.• FFN-12-B-08: Conduct a critical review of food safety issues in media-reported outbreaks.

Domain C: Nutrition through Life cycle

Standard: Students will analyze nutritional requirements during different stages of life and special dietary needs.

Grade 11	Grade 12
Benchmark 1 <ul style="list-style-type: none">Describe nutritional needs from pregnancy to elderly age.Apply knowledge of nutrition to design age-appropriate diets.	
Student Learning Outcomes	
Students will be able to: <ul style="list-style-type: none">FFN-11-C-01: Explain the role of diet in growth and development.FFN-11-C-02: Identify nutritional requirements during pregnancy and lactation.FFN-11-C-03: Describe dietary needs of infants and children.FFN-11-C-04: Suggest healthy practices for weaning and early childhood nutrition.FFN-11-C-05: Recognize risks of malnutrition at different life stages.FFN-11-C-06: Relate adolescence dietary habits to long-term health.FFN-11-C-07: Apply principles of diet modification for common childhood issues (e.g., underweight, picky eating).	Students will be able to: <ul style="list-style-type: none">FFN-12-C-01: Analyze nutritional requirements and dietary concerns of adolescents.FFN-12-C-02: Evaluate role of nutraceuticals and supplements across life stages.FFN-12-C-03: Assess dietary modifications for elderly populations.FFN-12-C-04: Propose diets for individuals with chronic illnesses (e.g., diabetes, hypertension).FFN-12-C-05: Design comparative diet charts for different age groups.FFN-12-C-06: Critique lifestyle factors influencing nutrition across lifespan.FFN-12-C-07: Recommend dietary interventions for special groups (athletes, working adults).FFN-12-C-08: Evaluate case studies on malnutrition in maternal and child health programs.FFN-12-C-09: Debate on the role of fortified foods in national nutrition programs.

Domain D: Physiology and Organic Compounds

Standard: Students will apply knowledge of physiology and organic chemistry to understand nutrition and digestion.

Grade 11	Grade 12
Benchmark: <ul style="list-style-type: none">• Relate biomolecules to food science and health.• Explain digestive system processes and their role in nutrition.	
Student Learning Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none">• FFN-11-D-01: Describe structure of carbohydrates, proteins, and fats.• FFN-11-D-02: Compare essential and non-essential amino/fatty acids.• FFN-11-D-03: Explain simple biochemical reactions related to food (e.g., hydrolysis, oxidation).• FFN-11-D-04: Define enzymes and their role in digestion.• FFN-11-D-05: Recognize nutritional importance of water in metabolism.• FFN-11-D-06: Relate organic compounds to food composition.	<p>Students will be able to:</p> <ul style="list-style-type: none">• FFN-12-D-01: Trace the path of food through the digestive system.• FFN-12-D-02: Explain roles of digestive enzymes and secretions.• FFN-12-D-03: Evaluate absorption and assimilation of nutrients.• FFN-12-D-04: Analyze elimination processes and their nutritional implications.• FFN-12-D-05: Relate chemical composition of food to dietary planning.• FFN-12-D-06: Assess physiological effects of nutritional imbalances.• FFN-12-D-07: Compare biochemical processes in energy metabolism (glycolysis, Krebs cycle).• FFN-12-D-08: Evaluate disorders linked to enzyme deficiencies (e.g., lactose intolerance).

Domain E: Food Additives and Health Impacts

Standard: Students will evaluate the role of food additives, processed foods, and labeling in health outcomes.

Grade 11	Grade 12
Benchmark : <ul style="list-style-type: none">• Identify common food additives and their functions.• Analyze health impacts of processed foods and consumer labeling.	
Student Learning Outcomes	
Students will be able to: <ul style="list-style-type: none">• FFN-11-E-01: Define food additives and classify by function.• FFN-11-E-02: Describe common additives like preservatives, colorants, and flavor enhancers.• FFN-11-E-03: Identify health risks linked with over-consumption of processed foods.• FFN-11-E-04: Interpret simple food labels for basic ingredients.• FFN-11-E-05: Differentiate natural vs synthetic food products.• FFN-11-E-06: Explain advantages and disadvantages of refined foods.• FFN-11-E-07: Relate advertising claims of processed foods to consumer choices.	Students will be able to: <ul style="list-style-type: none">• FFN-12-E-01: Critically evaluate safety, risks, and benefits of additives.• FFN-12-E-02: Compare natural versus synthetic additives in food production.• FFN-12-E-03: Interpret nutritional labels focusing on additives and allergens.• FFN-12-E-04: Assess long-term health implications of processed food consumption.• FFN-12-E-05: Debate consumer rights and ethical issues in food marketing.• FFN-12-E-06: Recommend healthier alternatives to processed foods.• FFN-12-E-07: Evaluate case studies of additive-related health controversies.• FFN-12-E-08: Create consumer guides to promote awareness of additives and labeling.

Domain F: Public Health Nutrition & Sustainable Food Practices



Standard: Students will analyze nutrition's role in public health and adopt sustainable food practices.

Grade 11	Grade 12
Benchmark : <ul style="list-style-type: none">• Relate nutrition to community health challenges.• Promote sustainable, ethical, and environment-friendly dietary practices.	
Student Learning Outcomes	
Students will be able to: <ul style="list-style-type: none">• FFN-11-F-01: Define malnutrition, undernutrition, and overnutrition.• FFN-11-F-02: Identify links between diet and lifestyle diseases.• FFN-11-F-03: Explain the importance of locally available foods in daily diets.• FFN-11-F-04: Describe basic concepts of food security.• FFN-11-F-05: Recognize the importance of reducing food waste during food preparation and serving.	Students will be able to: <ul style="list-style-type: none">• FFN-12-F-01: Describe national/global nutrition challenges (e.g., obesity, anemia).• FFN-12-F-02: Recognize role of diet in prevention of non-communicable diseases.• FFN-12-F-03: Understand food security policies in relation to health outcomes.• FFN-12-F-04: Advocate community awareness on healthy eating.• FFN-12-F-05: Design strategies to integrate sustainable food practices at household/community levels.• FFN-12-F-06: Identify environmental effects of food production and consumption.• FFN-12-F-07: Recommend nutrition strategies for climate resilience.

Suggested Guidelines for Textbook/Instructional Material Developers

The following guidelines are intended to assist authors and instructional material developers in designing curriculum-aligned, pedagogically sound, and contextually relevant textbooks and learning resources for Fundamentals of Food and Nutrition at Grades XI and XII.

- Authors and instructional material developers are encouraged to align all content, learning activities, assessments, and illustrations with the curriculum standards, benchmarks, and Student Learning Outcomes (SLOs), and to avoid inclusion of material beyond prescribed scope.
- Content organization is expected to promote a coherent scope and sequence, progressing from foundational concepts to higher-order application, analysis, and creation.
- Instructional design should promote learner-centered approaches that develop inquiry, collaboration, reflection, and active engagement, moving beyond rote memorization.
- Cultural relevance may be strengthened by including examples of foods practices from Pakistan's diverse regions and communities, while respecting religious, linguistic, and socioeconomic differences.
- Inclusive representation is encouraged using unbiased language, diverse visuals, and varied contexts that reflect gender equity, rural and urban settings, and learners with different abilities.
- Differentiated learning may be supported by providing scaffolded tasks, guided prompts, and optional enrichment activities to address varying levels of learner readiness.
- Learning activities are encouraged to develop higher order thinking skills by engaging learners in applying nutrition concepts to real-life situations.
- Project-based, inquiry-oriented, and real-world learning tasks may be included to encourage problem-solving, creativity, communication, and collaboration, supported by clearly defined assessment criteria or rubrics.
- Reflective and metacognitive prompts are recommended to support learners in monitoring their understanding, setting personal learning goals, and connecting nutrition knowledge to healthy lifestyle choices.

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- Meaningful integration of technology is encouraged to enhance learning using credible digital resources, QR-linked multimedia, and interactive tools that promote conceptual understanding and digital literacy.
 - Textbooks may support blended and flexible learning environments by including suggestions for online discussions, self-paced learning activities, and digital collaboration tools where appropriate.
 - Basic data and research literacy can be developed through activities involving simple data collection, interpretation, and visualization related to food, nutrition, or household practices.
 - Teacher support may be strengthened by including concise guidance notes outlining learning intentions, prerequisite knowledge, estimated instructional time, required resources, safety considerations, and common misconceptions.
 - Practical and experiential activities are encouraged to be clearly structured and to include step-by-step procedures, materials lists, and safety guidelines to facilitate effective classroom and laboratory implementation.
 - Assessment is encouraged to be embedded within the learning process through authentic tasks such as portfolios, journals, meal plans, and community-based outputs, while promoting opportunities for self- and peer assessment.
 - It is recommended to promote ethical, evidence-based, and responsible food and nutrition practices, and to avoid unverified health claims or messages that may encourage unhealthy behaviors.
 - Concepts of sustainability and environmental responsibility may be integrated across relevant topics to encourage awareness of local food systems, waste reduction, and responsible resource use.
 - Continuous improvement may be supported by including mechanisms for teacher and learner feedback and by encouraging periodic review and updating content in response to scientific advances, national priorities, and evolving educational practices.
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Suggested Guidelines for Teachers

The following activities are suggested to achieve the objectives of this curriculum. Teachers may adapt or select strategies according to their specific context, learner needs, and available resources, to ensure effective and meaningful learning experiences.

- Ensure that all lessons, activities, and assessments align directly with the curriculum's standards, benchmarks, and SLOs, progressing from foundational concepts to higher-order thinking and real-life application.
- Encourage active learning through discussion, inquiry, problem-solving, and hands-on activities. Adapt instruction for diverse learners using flexible, low-cost, and readily available resources.
- Integrate opportunities for students to develop entrepreneurial thinking e.g., designing mini business plans, budgeting, marketing homemade or healthy food products, or organizing community nutrition initiatives.
- Promote critical thinking, creativity, collaboration, communication, and digital literacy. Use real-life scenarios, projects, and simulations to connect classroom learning with practical applications.
- Maximize learning through low-cost, everyday household items for lab and experiential activities. Encourage group work, resource sharing, and rotation of equipment to optimize lab usage.
- Leverage available technology interactive simulations, online databases, QR-linked multimedia, and nutrition apps to enhance understanding, research skills, and self-directed learning.
- Assessment should emphasize ongoing, formative methods such as journals, discussions, quizzes, peer feedback, and reflection prompts to monitor understanding and guide instruction. It may also include self and peer-evaluation, as well as practical tasks like project presentations, meal planning, and community nutrition activities.
- Reflective Practice: Guide students to regularly reflect on learning outcomes, personal dietary habits, and community nutrition practices, linking theory with action.
- Promote evidence-based nutrition, cultural relevance, and ethical food practices. Encourage sustainability through local foods, waste reduction, and responsible consumption.

- Teachers are encouraged to reflect on their instructional strategies, gather student feedback, explore innovative approaches, and continually improve teaching using available resources effectively

Assessment Guidelines

Assessment plays a central role in understanding learner progress, guiding instruction, and ensuring that students achieve the knowledge, skills, and competencies outlined in the curriculum. It supports not just the recall of facts, but the application of understanding real-life situations, critical thinking, decision-making, and the ability to plan, evaluate, and reflect on food-related practices. Assessment enables teachers to monitor learning continuously, provide meaningful feedback, and prepare students for both higher education and practical life experiences. Assessment practices should:

- Support learning by guiding instruction and providing timely feedback that informs students of their strengths and areas for improvement. This approach prioritizes formative assessment as an integral part of teaching and learning rather than a separate event.
- Be aligned with learning outcomes and curriculum expectations, ensuring tasks measure what students are intended to learn.
- Use varied methods to capture knowledge, skills, attitudes, and performance, recognizing that different types of assessment provide different insights into learning.
- Ensure fairness, inclusivity, and accessibility, accommodating diverse learners.

Assessment in this subject encompasses both formative and summative components, integrating a range of tools and formats that reflect international best practices in education and are aligned with the nature of Home Economics learning.

Formative Assessment

Formative assessment forms the foundation of assessment practice in this subject and is embedded throughout instruction to support continuous learning and improvement. It may include diagnostic activities at the beginning of units to identify prior knowledge and learning needs, followed by regular checks for understanding through journals, short quizzes, discussion prompts, exit slips, concept maps, and brief reflective tasks. Student reflection, self-assessment, and peer feedback during collaborative activities are encouraged to promote metacognitive awareness, learner

responsibility, and effective communication. Formative feedback should be timely, specific, and actionable, enabling learners to understand their progress and identify clear next steps.

Formative assessment may also be supported through collaborative and project-based learning experiences that allow learners to apply concepts in meaningful contexts. These may include group meal-planning exercises, analysis of dietary case studies, contextual evaluation of food safety practices, examination of food labels from locally available products, short research tasks on local nutrition trends, and the development of mini-portfolios documenting applied learning. Such approaches provide opportunities to assess understanding, reasoning, analytical ability, and real-world application of food and nutrition concepts while strengthening engagement and practical competence.

Summative Assessment (End-of-Term / End-of-Course)

Summative assessment is designed to measure learners' cumulative achievement of the prescribed curriculum standards, benchmarks, and student learning outcomes at the end of a term or course. It evaluates both the breadth of content coverage and the depth of understanding, ensuring that learners can recall essential knowledge, apply concepts to real-life situations, analyze and evaluate information, and demonstrate informed judgment. Summative assessment complements formative practices by providing a comprehensive picture of learner achievement and readiness for progression.

The summative assessment for Fundamentals of Food and Nutrition comprises two components: a written theory examination (80%) and a practical examination (20%), reflecting the theoretical and applied nature of the subject.

Written Examination (Theory – 80%)

The written examination should assess learners' understanding, analytical ability, and application of food and nutrition concepts across all curriculum domains. Question papers should reflect a balanced range of cognitive demands emphasizing understanding, reasoning, and application rather than rote memorization. It may include objective-type questions, short-answer, and extended-response items, each designed to assess conceptual clarity, interpretation, analysis, and informed judgment. Wherever appropriate, questions should be contextualized through real-life situations, such as household food choices, dietary needs, food safety issues, or sustainability concerns, and aligned clearly with the prescribed learning outcomes.

Practical Examination (20%)

The practical examination should evaluate learners' ability to apply theoretical knowledge in authentic and meaningful contexts, with emphasis on planning, decision-making, analysis, and communication. Practical tasks may include meal planning, analysis of dietary cases, interpretation of food labels, evaluation of food hygiene practices, or preparation of nutrition awareness materials, using locally relevant examples. Assessment should be conducted through clear rubrics that consider accuracy of content, application of principles, reasoning, organization of work, and clarity of presentation, considering both the process and the final output.

To ensure both continuous engagement and authentic performance, the practical component shall comprise two complementary parts:

- a) Practical Portfolio, developed over the academic year and defended through viva voce during the summative examination, and
- b) On-Spot Practical Examination, requiring independent performance of an assigned task under examination conditions.

Component A: Practical Portfolio with Viva Voce

This component is intended to assess progressive learning, reflective understanding, and sustained application of concepts covered throughout the course. The portfolio shall be developed during the academic year and may include selected evidence such as:

- Meal plans and preparation for different life-cycle stages, cultures and income levels
- Analysis of food labels and consumer choices using locally available products
- Documentation of balanced meals, therapeutic or special diets
- Food hygiene and safety observations, checklists, or case analyses
- Short reflective notes explaining nutritional decisions and learning outcomes

During the final examination, candidates shall present and defend their portfolios through a structured viva voce. The viva shall assess:

- Understanding of nutritional principles demonstrated in the portfolio
- Ability to justify food choices and planning decisions
- Awareness of hygiene, safety, and cultural considerations
- Clarity of explanation and use of appropriate terminology

Component B: On-Spot Practical Examination of Two-Hour Duration

This component is designed to assess the learner's independent application of knowledge and skills in a controlled, time-bound setting. Each candidate shall be assigned one integrated practical task on the day of examination. Tasks may require planning, preparation, analysis, demonstration, and explanation, and may include:

- Planning and preparing a nutritionally appropriate meal for a given scenario
- Applying principles of therapeutic or special diets
- Analyzing a dietary or food safety case and proposing practical solutions
- Demonstrating food hygiene practices or identifying risks in a given setup

Rubric for Practical Assessment

Component A: Portfolio and Viva Voce (07 Marks)		
Assessment area	Description	Marks
Portfolio	Relevance, completeness, accuracy, and alignment with prescribed tasks	04
Viva Voce	Understanding of concepts, justification of decisions, clarity of responses	03
Component B: On-Spot Practical Examination (13 Marks)		
Knowledge & Understanding	Accuracy of concepts applied	02
Process & Technique	Correct method, step-by-step approach	03
Safety & Hygiene	Cleanliness, awareness of hygiene risks, safe practices	02
Reasoning & Justification	Ability to explain and justify choices during brief interaction	02
Analysis & Interpretation	Correct conclusions or recommendations	02
Presentation & Communication	Neatness, clarity in oral/written output.	02
Total		20

Curriculum Development Team

S. No.	Name and Designation	Role in Committee
1.	Dr. Tabassum Naz, director NCC	Chairperson
2.	Prof. Rozina Faheem, Principal Institute of Home Economics, Art & Design, F-11/1 Islamabad	Member
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4.	Dr. Tahseen Fatima Miano, Associate Professor Institute of Food Sciences and Technology Sindh Agriculture University Tandojam Curriculum	Member
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6.	Dr Kalsoom Bibi, Lecturer, Institute of Home Economics, Art & Design, F-11/1 Islamabad	Member
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8.	Dr. Wasai, Education Officer, National Curriculum Council Islamabad	Member
9.	Bushra Anwar, Education Officer, NCC,	Member
10.	Tahir Mehmood, Assistant Educational Officer, National Curriculum Council Islamabad	Secretary/ Member

**TO BE PUBLISHED IN THE NEXT GAZETTE
OF PAKISTAN PART-1**

Government of Pakistan
National Curriculum Council Wing
Ministry of Federal Education and Professional Training

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NOTIFICATION

F. No.2-10(2025) Pre Home Economics (XI-XII)NCC :In exercise of the powers conferred under the Federal Supervision of Curricula , Textbooks and Maintenance of Standards of Education Act 1976 Section 3(2)(a), the competent authority i.e. Director , NCC Wing, M/o FE&PT has approved the curriculum of "**Fundamentals of Food and Nutrition**" for Grades (XI-XII) under Pre Home Economics Group . The Curriculum will be implemented in all public and private educational institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2026-27. This curriculum is available at ncc.gov.pk.


(Tahir Mehmood)

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