

HOME SCIENCE (68)

CLASS IX

*There will be one written paper of **two** hours duration carrying 100 marks and Internal Assessment of 100 marks.*

PART I: THEORY

*The paper will be divided into **two** Sections, A and B.*

Section A will consist of questions requiring short answers and will cover the entire syllabus. There will be no choice of questions.

Section B will consist of questions requiring longer answers. Candidates will be required to answer **four** questions. There will be a choice of questions.

1. Concept and Scope of Home Science

- (i) Introduction to the four streams in Home Science and how they integrate to form a meaningful whole.

Explanation that Home Science is an umbrella term for a field of Applied Sciences, made up of Foods and Nutrition, Human Development, Resource Management and Textiles and Clothing.

- (ii) Importance and relevance of the study of Home Science.

The need for studying each aspect of Home Science - enables a scientific understanding of the field and allows for research in the discipline, which reinforces the theoretical perspectives. Immense practical value of the discipline in everyday life - a study of Home Science helps in the ultimate understanding of self, people and the various social, emotional, and biological factors necessary for human survival.

- (iii) Career options in Home Science.

A discussion on various career options available for Home Science graduates/post graduates.

2. Food and Health

- (i) Importance of food and balanced diets; the relationship between food and health, food fads, basic food groups and their functions, methods of cooking foods to preserve nutritive content.

This topic is aimed at providing a foundation for the study of the importance of nutrition for human beings. The relationship between food and health is an important consideration and needs to be drawn out with the help of the study of how food habits are created. An introduction to basic food groups and the make up of a balanced diet should be dealt with in this topic.

- (ii) Eating disorders.

Food consumption and its influence on the perception of the body. Awareness regarding the necessity for eating healthy food, the right kinds of food and the relationship between foods eaten, activity level and body type needs to be generated. Problems associated with being under-weight and overweight.

3. The Family

- (i) What is a family; importance of a family.

Explanation of how families can differ in terms of structure. Classification of families on the basis of structure as nuclear, extended or reorganized families. A definition of a family, wherein families have been conceptualized as being a way of living together intimately and sharing economic, social and emotional responsibilities. It is a way of interacting to make the decisions required for everyday life.

Importance of the family – how family facilitates the psychological development of children making it possible for them to become effective members of society. It is within the family that children acquire the values, beliefs, expectations and the accumulated knowledge,

which constitutes its culture. It is the family that fulfills the transmission between the familial generations, of cultural and social positions, upon which the functioning of society depends.

- (ii) Changes in families, relationship between family and other organizations in society.

Changes in family as a result of urbanization, industrialization, globalization and migration need to be articulated. The influence of agencies such as religious institutions, school, cultural beliefs and values on the family can be elaborated upon.

- (iii) Position of the child in a family.

Importance of family in the socialization process of a child - the early part of socialization takes place within the framework of the immediate family. Later, the child moves out from the embrace of the family and other more macro variables influence him/her. Childhood is a particularly malleable period and it is the period of life when enduring social skills, personality attributes and social orientations are laid down.

4. Growth and Development of Children from Birth to Five Years

- (i) Milestones of development with respect to physical, social-emotional, cognitive and language development.

This topic gives an introduction to the developmental needs of children below five years of age. The child from birth to five years is characterized by certain features of growth and development, which need to be studied in order to understand how this group of individuals function and mature. The young child differs from an adult not just in terms of physical size, but also in terms of capacities of thought, emotional understanding, social interactions and language.

- (ii) Importance of the family for the growth and development of the young child; the role of culture and community in the development of the under five- year-olds.

All these aspects are to be elaborated upon, in the context of the family and the culture within which the child grows and develops. The importance of a stimulating home environment for the healthy development of a child, with emphasis on the role of play for holistic growth, needs to be brought out.

- (iii) The importance of preschool for the young child.

By age three, children enter preschool. The role of preschool in terms of other children and adults and their impact on children, the importance of preschool experience for later school adaptation needs to be drawn out.

5. The Home and its Management

- (i) Choosing a home.

Characteristics of a good home with respect to features such as security, ventilation, light, water, etc. Cost considerations to be kept in mind while choosing and organizing a home.

- (ii) Gas, electricity and water utilization in the home.

Emphasis on the need and methods of conservation of gas, water and electricity in the house; choice of appropriate gadgets for maximum efficiency needs to be brought out.

- (iii) Recycling of waste.

Importance of recycling for environmental conservation, methods of recycling, with reference to sorting out of garbage into biodegradable vs. non-biodegradable, organic vs. non-organic, plastic vs. metal, should be dealt with in this topic.

- (iv) Safety considerations in the home.

Need for safety in the house, changes in safety considerations if elderly people and children live in the house should be discussed, e.g. need to cover open plug points if young children are there in a house; need for non-skid flooring for elderly people; necessity for some first aid materials in a home, such as disinfectants, band aids, burnol; the need to throw away out-dated medicines and necessity of keeping medicines away from a child's reach.

6. Selection of Clothing

- (i) Types of fabric available in the market.

A brief idea about natural and synthetic fabrics, their use, availability and characteristics.

- (ii) Factors influencing choice of clothing.

The general understanding that choice of clothing is influenced by factors such as

appearance, comfort, durability and cost. How clothing requirements vary with respect to age also need to be articulated.

PART II: INTERNAL ASSESSEMENT

Please note the guidelines for Internal Assessment as given for Class X.

CLASS X

*There will be **one** written paper of **two** hours duration carrying 100 marks and Internal Assessment of 100 marks.*

PART I: THEORY

*The paper will be divided into **two** Sections, A and B.*

Section A will consist of questions requiring short answers and will cover the entire syllabus. There will be no choice of questions.

Section B will consist of questions requiring longer answers. Candidates will be required to answer **four** questions. There will be a choice of questions.

1. Home Planning

- (i) Furnishing the home.

A general idea of how use of colour and fabric in furnishing and draperies can enhance the appearance of a room. The need to consider cost and durability of fabric for home furnishing should also be emphasized.

- (ii) Lighting in the home.

Choice of appropriate fixtures and fittings for providing adequate lighting.

- (iii) Layout and planning of kitchens.

An introduction to the choice of appropriate kitchen equipment and design of kitchen space with respect to placement of cooking space, work space and storage space for most efficient utilization of space and time.

2. Management of Money

- (i) Fundamentals of banking.

Types of deposit accounts: savings, recurring and fixed deposit accounts. Opening and

operating a bank account, writing a cheque, balancing a cheque book.

- (ii) Importance of budgeting, saving, types of savings.

Role of budgeting in the efficient management of money. An understanding of how budgeting helps in proper planning and judicious utilization of available resources. Need for saving, ways and means of saving, types of savings.

- (iii) Use of credit in purchase, hire purchase and installment plans.

An understanding of the concept of purchasing on credit and its subsequent repayment according to installment plans; concept of hire purchase, its advantages and disadvantages.

- (iv) Economical shopping.

Advantages of economical shopping. The role economical shopping plays in better money management.

3. Growth and Development in Middle Childhood

- (i) Milestones of development with respect to physical, social-emotional, cognitive and language development in children between five and twelve years of age.

An introduction to the changes in growth and development that take place between 5- 12 years of age with respect to physical growth and ability, cognitive and language development and social interactions.

- (ii) Importance of family for growth and development of the school -age child.

An introduction to how parental disciplining and modelling influences children; rules of

behaviour laid down in families; the role of siblings and extended family members in the growth and development of the school-age child.

- (iii) The role of the peer group and school for development of the school-age child.

An insight into the importance of friendship for the school-age child; the development of hobbies and other interests; the development of pro-social and aggressive behaviour.

4. Growth and Development in Adolescence

- (i) Physical growth of adolescents, pubertal changes.

A brief introduction to the relationship of physiology and maturation during adolescence. The role of endocrine glands and their influence on physical and psychological changes during adolescence. Differences in physical maturity of boys and girls.

- (ii) Physiology of menstruation.

An introduction to physiology of menstruation, need for positive approach to menarche, menstrual irregularity, pre-menstrual tension/stress, factors that could influence timing of sexual maturity.

- (iii) Hygiene needs during adolescence.

Issues such as body odour, appearance of facial and body hair, acne, etc. for both boys and girls.

- (iv) Emotional concerns of adolescence.

Introduction to the importance of emotions in influencing physical well-being and behaviour; means of dealing with emotions.

- (v) Role of the family, peer group and school in the life of an adolescent.

An introduction to the interaction of the family, peer group and school for the adolescent; issues of conflict between parental values and those of the peer group.

5. Meal Planning

- (i) Nutritional needs of young children, adolescents, older people.

Introduction to caloric requirements for different age groups, with reference to activity level and age.

- (ii) Meal planning for members of the family.

Planning of balanced meals keeping in mind the caloric requirements of different family members according to their age and activity levels.

- (iii) Hygienic preparation, storage and preservation of food.

Self-explanatory.

- (iv) Preparation of nutritional snacks.

Planning nutritional snacks for: preschoolers; young school going children, adolescents and older people.

6. Care of Textiles and Clothing

- (i) Laundering of clothes.

Dry and wet methods of cleaning.

- (ii) Laundry material.

Use of detergents and soaps, starch and bleaching agents.

- (iii) Methods of stain removal.

A brief introduction on methods of removing common stains such as ink, turmeric, blood stains, etc.

- (iv) Mending of clothes.

Darning, patching, stitching buttons and hooks.

PART II: INTERNAL ASSESSMENT

To be assessed internally by the school - 100 Marks.

Practical Work

Candidates will be required to practice one or more aspects of household work or cookery or care of clothing. They may also undertake practical work on any of the topics suggested below. The teacher is free to assess the practical work either on the basis of continuous assessment or on the basis of periodical tests.

The minimum number of assignments for each academic year:

Class IX - Five practical oriented assignments as prescribed by the teacher.

Class X - Five practical oriented assignments as prescribed by the teacher.

Suggested Assignments

- Preparation of nutritious snacks.
- Removal of stains from clothes/ fabric.
- Finding out from parents about planning of household budget.
- Plan a system for recycling of waste produced by the school/home.
- Preparation of compost piles.
- Gardening.
- Household work: Use and care of household equipment, such as, kitchen utensils; sitting - room furniture - furnishings, bedrooms furniture, bathroom fittings, etc.
- Cookery: Cooking processes; boiling, frying, steaming, grilling, baking, stewing, etc. Planning and preparation of meals for various occasions.
- Care of clothing: Laundering, dry-cleaning, and use of detergents.
- Simple first aid in the home.
- Observe two children, one from 1 to 3 years another from 3 to 5 years and record their milestones in any two areas of development.

- List foods you have eaten on any one day and classify them into food groups.
- Collect samples of fabrics and compare them on the basis of cost, durability, appearance and suitability.

Final Test

In addition to the course work the candidate will be tested in one or more aspects of household work or cookery or care of clothing by the External Examiner.

EVALUATION

The assignments/project works are to be evaluated by the subject teacher and by an External Examiner. The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a teacher of Home Science of Class XI may be deputed to be an External Examiner for Class X, Home Science projects.

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of marks

Subject Teacher (Internal Examiner):	50 marks
External Examiner	: 50 marks

The total marks obtained out of 100 are to be sent to the Council by the **Head** of the school.

The Head of the school will be responsible for the entry of marks on the mark sheets provided by the Council.

INTERNAL ASSESSMENT IN HOME SCIENCE - GUIDELINES FOR MARKING WITH GRADES

Criteria	Planning Efficiency	Working to time plan	Manipulation	Quality produced	Appearance/ Arrangement	Marks
Grade I	Follows the question set and systematically organises the work process.	Is successful in handling parts of the question set and fits them within required time.	Excellent display of manipulative skills - can deal with a laboratory situation efficiently.	With a special insight into the question, the quality developed is of a high standard.	A fine aesthetic sense and artistic ability conveyed in the complete arrangement.	4 marks for each criterion
Grade II	Follows the question set except that the step by step work shows slow operational skill.	Is successful in handling parts of the question, but the smooth work appears to slow down.	Good control of manipulative skills. Has been able to deal with each situation with ease.	The insight into the requirements of the question has been achieved and the quality is good.	The display of colour and equipment used gives an impression of sound organisation.	3 marks for each criterion
Grade III	Follows the question. Order of work process shows lack of co-ordination.	Is successful in handling the question, however the time link seems to break in some area.	Has been successful with the manipulative skills in parts, then gradually slows down.	The quality has been produced in part but the overall lacks some achievement.	The arrangement appears complete but some special details missing.	2 marks for each criterion
Grade IV	Follows a part of the question, work sequence appears disorganised.	Is able to work only a part of the question within the time stated and then seems confused.	Begins with a control of the skills and is unable to sustain the effort.	Only few areas of quality are visible, which affect the total result produced.	Part of the arrangement is represented but the total appearance lacks finish and composition.	1 mark for each criterion
Grade V	Has not been able to interpret the question into proper laboratory organisation.	Time and work sequence is most disorganised.	Is unable to control and manipulate the required skills.	No standard of quality has been achieved due to poor understanding.	There has been no achievement in either the appearance or arrangement.	0 marks for each criterion