National Curriculum of Pakistan 2026

HOME MANAGEMENT AND FAMILY STUDIES

Grades 11-12

NATIONAL CURRICULUM COUNCIL WING
Ministry of Federal Education &
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Government of Pakistan.

Acknowledgment

The National Curriculum Council (NCC) has consistently strived to enhance and modernize the educational landscape of Pakistan, keeping pace with global trends, societal transformations, and emerging workforce requirements. In an era marked by rapid technological innovation, digital influence, and evolving social needs, NCC's efforts ensure that equipping learners with the essential knowledge, practical skills, and decision-making abilities needed to navigate contemporary challenges effectively.

As part of this vision, the Pre Home Economics group has been comprehensively revised to introduce three foundational subjects, including Home Management and Family Studies. This curriculum aims to provide learners with a strong understanding of family life, household management, resource utilization, health, and social responsibility. It emphasizes practical application, ethical reasoning, and problem-solving skills, enabling students to make informed decisions, manage households efficiently, and contribute positively to family and community well-being.

The development of this curriculum reflects extensive research, collaboration, and consultation with subject specialists, curriculum developers, provincial and regional education departments, and other key stakeholders. Their expertise and insights have ensured that the curriculum is rigorous, contextually relevant, and aligned with both national priorities and international best practices.

This curriculum document is intended to serve as a comprehensive guide for educators and learners, providing a clear framework for teaching, learning, and assessment in Home Management and Family Studies. It is hoped that it will cultivate responsible, skilled, and socially aware learners capable of contributing meaningfully to the development of Pakistan's society and economy.

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Introduction

Home Management and Family Studies is an applied and interdisciplinary subject that equips learners with essential knowledge, skills, and attitudes for the effective management of home, family, and personal life. The subject integrates concepts from home management, resource utilization, human development, family relationships, consumer awareness, health and safety, and home-based hospitality, enabling students to respond thoughtfully and competently to real-life domestic and social situations.

At the higher secondary level (Grades XI–XII), the subject emphasizes the development of practical life skills, critical thinking, and responsible decision-making required for managing household and family responsibilities. Learners are guided to make informed choices related to budgeting, space management, health, safety,care, and sustainable living, ensuring a balanced and well-managed home environment.

The subject also plays an important role in promoting personal growth, social responsibility, and interpersonal competence. Through the study of family dynamics, human development, caregiving, and communication, students gain an understanding of diverse family structures and life stages. This enables them to foster healthy relationships, resolve conflicts constructively, and support the well-being of family members across the lifespan.

The curriculum is designed to ensure progressive learning, moving from foundational concepts to higher-order application, analysis, and creation. Students engage in hands-on and experiential activities such as budgeting exercises, safety audits, care planning, consumer analysis, and small-scale event management, strengthening their ability to apply theoretical knowledge in practical contexts.

Overall, Home Management and Family Studies aims to develop self-reliant, responsible, and socially aware individuals who can contribute positively to their families and communities. By emphasizing ethical values, cultural relevance, and sustainability, the subject prepares students for further studies in Home Economics related fields as well as for informed and responsible living beyond school.

Home Management and Family Studies

Grade 11-12

Progression Grid

Domain A: Home Management

Standard: Students will demonstrate the ability to organize, maintain, and improve the home environment for functionality, comfort, and safety.

Benchmark

1. Students will be able to apply principles of space utilization, cleanliness, and organization in various household settings.
2. Students will be able to identify and implement safe, energy-efficient, and cost-effective home maintenance practices.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-A-01] Define key concepts of functionality, comfort, and safety in household environments. (Remembering) • [SLO: HMFS-11-A-02] Identify basic principles of space utilization and organization for different household areas. (Understanding) • [SLO: HMFS-11-A-03] Demonstrate cleaning techniques for furniture, flooring, and common surfaces using appropriate tools and products. (Applying) • [SLO: HMFS-11-A-04] Arrange furniture and household items to optimize space and movement in a given room layout. (Applying) • [SLO: HMFS-11-A-05] Recognize common household safety hazards and propose simple preventive measures. (Understanding) • [SLO: HMFS-11-A-06] Demonstrate basic energy-saving practices in lighting, appliance use, and ventilation. (Applying) • [SLO: HMFS-11-A-07] Maintain a weekly cleaning and organization checklist for selected household areas. (Applying)	Students will be able to: • [SLO: HMFS-12-A-01] Describe different home layouts. (Understanding) • [SLO: HMFS-12-A-02] Plan and execute a reorganization of a designated room based on ergonomic and aesthetic principles. (Creating) • [SLO: HMFS-12-A-03] Inspect household areas for maintenance issues, including safety risks, and document findings in a report. (Evaluating) • [SLO: HMFS-12-A-04] Demonstrate advanced cleaning methods for specialized surfaces (e.g., glass, stainless steel, upholstery). (Applying) • [SLO: HMFS-12-A-05] Implement a monthly preventive maintenance schedule for selected home appliances. (Applying) • [SLO: HMFS-12-A-06] Explain the cost-effectiveness and sustainability of different maintenance and cleaning products. (Understanding) • [SLO: HMFS-12-A-07] Create a budget plan for minor home improvement projects, including materials and labour costs. (Creating)

Domain B: Household Resource & Budget Management
Standard: Students will manage household resources efficiently to meet family needs and goals.

Benchmark:

1. Prepare and monitor a simple household budget considering income, expenses, and savings.
2. Demonstrate effective use of time, money, and materials to reduce waste and maximize value.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-B -01] Define key household resources (time, money, materials) and their importance in daily life. (Remembering) • [SLO: HMFS-11-B-02] List common categories of household income, fixed expenses, and variable expenses. (Remembering) • [SLO: HMFS-11-B-03] Explain the concept of savings and its role in financial security. (Understanding) • [SLO: HMFS-11-B-04] Record simple income and expense transactions in a basic logbook or spreadsheet. (Applying) • [SLO: HMFS-11-B-05] Prepare a weekly household budget using provided income and expense data. (Applying) • [SLO: HMFS-11-B-06] Identify ways to reduce waste and conserve household resources. (Understanding) • [SLO: HMFS-11-B-07] Demonstrate simple time-saving techniques for daily household tasks. (Applying)	Students will be able to: • [SLO: HMFS-12-B-01] Analyze actual household spending patterns to identify overspending and savings opportunities. (Analyzing) • [SLO: HMFS-12-B-02] Revise an existing household budget to accommodate changes in income, expenses, or family priorities. (Applying/Creating) • [SLO: HMFS-12-B-03] Develop a monthly or quarterly budget plan, including an emergency fund and long-term savings goals. (Creating) • [SLO: HMFS-12-B-04] Describe the cost-effectiveness of different household purchases or service options. (Remembering) • [SLO: HMFS-12-B-05] Develop a strategy/project for recycling of household waste materials. (Application) • [SLO: HMFS-12-B-06] Prioritize tasks in a daily or weekly schedule for maximum time efficiency. (Applying) • [SLO: HMFS-12-B-07] Present a short report summarizing resource management strategies and their expected benefits. (Creating)

Domain C: Family Dynamics and Relationships
Standard: Students will demonstrate interpersonal skills and apply an understanding of human development to promote healthy, respectful, and supportive family relationships across all life stages.

Benchmark:

1. Students will be able to identify roles, responsibilities, communication patterns, and developmental needs within diverse family structures and life stages.
2. Students will be able to apply conflict resolution, decision-making, and age-appropriate interaction strategies in simulated family and caregiving situations.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-C-01] Define common family structures (nuclear, extended, single-parent, joint) and identify basic roles within them. (Remembering) • [SLO: HMFS-11-C -02] Identify verbal and non-verbal communication patterns used in family interactions. (Remembering) • [SLO: HMFS-11-C-03] Demonstrate active listening and respectful speaking in role-play scenarios. (Applying) • [SLO: HMFS-11-C-04] Recognize signs of stress or tension in family members and suggest simple supportive actions. (Understanding) • [SLO: HMFS-11-C-05] Apply simple decision-making steps to resolve common family disagreements in simulations. (Applying) • [SLO: HMFS-11-C-06] Understand basic principles of daily caring at different age levels such as infancy, childhood, adolescence and old age. • [SLO: HMFS-11-C-07] Participate in a group activity to plan a daily care routine for a child, adolescent, or elderly family member. (Applying)	Students will be able to: • [SLO: HMFS-12-C-01] Analyse how family roles and responsibilities shift across different life stages and circumstances. (Analyzing) • [SLO: HMFS-12-C-02] Evaluate the impact of communication style on family relationships using real or simulated scenarios. (Evaluating) • [SLO: HMFS-12-C-03] Demonstrate conflict resolution strategies adapted to the age, needs, and circumstances of those involved. (Applying) • [SLO: HMFS-12-C-04] Role-play a complex family meeting that involves negotiation, compromise, and planning. (Applying) • [SLO: HMFS-12-C-05] Explain how physical, emotional, and social development influence caregiving approaches for children, adults, and the elderly. (Understanding) • [SLO: HMFS-12-C-06] Design a weekly care plan for a dependent family member, incorporating developmental needs, safety, and emotional support. (Creating) • [SLO: HMFS-12-C-07] Reflect on personal strengths and areas for growth in interpersonal communication and caregiving skills, producing a brief self-assessment. (Evaluating) • [SLO: HMFS-12-C-08] Recommend strategies for balancing work, family, and self-care in households. (Applying/Evaluating)

Domain D: Human Development

Standard: Students will understand the stages of human growth and development, the factors influencing these stages, and the application of this knowledge to promote healthy personal, family, and community life.

Benchmark

1. Students will be able to explain the physical, cognitive, emotional, and social development across the human lifespan.
2. Students will be able to Apply knowledge of human development to real-life situations for improving well-being and relationships.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-D-01] Define key concepts of human development, including growth, maturation, and learning. (Remembering) • [SLO: HMFS-11-D-02] Identify major physical, cognitive, and emotional changes during infancy, childhood, and adolescence. (Understanding) • [SLO: HMFS-11-D-03] Describe the role of nutrition, environment, and family in early childhood development. (Understanding) • [SLO: HMFS-11-D-04] Explain basic theories of development (Piaget, Erikson) in simple terms. (Understanding) • [SLO: HMFS-12-D-05] Describe the influence of heredity and environment on personality development. (Understanding) • [SLO: HMFS-11-D-06] Describe how lifestyle and environment influence adolescent health and behavior. (Remembering) • [SLO: HMFS-11-D-07] Analyze the impact of peer relationships on emotional and social development during adolescence. (Analysing) • [SLO: HMFS-11-D-08] Suggest practical ways to support healthy development in adolescence. (Creating)	Students will be able to: • [SLO: HMFS-12-D-01] Recall stages of human development from infancy to old age. (Remembering) • [SLO: HMFS-12-D-02] Explain cognitive and emotional changes in adulthood and old age. Understanding) • [SLO: HMFS-12-D-03] Discuss social and cultural factors affecting adulthood roles and responsibilities. (Understanding) • [SLO: HMFS-12-D-04] Apply theories of human development to case studies of adult and elderly individuals. (Applying) • [SLO: HMFS-12-D-05] Evaluate the impact of health care, lifestyle, and support systems on quality of life in old age. (Evaluating) • [SLO: HMFS-12-D-06] Design an awareness campaign to promote healthy ageing in the community. (Creating)

Domain E: Consumer Awareness & Sustainable Home Economics
Standard: Students will make informed and sustainable consumer decisions to ensure value, safety, and environmental responsibility.

Benchmark

1. Students will be able to evaluate products and services based on quality, price, durability, environmental impact, and consumer rights.
2. Students will be able to demonstrate responsible consumer behaviour in line with environmental and ethical considerations.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-E-01] Define key terms related to consumer rights, sustainable consumption, and product quality. (Knowledge) • [SLO: HMFS-11-E-02] Explain the significance of eco-labels, quality marks, and certifications in consumer decision-making. (Understanding) • [SLO: HMFS-11-E-03] Analyze product features to determine value for money considering price, durability, and environmental impact. (Analysis) • [SLO: HMFS-11-E-04] Compare products or services using a self-designed evaluation checklist. (Application) • [SLO: HMFS-11-E-05] Evaluate advertising claims and promotional offers for accuracy and ethical considerations. (Evaluation) • [SLO: HMFS-11-E-06] Propose strategies for making informed and ethical consumer choices in everyday situations. (Creating)	Students will be able to: • [SLO: HMFS-12-E-01] Learn national consumer protection laws, agencies, and their roles. (Knowledge) • [SLO: HMFS-12-E-02] Interpret product labels, warranties, and usage instructions to make informed decisions. (Understanding) • [SLO: HMFS-12-E-03] Critically assess the environmental and social impact of consumer choices. (Evaluation) • [SLO: HMFS-12-E-04] Design a sustainable consumption plan for a household considering budget, ethics, and environmental factors. (Creating) • [SLO: HMFS-12-E-05] Develop criteria for selecting eco-friendly products and services. (Application) [SLO: HMFS-12-E-06] Formulate strategies for reducing household waste through responsible purchasing and usage. (Creating)

Domain F : Health, Safety, and Home-based Care

Standard: Students will apply safety, hygiene, and basic care practices to maintain a healthy and secure home environment.

Benchmark

1. Students will be able to demonstrate safe use of household appliances, tools, and cleaning agents.
2. Students will be able to provide basic first aid and home-based care for common health concerns.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-F-01] Identify basic household safety symbols and warning labels on cleaning agents and appliances. (Remembering) • [SLO: HMFS-11-F-02] Demonstrate safe handling and storage of kitchen knives, electrical cords, and sharp tools. (Applying) • [SLO: HMFS-11-F-03] Apply correct posture and body mechanics when lifting or moving heavy objects in the home. (Applying) • [SLO: HMFS-11-F-04] Perform basic wound cleaning and dressing using a first aid kit. (Applying) • [SLO: HMFS-11-F-05] Role-play emergency communication during household accidents (e.g., calling emergency services). (Applying) • [SLO: HMFS-11-F-06] Prepare a household safety checklist for regular monitoring and prevention. (Creating)	Students will be able to: • [SLO: HMFS-12-F-01] Perform the steps for CPR on an adult and child. (Application) • [SLO: HMFS-12-F-02] Analyze potential household hazards and propose preventive measures for each. (Analyzing) • [SLO: HMFS-12-F-03] Demonstrate safe use of fire extinguishers in a simulated kitchen fire. (Applying) • [SLO: HMFS-12-F-04] Explain procedures for safe disposal of household garbage, chemicals and expired medicines. (Understanding) • [SLO: HMFS-12-F-05] Provide home-based care plans for patients with common conditions such as fever, dehydration, or minor burns. (Applying) • [SLO: HMFS-12-F-06] Develop an emergency preparedness plan for the household, including supplies, contacts, and evacuation routes. (Creating)

Domain G : Event Planning & Home-based Hospitality

Standard: Students will plan and execute small-scale events or gatherings within a household context.

Benchmark

1. Students will be able to develop event plans including budgeting, scheduling, and resource allocation.
2. Students will be able to demonstrate practical skills in setting up, managing, and concluding home-based events.

Student Learning Outcomes	
Grade 11	**Grade 12**
Students will be able to: • [SLO: HMFS-11-G-01] List essential steps in planning a small home-based event. (Remembering) • [SLO: HMFS-11-G-02] Prepare a basic budget for a family celebration considering food, decor, and guest needs. (Applying) • [SLO: HMFS-11-G-03] Identify common mistakes in event planning and suggest ways to avoid them. (Understanding) • [SLO: HMFS-11-G-04] Demonstrate appropriate table setting and serving techniques for a small gathering. (Applying) • [SLO: HMFS-11-G-05] Explain the importance of guest comfort and etiquette in home-based hospitality. (Understanding) • [SLO: HMFS-11-G-06] Demonstrate event management (e.g., seating, lighting, decorations) according to the event theme. (Applying)	Students will be able to: • [SLO: HMFS-12-G-01] Design a detailed event plan including budget, schedule, and task allocation. (Creating) • [SLO: HMFS-12-G-02] Demonstrate effective delegation of roles to family members or helpers for efficient event management. (Applying) • [SLO: HMFS-12-G-03] Explain strategies for managing last-minute changes or emergencies during an event. (Understanding) • [SLO: HMFS-12-G-04] Coordinate post-event tasks such as clean-up, thank-you messages, and returning borrowed items. (Applying) • [SLO: HMFS-12-G-05] Analyse cost-saving measures without compromising event quality. (Analysing) • [SLO: HMFS-12-G-06] Prepare a thematic menu considering dietary preferences and cultural sensitivities. (Creating) • [SLO: HMFS-12-G-07] Plan a small-scale event by applying basic principles of event management. • [SLO: HMFS-12-G-08] Evaluate the success of an event using simple feedback tools. (Evaluating)

Guidelines for Authors / Instructional Material Developers

Textbook and instructional material developers are expected to design textbooks and learning resources that are curriculum-aligned, learner-centered, practical, and culturally appropriate, while reflecting contemporary educational trends and national priorities. The following guidelines should be observed:

- Ensure complete alignment of all content with the curriculum framework, including standards, benchmarks, and Student Learning Outcomes (SLOs). Each unit or chapter should clearly indicate the SLOs being addressed.
- Organize content in a logical and progressive sequence, reflecting the transition from foundational concepts to higher-order application, analysis, and creation.
- Adopt a learner-cantered and inclusive approach, using clear, age-appropriate language that is free from gender, cultural, or social bias. Examples and case studies should reflect local and national contexts while remaining inclusive of diverse family structures and life situations.
- Emphasize the applied and practical nature of the subject by integrating real-life scenarios, household simulations, case studies, role plays, projects, and hands-on activities that connect learning with everyday family and community life.
- Incorporate modern pedagogical practices, such as inquiry-based learning, problem-solving tasks, reflective activities, and collaborative learning experiences, to promote critical thinking and independent learning.
- Integrate technology-enhanced learning where appropriate, including references to digital tools such as budgeting software, planning templates, educational videos, simulations, and online research tasks. Authors are encouraged to use QR codes or digital links to provide supplementary multimedia resources, ensuring equitable and guided use of technology.
- Use high-quality visuals including photographs, diagrams, infographics, tables, and charts that enhance conceptual understanding. All visuals should be pedagogically purposeful, culturally appropriate, clearly labelled, and ethically sourced.
- Provide formative learning checks throughout the text, such as reflection questions, short exercises, practice tasks, and self-assessment prompts, to support continuous learning and monitoring of student progress.
- Include assessment support material, such as sample practical tasks, project ideas, rubrics, checklists, and performance criteria, clearly aligned with curriculum assessment guidelines and SLOs.
- Highlight themes of ethical values, sustainability, consumer responsibility, health and safety, and social well-being, ensuring alignment with national values and global sustainability goals.
- Design activities that promote life skills and employability skills, such as planning, budgeting, communication, teamwork, caregiving, organization, and responsible decision-making.

- Provide end-of-unit summaries, glossaries of key terms, concept maps, and review questions to support consolidation of learning and revision.
- Include guidance or suggestions for teacher support, such as implementation tips, differentiation strategies, and classroom management considerations for practical and group-based activities.
- Ensure consistency in terminology, tone, symbols, and instructional design across all chapters and grade levels.
- Maintain high standards of academic accuracy and quality, ensuring that content is reviewed by subject specialists, curriculum experts, and experienced educators.
- Adhere strictly to ethical and legal requirements, including copyright laws, and responsible use of images and digital materials.

Suggested Guidelines for Teachers

Teaching Home Management and Family Studies requires an instructional approach that is learner-centered, activity-oriented, and grounded in real-life contexts. To support effective teaching and meaningful learning, the following teaching practices and strategies are recommended.

- Plan and deliver instruction in alignment with the curriculum standards, benchmarks, and Student Learning Outcomes (SLOs), ensuring coherence between objectives, teaching strategies, learning activities, and assessment.
- Adopt a learner-centred teaching approach, encouraging active participation, inquiry, collaboration, and reflection rather than reliance on lecture-based instruction. Students should be given opportunities to explore, practice, discuss, and apply concepts.
- Clearly communicate learning intentions and success criteria at the beginning of each lesson so that students understand what they are expected to learn and how their learning will be demonstrated.
- Use a variety of teaching strategies appropriate to the subject, including demonstrations, role plays, simulations, case studies, project-based learning, group work, and hands-on practical activities related to home management, budgeting, caregiving, safety, and event planning.
- Emphasize the practical and applied nature of the subject by linking theoretical concepts with everyday household and family contexts. Wherever possible, encourage students to apply learning through home-based tasks, community observations, or simulated real-life situations.
- Integrate technology meaningfully to enhance teaching and learning. This may include the use of instructional videos, digital presentations, budgeting or planning tools, online research resources, simulations, and digital portfolios. Technology should support learning objectives and remain accessible to all learners.

- Encourage students to create digital learning artifacts, such as presentations, infographics, short videos, or e-portfolios, to document and demonstrate their understanding and practical skills.
- Employ formative assessment strategies throughout instruction, including questioning, observation, checklists, reflections, quizzes, peer feedback, and exit tickets, to monitor learning progress and provide timely, constructive feedback.
- Use rubrics and clear assessment criteria for practical work, projects, and presentations so that students understand expectations and can self-monitor their performance.
- Promote self-assessment and peer assessment to develop students' reflective thinking, responsibility, and ownership of learning.
- Create a safe, inclusive, and respectful classroom environment that values diversity in family structures, cultural practices, and individual experiences. Sensitive topics should be handled with professionalism, empathy, and cultural awareness.
- Encourage the development of life skills and 21st-century competencies, including communication, collaboration, problem-solving, critical thinking, decision-making, creativity, time management, and digital literacy.
- Incorporate themes of ethics, sustainability, consumer responsibility, health, safety, and well-being consistently across lessons, reinforcing responsible citizenship and informed decision-making.
- Differentiate instruction to address diverse learning needs, providing support, scaffolding, or enrichment activities as required. Flexibility in teaching strategies and assessment methods is encouraged.
- Use reflection and metacognitive activities, such as learning journals, discussion prompts, or reflective questions, to help students think about how they learn and how their skills are developing over time.
- Collaborate with fellow teachers and participate in professional learning communities to share best practices, resources, and innovations related to teaching Home Economics–related subjects.
- Regularly reflect on teaching practices using student feedback and assessment data to improve lesson effectiveness and learning outcomes.
- Maintain high standards of professionalism, including lesson preparation, classroom organization, safety during practical activities, accurate record-keeping, and ethical conduct.

Assessment Guidelines

Assessment is an integral component of the teaching learning process, designed to guide instruction, support student learning, and evaluate achievement of the prescribed Student Learning Outcomes (SLOs). It serves multiple educational purposes, including diagnosing learning needs, monitoring progress, providing feedback for improvement, and informing instructional decisions. 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 is a continuous and integral part of teaching and learning in Home Management and Family Studies. It supports learner growth by identifying strengths, addressing learning gaps, and fostering reflective, responsible decision-making related to family life and household management. Embedded throughout instruction, formative assessment aligns with the subject's objectives of developing essential life skills, social responsibility, ethical awareness, and practical competence.

A variety of formative strategies may be used to track students' learning progress. These may include diagnostic activities to understand prior knowledge of family roles, household resources, consumer behavior, health, and relationships, followed by reflective journals, short quizzes, scenario-based questions, class discussions, simple case studies, concept maps, exit reflections, and brief written or oral tasks. Students should be encouraged to take part in self-assessment and peer feedback during group activities to build reflection, communication, and problem-solving skills. Formative assessment can also include activity-based tasks such as family budgeting exercises, household situations for discussion, consumer decision-making using locally available products, role-play of family responsibilities, and small portfolios. These approaches help assess understanding and practical application in real-life family and home contexts.

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

Summative assessment is intended to evaluate learners' overall achievement of the prescribed curriculum standards, competencies, and Student Learning Outcomes at the completion of a term or course. It measures both conceptual understanding and the ability to apply knowledge to real-life family and household situations, ensuring readiness for responsible participation in personal, family, and community life.

For Home Management and Family Studies, summative assessment consists of two components reflecting the balanced emphasis on knowledge, skills, attitudes, and application.

- Written Theory Examination (80%)
- Practical Examination (20%)

Written Examination (Theory – 80%)

The written examination shall assess learners' understanding and application of key concepts related to family life, household management, resource use, consumer education, health, and social responsibility. It may include a balanced mix of multiple-choice questions (MCQs), restricted response questions (RSQs), and extended response questions (ERQs) emphasizing understanding, application, analysis, and informed judgment rather than rote memorization. Wherever appropriate, questions shall be based on real-life family, household, or community situations and aligned clearly with the prescribed Student Learning Outcomes and cognitive levels of the curriculum.

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. 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. (List of sample activities for practical examination is given.)

Component A: Portfolio and Viva Voce

This component is designed to assess learners' progressive learning, reflective understanding, and sustained application of concepts related to family life, household management, and responsible decision-making. The practical portfolio shall be developed systematically over the academic year and should present selected evidence of applied learning drawn from different curriculum areas.

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

- Understanding of home management and family studies concepts demonstrated in the portfolio
- Ability to justify household and family-related decisions using logical reasoning
- Awareness of social, cultural, ethical, health, and safety considerations
- Clarity of explanation, organization of ideas, and appropriate use of subject-specific 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.

Sample activities for practical examination are given below.

Sample Practical Activities (Portfolio and on spot exam)

Home Management

- Prepare a weekly household task schedule for a small family, ensuring fair distribution of chores.
- Develop a space utilization plan for a small apartment/room.
- Demonstrate time-saving techniques for daily household routines.
- Conduct a home cleanliness audit and prepare a checklist for improvement.
- Create a low-cost home decor project using recycled or upcycled materials.

Household Resource & Budget Management

- Prepare a monthly household budget including fixed, variable, and savings components.
- Develop a financial plan for a family event (e.g., wedding, Eid celebration) within a set budget.
- Conduct a price comparison survey of three common household items from local markets.
- Create a resource-saving plan for reducing electricity, gas, and water bills.
- Prepare a household inventory record with purchase dates, costs, and expiry dates.

Human Development

- Prepare a growth and development chart for a child from birth to 5 years.
- Create an educational toy/game for preschoolers.
- Prepare a case study report on challenges faced by an elderly family member.
- Develop a daily routine plan for a working adult balancing home and work life.
- Interview (family members , class fellows) regarding conflict resolution

Family Dynamics and Relationships

- Conduct a role-play on resolving a common family conflict (e.g., sibling disputes, budget disagreements).
- Prepare a family communication improvement plan.
- Design a poster or infographic promoting healthy family relationships.
- Interview a family member about cultural traditions and present findings.
- Prepare a family bonding activity plan (games, outings, shared meals).

Consumer Awareness & Sustainable Home Economics

- Conduct a market survey to compare prices and quality of eco-friendly vs. regular products.
- Prepare a consumer rights awareness leaflet.
- Create a recycling plan for a household to minimize waste.
- Demonstrate how to upcycle an old household item into something functional.
- Develop a budget-friendly, sustainable shopping list for a month.

Health, Safety, and Home-based Care

- Prepare a first aid box with correct labelling and explain its contents.
- Conduct a home safety audit for fire, electrical, and chemical hazards.
- Demonstrate basic first aid techniques (burns, cuts, choking).
- Prepare hygiene and sanitation plan for a home kitchen.
- Develop a home care plan for a sick or elderly family members.

Event Planning & Home-based Hospitality

- Plan and present a guest menu for a small home event.

- Prepare a table setting and decoration for a formal or informal gathering.
- Organize a mini tea party or cultural food day in class.
- Prepare a timeline plan for a household celebration from preparation to clean-up.
- Prepare an evaluation report of an event managed at home/family

Assessment Criteria

Component A: Portfolio and Viva Voce (10 Marks)		
Assessment area	**Description**	**Marks**
Portfolio	Relevance, completeness, accuracy, and alignment with prescribed tasks	07
Viva Voce	Understanding of concepts, ability to justify household and family-related decisions, clarity and confidence in responses	03
Component B: On-Spot Practical Examination (10 Marks)		
Knowledge & Understanding	Accuracy of concepts applied	02
Process & Technique	Logical planning, appropriate methods, and systematic approach to the assigned task	02
Reasoning & Justification	Ability to explain and justify choices during brief interaction	02
Analysis & Interpretation	Appropriate analysis of the given situation and realistic solutions or recommendations	02
Presentation & Communication	Neatness, clarity, organization of written/oral work, and effective communication	02
Total		**20**

Minimum Required Resources for Teaching Home Economics and Family Studies

1. Furniture & Space

- Multi-purpose worktables (sturdy, washable surfaces; can be used for sewing, cooking prep, event planning)
- Stackable chairs for flexibility in rearranging classroom layouts
- Lockable storage cupboards for tools, materials, and student projects
- Whiteboard with markers + notice board for schedules, budget charts, and event planning visuals
- Ventilation & exhaust fans in practical areas (especially for cooking/cleaning activities)

2. Kitchen & Food Preparation Area

(Small-scale, functional, hygienic; enough for group work rather than individual stations)

- Single 2–3 burner gas stove OR induction cooktop (energy-efficient option)
- Microwave oven (for quick reheating and demos)
- Basic cookware set (pots, pans, baking tray, mixing bowls)
- Basic utensils (spatulas, ladles, knives, chopping boards — at least 1 set per small group)
- Measuring cups & spoons (for recipe and budgeting accuracy)

- Refrigerator (small or medium-sized for perishable storage during activities)
- Dish rack + basic dishwashing supplies
- First-aid kit within kitchen area

3. Sewing & Fabric Work Area

- 2–3 sewing machines (manual or electric; durable, basic models)
- Fabric scissors, threads, needles, measuring tape, pins (stored in kits for each group)
- Iron + ironing board (for finishing products)
- Small fabric scraps for practice before project work

4. Cleaning & Home Maintenance Tools

- Basic cleaning set: broom, mop, dustpan, microfiber cloths
- Safe cleaning agents (mild detergents, baking soda, vinegar)
- Small repair toolkit (hammer, screwdriver set, measuring tape, pliers)
- Step stool for safe access to higher shelves

5. Event Planning & Hospitality

- Foldable serving table or trolley
- Basic crockery & cutlery set (plates, glasses, cups, serving spoons — for up to 12–15 people)
- Tablecloths, napkins (washable, reusable)
- Basic decoration items (reusable bunting, artificial flowers, ribbons)

6. Digital & Learning Tools

- Laptop or desktop computer with internet access (for research, budgeting software, presentations)
- Projector or large monitor for demonstrations and student presentations
- Basic printer (for handouts, event materials, budgets)
- Camera or smartphone (institution-owned) for documenting practical work and events

7. Safety & Hygiene

- First-aid kit (well-stocked, accessible in both kitchen and classroom)
- Fire extinguisher (suitable for electrical and kitchen fires)
- Emergency contact list displayed prominently
- Handwashing station (soap, towels, sanitize

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
3.	Dr. Shaista Hyder, Associate Professor, Islamabad Model College for Girls (Postgraduate) F-7/2, Islamabad	Member
4.	Rabia Rashid, Assistant Professor, Institute of Home Economics, Art & Design, F-11/1 Islamabad	Member
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6.	Ms. Shahab, Assistant Professor, Institute of Home Economics, Art & Design F-11/1, Islamabad	Member
7.	Bushra Anwar, Education Officer, National Curriculum Council Islamabad	Member
8.	Dr. Wasai, Education officer, National Curriculum Council Islamabad	Member
9.	Tahir Mehmood, Assistant Educational Officer, National Curriculum Council Islamabad	Secretary/ Member

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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 "**Home Management and Family studies**" for Grade (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.

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