General certificate of Education (Advanced Level)

(Grade 12 & 13)

Home Economics Syllabus

(To be implemented from 2017)

Department of Technical Education
Faculty of Science and Technology
National Institute of Education
Maharagama

www.nie.lk

1.0 Introduction

A healthy life style and a well organized living environment contribute to raising the individual's standard of life. The study of Home Economics expects to develop in students competencies related to building a healthy life style, ensuring systematic management of the environment one lives in and evincing concern for the sustainability of the resources harnessed for the purpose.

The present syllabus has been modernized taking contemporary needs and future trends into consideration inorder to achieve the objectives above. For this purpose, apart from the subject areas of Food and Nutrition, the Textile Industry and Home Management, it is expected to develop competencies related Entrepreneurship, Communication and Effective use of Leisure, since these competencies are broad, they have been planned based on several appropriate activities to be developed across a number of competency levels. Therefore, it is essential that the learning teaching methodologies suggested here are tried out practically in the classroom, the Home Economics Laboratory, as well as in other suitable locations, wherever appropriate. Under such circumstances it will be possible for him / her to make effective use of the competencies so acquired, in one's day to day life.

The student leaving school after successful pursuit of this syllabus will be motivated to pursue higher education on the various subject areas related to it or utilize the knowledge and experience acquired for purposes of self employment and for the sustainable use of resources.

By utilizing the teacher's creative abilities in teaching this subject it will be possible to produce a generation of students replete with competencies through the creation of an effective learning environment.

2.0 Common National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary educational structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development.

I.   Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

II.   Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

III. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

IV.   Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.

V.   Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balance personality.

VI.   Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

VII. Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

VIII. Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.

3.0 Common National Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(I)   Competencies in Communication

Competencies in Communication are based on four subsets; Literacy, Numeracy, Graphics and IT proficiency.

Literacy   :   Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy   :   Use numbers for things, space and time, count, calculate and measure systematically.

Graphics   :   Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficienc   :   Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(II)   Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter-personal relations, discovering and exploring;

- Values such as integrity, tolerance and respect for human dignity;

- Emotional intelligence.

(III)   Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment	:	Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.
Biological Environment	:	Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life- plant, animal and human life.
Physical Environment	:	Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning working and living.

(IV)   Competencies relating to Preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development,
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood.

Home Economics
Subject Aims

(1)   Development of the knowledge, attitudes and skills necessary for a healthy life style through the pursuit of correct nutrition habits.

(2)   Genesis of human resources with the ability to adopt to the extensive job market.

(3)   Develops the self confidence and dignity necessary to face challenging situations of life while developing interpersonal relations.

(4)   Inculcate the skills necessary for the development of consumer and entrepreneurial competencies in a changing socio – economic and technological environment.

(5)   Molds one's life style in a manner conductive to the sustainable use of resources while studying the mutual relationship that exists between nature and the individual as well as the problems in national and global environment.

Suggested number of periods for each competency

Grade 12

Competency	Number of periods
1. Prepares plans to create an optimum living environment.	40
2. Consumes nutritious food for individual wellbeing.	22
3. Identifies nutrition deficiencies and problems in Sri Lanka and plans action to overcome them.	16
4. Prepares and presents meals for various needs and occasions.	32
5. Prepares food creatively for various needs and occasions.	102
6. Contributes to the creation of textiles for various needs while investigating into the textile and garment industry in Sri Lanka	38
7. Exhibits ability to produce high quality garments by selecting suitable materials for personal requirments	50
Total	300

Grade 13

Competency	Number of periods
8. Overcomes challenges by strenghning human relationships and commiunication skills	40
9. Preserves food using appropriate technology.	40
10. Plans for the effective use of leisure.	46
11. Manages services for daily needs	54
12. Exhibits readiness to a eco-friendly life style by optimizing the usage of resources	40
13. Helps to personality development inquire into the development of adolescence	38
14. Illustrate the entrepreneurial characteristics for planning successful small scale business	42
Total	300

Competency Levels for Grade 12 & 13

Grade	Term	Competency Level
Grade 12	First term	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3
	Second term	4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8,
	Third term	5.9, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5
Grade 13	First term	8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 10.1, 10.2 10.3
	Second term	10.4, 10.5, 11.1, 11.2, 11.3, 12.1, 12.2
	Third term	12.3, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3

Competency	Competency level	Subject content	Learning outcomes	Number of periods

1. Prepares plans to create an optimum living environment.	1.1 Investigates the various aspects of an optimum living environment.	• Introducing living environment.
		  • Physical environment
		  • Social environment
		• Physical living environments
		  • Design of buildings and landscapes
		  • Interior design
		  • Rural / urban environment design
			• Introduces optimum living environment.
			• Distinguishes Physical and Social environment.
			• Introduces various physical living environments.
			• Explains the importance of designing the living environment
				04

	1.2 Displays skills of using utility factors in buildings and created environment designs.	• Utility factors in design
		  • Conformity
		  • Aesthetics
		  • Determining the existing time and space and compatibility with criteria.
		  • Arrangement and location
		  • Scale and proportion
		  • Value system
			• Introduces utility factors in environmental design.
			• Describes utility factors that should be taken into consideration in designing buildings and the surrounding environments.
				04

	1.3 Designs buildings and surrounding environments following the basic factors, elements and principles in design.	• Basic factors in design
		  • Concept
		  • Function
		  • Context
		    • Physical environment (nature of the land, climate)
		    • Social, political and cultural environment
		    • Economic environment
			• Describes the concept as a basic factor in design.
			• Explains the use and users of an environmental design.
			• Describes the importance of context in design.
				10

Competency	Competency level	Subject content	Learning outcomes	Number of periods
		• elements and principles in design • elements • Lines • Shapes • Colour • Texture • Principles • Balance • Rhythm • Emphasis • Unity • Harmony • Proportionality	• Engages in designing using the elements and principles in design. • Prepares a conceptual model of an optimum living environment.	
	1.4 Exhibits creativity of using factors relating to conceptual approach in designing buildings and surrounding environments optimally.	• Creative conceptual approaches • Sustainability • Green concept • Carbon foot print concept • Aesthetic concept • Traditionalism • Modernity • Tradition of post – modernism • Functionality • Correct operational relationships • Appropriateness • standard	• Explains creative conceptual approaches. • Describes sustainability, aesthetics and functionality as the value of a design. • Constructs designs of functionality exploring conceptual approaches.	06

2

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	1.5 Exhibits skills of interior space design taking into consideration the concepts of creativity, utility, elements and principles of design involved.	• Components in interior space design
		  • Furniture and equipment
		  • Walls, floor, roof, ceiling
		  • Lighting
		    • Managing daylight
		    • Organizing artificial light
		  • Ventilation
		• Other components
		  • Curtains
		  • Floral arrangements
		  • Interior plants
		  • Central compound
		  • Ponds
		  • Water falls
			• Introduces interior space.
			• Describes the various elements of interior design
			• Describes the importance of arranging doors and windows to use maximum natural light and ventilation
			• Describes the appropriate use of components in designs
			• Tests various methods of interior designing practically.
				10

	1.6 Exhibits the skills of exterior space designs taking into consideration the concepts of creativity, utility, elements and principles of design .	• Exterior space design
		  • Environment
		    • Space and extent
		    • Shapes, Geometrics
		    • Capacity
		    • Plant types
		    • Components/ Objects
		• Landscape
		  • Smooth and hard landscapes
		  • Matching with the activity
		• Circulation
		• Axes
		  • Physical axes
		  • Visual axes
			• Introduces exterior space design.
			• Describes various factors that should be considered in exterior space design.
			• Inquires into designing methods conforming to the functionality of a landscape.
			• Presents new creations creatively and with utility for exterior space designing.
				06

Competency	Competency level	Subject content	Learning outcomes	Number of periods

2. Consumes nutritious food for individual wellbeing.	2.1 Includes nutrients in required amounts in meals using the knowledge of nutrients.	• Nutrients
		  • Macronutrients
		    • Carbohydrates
		    • Proteins
		    • Lipids
		• Micronutrients
		  • Vitamins
		  • Minerals
		• Water
		• Fibers
		• Tests to identify foods
		• Correct food habits.
			• Explains the structure and composition of main nutrients briefly.
			• Lists down the types of food containing each type of nutrients.
			• Describes the functions carried out by the nutrients in the body.
			• Identifies main nutrients by chemical tests.
			• Describes the importance of including water and fibres in food in required amounts.
			• Develops healthy food habits by studying about nutrients.
				10

	2.2 Builds up a good feeding pattern by identifying the nutritional value of food.	• Food types
		  • Cereals and cereal products
		  • Yams and other strachy foods
		  • Vegetables and curry leaves
		  • Fruits
		  • Meat, fish, eggs and pulses
		  • Milk and dairy products
		  • Oil and seeds rich in oil, sugar
			• Classifies food items into various categories.
			• Presents examples for various categories of food.
			• Explains the importance of including different categories of food in a meal.
				04

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	2.3 Investigates the procedures of digestion and absorbtion of food consumed in the body.	• Human digestive system
		  • Introduction
		  • Structure
		  • Function
		• Digestion and absorption of food
		  • Introduction
		  • Carbohydrates
		  • Proteins
		  • Fats and oils
		• Vitamins and minerals
		  • Factors that affects absorption.
			• Introduces human digestive system.
			• Explains its structure using diagrams.
			• Introduces digestion and absorption.
			• Explains the digestion and absorption of nutrients in food ingested.
			• Describes the importance of the absorption of nutrients contained in food for the maintenance and functioning of the body.
			• Explains factors affecting absorption of vitamins and minerals.
				08

3. Identifies nutrition deficiencies and problems in Sri Lanka and plans action to overcome them.	3.1 Reviews information related to nutrition deficiencies and problems in Sri Lanka.	• Main nutrition and nutrition deficiencies in Sri Lanka
		  • Malnutrition
		    • Introduction
		    • Types of malnutrition
		      • Over nutrition
		      • Obesity
		      • Under nutrition
		        • Chronic malnutrotion
		        • Acute malnutrition
		    • Deficiency of micronutrients
		      • Iron
		      • Vitamin A
		      • Iodine
			• Introduces nutrition deficiencies .
			• Discuss the current status of nutrition deficiencies in Sri Lanka.
			• Introduces malnutrition.
			• Collects information about malnutrition and over nutrition.
			• Calculate Body Mass Index and shape of the body.
			• Describes micro-nutrient deficiencies.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods
		• Calcium • Zinc • Body Mass Index		

	3.2 Plans methodologies to prevent nutrition deficiencies.	• Prevention of nutrition deficiencies
		  • Cause
		  • Prevention
		    • Correct food habits
		    • Correct life style
		• Institutions involved
		  • Government
		  • Non – government
		  • Civil organizations
			• Explains reasons for nutrition deficiencies.
			• Discusses steps to be taken to prevent nutritional problems.
			• Lists down the institutions involved in preventing nutrition problems.
				08

4. Prepares and presents meals for various needs and occasions.	4.1 Plans meals for the family taking daily nutritional requirements into consideration.	• Planning meals
		  • Daily needs of the family
		   • Food Composition tables
		   • Food Guide Pyramid and Plate
		   • Recomended Dietary allowances Table
		  • Substitute meals
		  • Meals for the various stages of life cycle
			• Discusses facts that should be considered when planning meals.
			• Discusses the importance of breakfast.
			• Plans balanced diets taking daily nutritional requirments into consideration.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods
	4.2 Plans suitable diets for those suffering from malnutrition.	• Planning suitable diets 　• Suitable food 　• Food that should be controlled 　• Unsuitable food	• Describes the importance of changing the feeding pattern to control malnutrition. • Plans suitable diets for those suffering from malnutrition..	08
	4.3 Plans diets for the patients subjected to non-communicable diseases and diseases related to the digestive system.	• Non communicable diseases and diseases in the digestive system (hypertension, heart diseases, diabetes, gastritis, constipation) 　• Introducing diseases 　• Causes for the diseases 　　• Food to be controlled 　　• Unsuitable food 　• Suitable food	• Describes the risk of being subjected to various diseases for not following a correct food pattern • Explains various reasons for non−communicable diseases. • Involves in making changes in the food pattern and life style to control diseases. • Selects food suitable for non communicable diseases • Plans menus suitable for different illnesses.	08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	4.4 Plans meals for various functions.	• Cultural festivals
		  • New year festival
		  • Deepawali festival
		  • Thaipongal festival
		  • Ramadan festival
		  • Christmas festival
		• Special functions
		  • Weddings
		  • Birthday parties
		  • School functions
		• Factors to be considered when preparing menus
			• Selects food suitable for various festive ocations
			• Plans meals appropriate for various festive ocations
			• Exibits skills of planning menus creatively
				08

5. Prepares and serves food creatively for various needs and occasions.	5.1 Creates a safe environment to prepare quality food.	• Hygiene and cleanliness
		  • Personal cleanliness
		  • Environmental cleanliness
		    • Kitchen
		    • Utensils
		• Food safety
		  • Micro – organisms
		  • Chemicals
		  • Physical materials
		• Safety of the kitchen
		  • Fire
		  • Use of equipment
		  • First aid
			• Describes the importance of personal and environmental cleanliness while preparing food.
			• Handles kitchen utensils and equipment safly.
			• Explains first aid appropriate for given situations.
				06

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	5.2 Displays the skills of preparing ingredients essential for cooking.	• Food materials
		   • Cereals
		   • Pulses
		   • Meat
		   • Fish
		   • Eggs
		   • Milk and dairy products
		   • Vegetables / fruits
		   • Other
		     • Flours
		     • Pasta / noodles
		     • Chocolate
		 • Facts to be considered when buying food.
		   • Quality
		   • Quantity
		   • Price
		 • Storage of food
		   • Raw materials
		   • Cooked materials
		 • Spices
		   • Preparation of spices mixtures and additives
		     • Presevatives
		     • Curing agents
		     • Fragrance agents
		     • Flavouring agents
		     • Thickning agents
		     • Softning agents
		     • Acidifying agents
		     • Leavening agents
		     • Colourants
			• Identifies properties of food materials
			 • Trains to buy food logically and store them correctly.
			 • Describes the importance of recomended dose of additives
			 • Discusses about additives
			 • Tests various methods of preparing mixtures of spices.
			 • Discusses about different methods of adding spices to Sri Lankan food.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	5.3 Tests various methods of cooking.	• Methods of mixing spices to Sri Lankan food
		
		• Cooking methods
		  • Wet cooking
		  • Dry cooking
		  • Cooking in hot fat
			• Describes various methods of cooking.
			• Selects suitable cooking methods according to the type of food and needs.
			• Tests various methods of cooking following correct steps.
				18

	5.4 Prepares main dishes and supplementary dishes suitable for special occasions.	• Main dishes
		  • Yellow rice
		  • Biriyani
		  • Vegetable rice
		  • Pongal rice
		  • Nasigooran
		  • Uppuma
		• Supplementary food
		  • Special curries
		  • Pickles
		  • Moju
		  • Stew
		  • Chopsy
		  • Chutney
		
		3
			• Selects main dishes and supplementary dishes according to the occasion.
			• Prepares main dishes and supplementary dishes following various techniques.
			• Experiments in preparing variety of dishes creatively.
				16

Competency	Competency level	Subject content	Learning outcomes	Number of periods
	5.5 Prepares short eats for special occasions.	• short crust pastry • Puff pastry • Choue pastry • Bread dough • Pan cake batter • sandwiches	• Selects short eat types according to the occasion. • Describes methods of preparing quality food. • Prepares short eats following various techniques • experimenting in new methodologies	18

	5.6 Prepares various sweets and cakes for special occasions.	• Cake types
		  • Butter cake
		  • Marble cake
		  • Ribbon cake
		  • Date cake
		• Methods of decorating cakes
		  • Types of Icing
		• Sweet meats
		  • Kavun
		  • Kokis
		  • Aluwa
		  • Welithalapa
		  • Coconut toffee
		  • Laddu
		  • Kesari
			• Selects raw materials to prepare cakes and sweet meats
			• Prepares different types of cakes and sweetmeats following correct techniques
			• Practices the preparation of different types of cakes creatively.
			• Decorates cakes using different type of icings
				12

	5.7 Prepares various types of salads.	• Methods of preparing salads • Selection of raw materials	• Selects raw materials essential for salads. • Prepares various types of salads using appropriate techniques.	06

Competency	Competency level	Subject content	Learning outcomes	Number of periods
		• Preparation of salad dressings	• Prepare appropriate salad dressings	

	5.8 Prepares various types of desserts and drinks for special occasions.	• Types of desserts and drinks
		  • Desserts
		    • Introduction
		    • Factors affecting quality
		    • Methods of preparation
		      • Cooling
		      • steaming
		      • Baking
		  • Types of drinks
		   • Introduction
		   • Factors affecting quality
		   • Methods of preparation
		    • Hot drinks
		     • Tea, coffee
		    • Cool drinks
		     • Fruit drinks
		     • Faluda
		     • Lassi
		     • Ice coffee
			• Selects the types of desserts and drinks suitable for special diets.
			• Follows correct methods of preparing desserts and drinks.
			• Prepares different types of desserts and drinks using different ingredients and methods.
			• Discusses the factors affecting the quality of desserts and drinks.
				10

	5.9 Serves food for various occasions and requirments appropriately.	• Serving food at various cultural festivals
		  • New year festival
		  • Thaipongal festival
		  • Ramasan festival
		  • Christmas festival
		• Special functions
		  • Weddings
		  • Birthday parties
		  • School functions
			• Describes the importance of serving food.
			• Follows the methods of serving food in cultural festivals and special functions.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

6. Contributes to the creation of textiles for various needs while investigating into the textile and garment industry in Sri Lanka	6.1 proposes suggestions for the future reviewing the evolution of Textile and apprel Industry.	• Introduction
		• Importance of the garment industry.
		• Its developments and current status.
		  • Contribution to gross national product
		  • Employment
		  • Related industries
		  • Future trends
			• Introduces the textile and garment industry.
			• Describes its importance.
			• Evaluates the contribution of the textile and garment industry to the Gross National Products.
				04

	6.2 Makes plans for the production of quality ready made garments studying the various processes of ready made garment industry.	• Product design
		  • Product development
		    • Pattern making
		  • Marker making
		  • Fabric quality check
		  • Cutting
		  • Sewing
		  • Quality control
		  • Finishing
		  • Packing
		• Commercial sewing methods used
		• Commercial techniques of finishing
			• Explains various steps in the garment industry.
			• Discusses the importance of each step for the production of garment of high quality.
			• Compares various commercial sewing methods used in the garment industry.
			• Describes types of commercial finishing techniques.
				10

Competency	Competency level	Subject content	Learning outcomes	Number of periods
	6.3 Engages in designing pre-preparations for house hold garments	• House hold garments • Table cloths • Serviettes • Table mats • Pre-preparation for house hold garments • Fabrics and other materials required • Size • Shape • Design • Colour combinations` • Sewing methods • Basic sewing methods • Sewing techniques • Binding • Lacing • Decorative stitches of sewing • Brazilian embroidery • Chain stitch • Stem stitch • Satin stitch	• Describes house hold garments. • Describes the need for pre-preparational designs for house hold garments. • Pre-preparation for house hold garments. • Selects material and equipment required for the house hold garments correctly. • Engages in various methods of sewing. • Prepares new house hold garments using appropriate methods of sewing.	24

Competency	Competency level	Subject content	Learning outcomes	Number of periods

7. Exhibits ability to produce high quality garments by selecting suitable materials for personal requirments	7.1 Identifies suitable types of fibre according to their qualities.	• Types of fibres used for making fabrics
		  • Natural fibre
		  • Regenerated fibres
		  • Synthetic fibres
		  • Special fibres
		• Basic steps in production of fibres
		• Basic steps in production of yarn
		• Identification of fibres
		  • Burning tests
		  • Microscopic tests
		• Properties of fibres
		  • Physical Properties
		    • Absorption of water
		    • Effect of heat
		    • Effect of sunlight
		    • Easy cleaning
		  • Chemical Properties
		    • Bleaching
		    • Dying
		  • Biological Properties
		    • Effect of micro – organisms
			• Classifies fibres used in textile industry.
			• Describes basic steps of the process of fibre and yarn production.
			• Identifies fibres by microscopic and burning methods.
			• Discusses the Physical Chemical and Biological Properties of fibres.
				08

	7.2 Reviews various methods used in producing fabrics.	• Types of fabrics
		  • Woven cloths
		    • Basic weaves
		      • Plane weave
		      • Twill weave
		      • Satin weave
		  • knitted fabrics
		    • Weft knitting. T shirts, socks
		    • Warp knitting swim suits
			• Classifies fabrics according to the methods of production.
			• Identifies various types of fabrics preparing a collection of samples.
				06

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	7.3 Reviews the technological methods which promote the quality of fabrics and ready made garments.	• Non woven fabrics
		  • Felting
		  • Binding
		  • Laminating
		• Knotting
		
		• Finishing of fabrics
		  • Singeing
		  • Desizing
		  • Scouring
		  • Bleaching
		  • Mercerising
		  • Comfort treatment
		  • Special treatment
		    • Water proofing
		    • Fire proofing
		    • Antibacterial finishing
		    • Sanforizing
		• For ready made garments
		  • Bleaching
		  • Sanding
		  • permanganate Bleaching
		  • Sand blasting
		  • Enzyme wash
		• Safety methods
		  • Bullet proofing finish
		  • Chemical protective finish
			• Describes the importance of improving of the quality of fabrics and ready made clothes.
			• Explains the various methods used to promote quality.
			• Presents information about fabrics and clothes of improved quality.
			• Describes briefly about the cloths and garments used for personal safety for special occasions.
				08

16

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	7.4 Creates the skirt and the shirt by preparing the blocks correctly.	• Nuclear and radiation protective finish
		• Creating blocks
		  • Skirt
		  • Shirt
		• Cutting
		• Sewing process
		• Fitting on for accuracy
		• Finishing
			• Takes measurements correctly.
			• Calculates and tabulates measurements.
			• Creates block of the skirt.
			• Creates block of the shirt.
			• Cuts the skirt and the shirt using blocks correctly.
			• Sews the skirt and the shirt following correct steps.
				18

	7.5 Exhibits the competene for decorating garments and clothes for individual needs.	• Textile design
		  • Need
		• Methods of designing
		  • Printing
		    • Block printing
		    • Stencil printing
		    • Screen printing
		    • Roller printing
		  • Batik
		  • Tie & Dye
		  • Painting
		  • Embroidering
		    • Manual sewing
		    • Machine sewing
		  • Aplique
			• Explains the need for textile design.
			• Describes the methods of decorating fabrics and clothes.
			• Tests simple methods of decorating fabrics and clothes.
			• Presents various methods of decorating clothes creatively.
				10

Competency	Competency level	Subject content	Learning outcomes	Number of periods

8. Overcomes challenges by strengthning human relationships and commiunication skills	8.1 Exhibits the correct skills of communication.	• Communication
		  • Introduction
		• Various communication methods
		  • Verbal
		  • Non - verbal
		  • Written
		• Advantages of communication
		• Barriers for effective communication
		• Using telephone as a medium of communication
		  • Things to do
		  • Things not to do
			• Introduces communication.
			• Explains various methods of communication.
			• Describes the results of effective communication.
			• Explains the effective use of telephone for commiunication
				08

	8.2 Exhibits the talents of appearing in various occasions appropriately.	• Importance of appearing appropriately.
		• factors to be considered when appearing appropriately.
		  • Personal hygiene
		  • Nature and colour of the dress
		• Attending various occasions appropriately
			• Describes the importance of appearing in an occasion appropriately.
			• Presents facts to be considered when appearing in an occasion appropriately.
			• Displays practically the skills of appearing for various occasions appropriately.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	8.3 Develops the skills of interpersonal relationships.	• Interpersonal relationships
		  • Introduction
		  • Importance
		• Skills essential for developing interpersonal relationships
		  • Verbal communication
		  • Non – verbal communication
		  • Listening
		  • Problem solving
		  • Decision making
		• Develop personal relationships with the public
		  • Identification and development of skills
		  • Trust / amiability
		  • Correct communication
		  • Values
		  • Comiunity
		  • Conflict resolution
			• Introduces interpersonal relationships.
			• Describes the importance of interpersonal relationships.
			• Explains the skills essential for the development of interpersonal relationships.
			• Explains the way of improving interpersonal relationships with the society.
				08

	8.4 Identifies social ethics and practices the skills appropriately	• Social ethics-Introduction
		  • Formal method
		    • Greeting
		    • Building up main conversation
		    • Farewell
		  • Non formal method
			• Introduces social ethics.
			• Explains the importance of practicing social ethics.
			• Describes how the skill of practicing social ethics is developed.
			• Respects social values.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	8.5 Practices the skill of facing an interview successfully.	• Introducing facing challenges
		• Objective of an interview
		• Planning to face an interview
		  • Awareness of the institution
		  • Knowledge about the employment and the field
		  • Things to be taken
		  • Probable questions and answers
		  • Facing the interview
		  • Follow up
			• Introduces challenges.
			• Explains the facts to be considered when appearing for an interview.
			• Display the skill of facing an interview successfully.
			• Prepares a self – evaluation form suitable for the follow up.
				08

9. Preserves food qualitatively using appropriate technology	9.1 Investigate the factors affecting food spoilage	• Food spoilage
		  • Introduction
		  • Unfavourable effects
		• Changes observable in spoiled food
		• Factors affecting spoilage of food
			• Introduces food spoilage.
			• Describes the unfavourable effects of food spoilage.
			• Explains the factors affecting food spoilage.
				08

	9.2 Involves in preserving food using appropriate methods of preservation.	• Food preservation
		  • Introduction
		  • Importance
		• Principles of food preservation
		• Methods of preservation
		  • Physical methods
		  • Chemical methods
		  • Biological methods
		  • Mechanical methods
			• Introduces food preservation.
			• Describes the principles of food preservation.
			• Explains methods used in food preservation.
			• Propose suitable methods of food preservation for different types of foods.
			• Tests different types of food preservation methods.
				16

Competency	Competency level	Subject content	Learning outcomes	Number of periods

10. Plans for the effective use of leisure and exibits skills need for engaging tourism industry.	9.3 Inquires the technological methods used to improve the quality of preserved food	• Technological methods used to improve the quality
		  • Enrichment
		  • Supplementation
		  • use of additives
		• Food packaging
		  • Aims
		  • Packing materials
		  • Labelling
			• Explains the technological methods used to improve the quality of the food
			• Selects appropriate packing materials.
			• Explains suitable packing methods.
			• Designs suitable labels.
				06

	10.1 Inquires into the advantages of spending leisure productively.	• leisure - Introduction
		• Advantages for individuals spending leisure productively
		  • Physical and mental health
		  • Personal potentials and values
		  • Creativity
		  • Time management
		  • Communication skills
		  • Self – confidence and self - dignity
		  • Living condition
		  • Interpersonal relations
		• Factors to be considered in the use of leisure effectively
		  • Advance planning
		  • Problems and issues
		  • Involve in various activities
		  • Effective use of media
		  • Spiritual development
			• Introduces leisure.
			• Describes the advantages for individuals spending leisure productively
			• Properly manage the time for the productive use of leisure
			• Appreciates the development of communication skills.
			• Describes the factors to be considered when spending leisure productively.
			• Prepares plans in advance to spend leisure productively.
			• Uses free time productively for spiritual developments too.
				05

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	10.2 Inquires into the recreational activities that help in spending leisure.	• Leisure for receation - Introduction
		• Classification of receational activities
		  • Physical activities
		  • Social activities
		  • Camping and outdoor activities
		  • Arts and craft activities
		  • Dramatic activities
		  • Musical activities
		  • Service activities
		  • Photographing
		• Influencing factors for the use of leisure for recreation
		  • Disposable income
		  • Degree of leisure time
		  • Technical development
		  • Attitudes
		  • Social environment
		  • Facilities
		  • Security and freeedom
			• Explains the importance of using one`s leisure for recreation.
			• Classifies the recreation activities.
			• Presents examples for each recreational activity.
			• Engages in some simple recreational activities.
			• Describes the influencing factors for recreation.
			• Finds opportunities to spend leisure for recreation.
				10

	10.3 Uses leisure for tourism.	• Tourism -Definition
		• Individual and social advantages of using leisure for tourism
		  • New experiences and memories
		  • Communication abilities
		  • Interpersonal relations
		  • Intercultural relations
		  • family relations
			• Defines tourism.
			• Describes the individual and social advantages gained through tourism
				05

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	10.4 Inquires tourist flows and types	• Tourist flows - Introduction
		• Classification of tourist flows
		  • International tourism
		    • Inbound tourism
		    • Outbound tourism
		    • Intra-regional tourism
		    • Inter-regional tourism
		  • Domestic tourism
		  • National tourism
		  • Internal tourism
		• Types of tourism
		  • Beach tourism
		  • Cultural tourism
		  • Nature tourism
		  • Agri-tourism
		  • Adventure tourism
		  • Religious tourism
		  • Health tourism
		  • Educational tourism
		  • Eco-tourism
			• Introduces tourist flows.
			• Collects information about tourist flows and prepares a report.
			• Introduces types of tourism.
			• Explains the objectives of each types of tourism
				10

	10.5 Reviews the tourism industry in Sri Lanka exploring organisation and structure of the tourism industry.	• Organisation and structure of the tourism industry
		  • Introduction
		  • Transportation
		  • Tourist attraction
		    • Natural
		    • Man made
		    • Man controlled
		  • Loading facilities
		    • Classified
		    • Unclassified
			• Introduces the Sri Lanka tourism Industry.
			• Indicates the information relating to the organisation and structure of the tourism industry on a flow chart.
			• Explains the facilities currently available in Sri Lanka for the promotion of the tourism industry.
				16

23

Competency	Competency level	Subject content	Learning outcomes	Number of periods

		• Supplymentary
		 • Catering facilities
		 • Travel agencies and tour operators
		 • Supportive services
		    • Financial institutions
		    • Communication services
		    • Health and sanitary facilities
		    • Tourist information service
		    • Public security
		    • State institutions
		 • Tourism industry in Sri Lanka
		    • Introduction
		    • History and evolution
		    • Current trends
		    • Impacts
		      • Economic
		      • Socio-cultural
		      • Environmental
			• Identify the history,evolution and the current trends of the Sri Lanka tourism Industry.
			 • Explains the economic, socio cultural and environmental impacts of tourism.
			 • Inquires into the opportunities of being involved in the tourism industry.	

11. Manages services for daily needs.	11.1 manages water efficiently and hygenically.	• Water management
		    • Water as a limited resource
		      • Drinking water
		 • Proper management of rain water
		 • Hygienic methods of water storage
		 • Proper disposal of waste water
		 • Parts of a standard system of pipe borne water supply
		 • Calculating the water bill
		 • National water supply cost
		 • Domestic electrical supply
		    • Units related to electricity
			• Analyses the value of water as a limited resource.
			 • Explains the importance of the conservation of rain water.
			 • Explain the importance of disposing waste water.
			 • Tests the correct installation of a pipe line water system.
			 • Calculates the water bill.
				20

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	11.2 Investigates the domestic electrical supply system and its utilization.	• Parts of electrical circuits
		• Consumption of electricity
		  • Appliances
		  • Safety precautions
		  • Awareness about the electricity bill
			• Describes the facts related to electric energy and electric supply.
			• Explain the parts of an electrical power system and their functions.
			• Introduces the units and technical terms related to electricity.
			• Inquired into the facts given in the electricity bill.
			• Exhibits readiness to consume electricity economically.
			• Takes safety precautions when using electricity.
				16

	11.3 Uses electrical energy efficiently for domestic purposes.	• Management of electrical energy
		• Identification of some appliances that convert electric energy
		  • Electric ovens and stoves
		  • Microwave oven
		  • Multi cooker
		  • Washing machine
		  • Rice cooker
		  • Blender
		  • Iron
		    • Optimal used of electrical appliances
		    • Alternate sources of energy
		      • Solar cells
		      • Bio gas
			• States that various uses can be made of electricity.
			• Uses electrical appliances correctly and optimally.
			• Takes care of the safety of electrical appliances and the safety of the user.
			• Presents information about alternate sources of energy such as solar cells and bio gas.
				18

Competency	Competency level	Subject content	Learning outcomes	Number of periods

12. Exhibits readiness for a Eco-friendly life style by optimizing the usage of resources.	12.1 Plans to consume natural resources in sustainable way.	• Small scale hydroelectric power stations
		
		• Natural Resources
		  • Introduction
		  • Renewable resources
		  • Non-renewable resources
		• Sustainable resource consumption
		  • Introduction
		  • Importance
		• Green consumer
		• Challenges faces due to misuse of resources
		  • Green house effect
		  • Climate change
		• Food foot print concept
		  • Introduction
		  • Strategies
			• Classifies natural resources as renewable and non-renewable.
			• Discusses the importance of sustainable consumption of resources.
			• Explains the green consumer concept.
			• Selects goods and services to minimize the effects to the environment.
			• Discusses the challenges due to misuse of the resources and methods to over come them.
			• Implement actions to minimize the food foot print.
				12

	12.2 Encourage to consume quality foods.	• Organic farming
		  • Introduction
		  • Steps
		  • Importance
		• Edible land scaping
		  • Introduction
		  • Importance
		• Genetically modified foods
		  • Introduction
		• Functional foods
		  • Introduction
		  • Importance
		• Medicinal plants
		  • Introduction
		  • History
		  • Uses
			• Discusses the importance of the uses of the organic farming.
			• Engage in organic farming methods.
			• Uses food crops for landscaping.
			• List out foods produced from gene technology.
			• Explains the importance of functional foods.
			• Collect data on medicinal plants in the environment.
			• Uses medicinal plant to beautify the environment
				18

Competency	Competency level	Subject content	Learning outcomes	Number of periods

13. Develops personality inquire into the development of adolescence	12.3 Manages wastes to maintain the healthy living environment .	• Waste management
		  • Solid wastes
		  • Liquid wastes
		  • Gaseous wastes
		  • Industrial waste
		• Recycling
		  • 3R concept
			• Selects appropriate waste disposal methods.
			• Explains methods of recycling waste.
			• Explains the 3R concept.
			• Maintains our living environment safeguarding health.
				10

	13.1 Investigate the development during adolescence.	• Adolescence
		  • Physical development
		  • Mental development
		  • Emotional development
		  • Social development
		  • Moral development
		  • Intelligence development
			• Introduces adolescence
			• Describes the nature of development during adolescence.
			• Adapts to the developmental changes taking place during adolescence.
				10

	13.2 Finds solutions to the problems emerging during adolescence successfully.	• Problems faced by the adolescent
		  • Educational problems
		  • Mental problems
		  • Problems related to the family and society
		  • Problems related to occupation
		• Factors affecting the problems faced by the adolescent
		• Course of action to minimize problems.
			• Describes the problems faced by the adolescence.
			• Presents causes for the problems faced by the adolescent.
			• Presents suggestions to minimize problems faced during adolescence.
			• Describes the course of action taken in relation to the development of adolescents in Sri Lanka.
				10

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	13.3 Inquires how personality development occurs.	• Personality
		  • Introduction
		• Factors affecting personality
		  • Biological (hereditary) factors
		  • Environmental faactors
		• Adolescent's self contribution to development of personality
		  • Within the family
		  • In school
		  • In Society
		• Self – concept
		  • Introduction
		  • Development
			• Introduces personality.
			• Describes the factors affecting personality development.
			• Acts to development of personality.
			• Introduces self – concept.
			• Describes how the self – concept develops.
				10

	13.4 Faces mental problems successfully.	• Mental health
		  • Introduction
		  • Importance
		  • Characteristics of a person with a healthy mind
		• Factors affecting mental health
		• Mental pressure
		  • Introduction
		  • Characteristics of a person suffering from mental pressure
		  • Methods of minimizing
			• Introduces mental health
			• Describes the importance of mental health.
			• Points out the need for a healthy mind for an individual.
			• Explains the factors affecting mental health.
			• Introduces mental pressure.
			• Suggests methods to minimize mental pressure.
				08

Competency	Competency level	Subject content	Learning outcomes	Number of periods

14. Illustrate the intrepreneurial skills for planning successful small scale bussiness.	14.1 Plans a small scale business through entrepreneurial development.	• Introducing entrepreneurship and the entrepreneur
		• Characteristics of an entrepreneur
		• Eentrepreneurship development
		• Identifying business opportunities
		• Business environment and concepts
		• Factors to be considered when planning a small scale business
		  • SWOT analysis
		  • Business plan
		    • Introduction
		    • Components
			• Define entrepreneurship.
			• Introduces the special characteristics of an entrepreneur
			• Identifies business opportunities.
			• Lists the facts to be considered when starting a business.
			• Analyses SWOT/ competitiveness.
			• Explains the need and components of a business plan.
				14

	14.2 Elaborate strategies to increase the productivity in a small scale business.	• Introduce productivity
		• Various indicators used to indicate productivity.
		  • Land productivity
		  • Labour productivity
		  • Financial productivity
		  • Input productivity
		• Strategies to promote productivity of small scale business.
		  • Planning
		  • Provision of understanding
		  • Distribution
		  • Simplification of tasks
		  • Forming environment
		• Developing culture
			• Explains productivity.
			• Describes the various strategies and indicators which increase productivity.
			• Elaborate how productivity can be increased following the 5S method.
			• Describes strategies which can increase productivity of a small scale business.
				14

Competency	Competency level	Subject content	Learning outcomes	Number of periods

	14.3 Elaborate the quality control of the products of a small scale business.	• Methods of increasing productivity
		   • 5S methods and safety
		   • 5S concept
		   • Kaizen concept
		
		• Introduce quality control
		• Importance
		• Good management practices (GMP)
		• Social values
		• Social ethics
		• Social responsibilities
			• Introduces quality control.
			• Explains good management practices.
			• Explains the importance of quality control of the products.
			• Describes social responsibilities and values.
			• Analyses the need for respecting social. responsibilities and values in business affairs.
				14