

HOME SCIENCE (Code No. 064)

(CLASS – XI)

SESSION: 2018-19

(Human Ecology and Family Sciences)

Home Science as a discipline aims to empower learners by developing understanding of five different areas namely:

- Food and Nutrition
- Human Development, Childhood Studies
- Resource Management
- Fabric and Apparel Science
- Development Communications and Extension

The subject helps students to understand changing needs of Indian society, academic principles as well as develop professional skills. This would make them competent to meet challenges of becoming a responsible citizen.

Objectives: The syllabus at Senior Secondary level develops an understanding in the learners that the knowledge and skills acquired through Home Science facilitates development of self, family and community. It endeavors to –

- Acquaint learners with the basics of human development with specific reference to self and child.
- Help to develop skills of judicious management of various resources.
- Enable learners to become alert and aware consumers.
- Impart knowledge of nutrition and lifestyles to enable prevention and management of diseases.
- Inculcate healthy food habits.
- Help to develop understanding of textiles for selection and care of clothes.
- Develop skills of communication to assist in advocacy and dissemination of knowledge to community.

CLASS XI (2018 – 19)

COURSE STRUCTURE (THEORY)

One Paper (Theory)

70 Marks

Time: 3 Hours

Periods: 220

| No. | Units | No. of Pd. | Marks |
|-----|--|------------|------------|
| | Introduction: Evolution of the discipline and its relevance to the quality of life | 05 | 22 |
| 1. | Understanding oneself: Adolescence | 55 | |
| 2. | Understanding Family, Community and Society | 30 | 15 |
| 3. | Childhood | 40 | 15 |
| 4. | Adulthood | 50 | 18 |
| | Total | 180 | 70 |
| | Practical | 40 | 30 |
| | Grand Total | 220 | 100 |

Class XI

Theory: 70Marks

Total Periods 180

Introduction: Evolution of the discipline and its relevance to the quality of life 05

Unit I: Understanding oneself: Adolescence **55**

Ch-2 Understanding the self

- A. 'Who am I'?
- B. Development and Characteristics of the self
- C. Influences on identity
 - Biological and physical changes
 - Socio-cultural contexts
 - Emotional changes
 - Cognitive changes

Ch-3 Food, nutrition, health and fitness- Introduction, Balanced Diet, Health and Fitness, Using basic food groups for planning balanced diets, Vegetarian food guide, Dietary patterns in adolescence, modifying diet related behavior, Factors influencing eating behavior, Eating disorders at adolescence.

Ch-4 Management of resources - time, money, energy and space- Introduction, Human and Non- Human Resources, Individual and shared resources, Natural and community resources, Characteristics of Resources, Managing resources, The management process.

Ch-5 Fabric around Us- Introduction, Fibre properties, Classification of textile fibres, Yarns, Fabric production, Textile Finishing.

Ch-6 Media and communication technology- Communication and communication technology, What is media? What is communication technology?

Unit II: Understanding family, community and society **30**

Ch-7 Relationships and interactions with 'significant others':

- Family
- School - peers and educators
- Community and Society

Ch-8 Concerns and needs in diverse contexts: Family, school, community and society Key areas:

- a. Health, Nutrition and Hygiene- Introduction, Health and its dimensions, Health care, Indicators of Health, Nutrition and Health, Nutrients, Factors affecting nutritional well- being, Nutritional problems and their consequences, Hygiene and Sanitation.
- b. Work, Worker and workplace- Introduction, Work, Worker, Workplace.
- c. Resource availability and Management- Time Management, Space Management.

Unit III: Childhood

40

Ch-9 Survival, Growth and Development- Meaning, areas, stages in development.

Ch-10 Nutrition, Health and Wellbeing- Introduction, Nutrition, Health and Wellbeing during infancy; Nutrition, Health and Wellbeing of preschool children; Nutrition, Health and Wellbeing of school- age children, Factors that influence diet intake of pre-school age and school- age children, Healthy habits, Health & nutrition issues of school- age children.

Ch-11 Care and Education- Introduction, Infancy & early childhood years, Meaning of care & education, Who provides Early childhood care & education (ECCE)? Care and education during middle childhood years, difficulties and nature of primary education.

Ch-12 Our Apparel- Clothing functions and the selection of clothes, Factors affecting selection of clothing in India, Understanding children's basic clothing needs, Clothing requirements at different childhood stages, Clothing for children with special needs.

Unit IV: Adulthood

50

Ch-13 Health and Wellness- Health scenario in India, Healthy persons, Fitness, What is wellness? Dimensions of wellness, Stress and coping with stress.

Ch-14 Financial Management and Planning – Introduction, Family Income, Types of family income, Importance of Money, Income Management, Budget, Control in money management, Savings, Investment, Savings & Investment avenues, Credit.

Ch-15 Care and Maintenance of Fabrics - Introduction, Mending, Laundry, Stain removal, Finishing, Storage of textile products, Factors affecting fabric care, Care label.

**HOME SCIENCE- PRACTICAL
CLASS XI (2018 -19)**

Pd. 40

Marks: 30

(Teachers can select practicals and project according to their choice)

1. Study of physical self with reference to:
 - a) Age, height, weight, hip size, round chest/bust, round waist
 - b) Age at menarche: girls
 - c) Growth of beard, change in voice: boys
 - d) Colour of hair and eyes

2. Understanding oneself with reference to :
 - a) Developmental norms
 - b) Peers, both male and female
 - c) Health status
 - d) Garment sizing

3.
 - a) Record own diet for a day
 - b) Evaluate qualitatively for adequacy

4.
 - a) Record the fabrics and apparel used in a day
 - b) Categorize them according to functionality

5.
 - a) Record one day's activities relating to time use and work
 - b) Prepare a time plan for oneself.

6.
 - a) Record own emotions for a day in different contexts
 - b) Reflect on the "why" of these emotions and ways of handling them

7. List and discuss five messages from print and electronic media which have influenced one self.

8. Collection of information from different regions in India and critical discussion on:
 - a. Food practices including food taboos, fasting and festivity preparations
 - b. Clothing practices related to rites, rituals and occupation
 - c. Child care practices in early years – gender similarities and differences
 - d. Traditional forms of communication including festive and special occasions

9. List and discuss 4-5 areas of agreement and disagreement with:
 - a) Mother
 - b) Father
 - c) Siblings
 - d) Friends
 - e) Teacher

How would you resolve the disagreements to reach a state of harmony and mutual acceptance?

10. Documentation of a traditional textile art/craft of neighbouring area.
11. Visit to any one programme/ institution (Govt. /NGO) for children; observation of activities in the programme and report writing.

Or

Observation of any two children of different ages in the neighbourhood and reporting on their activities and behavior.

12. Construction of Quality Of Life (QOL) and Human Development Index(HDI).
13. Relationship of fibre properties to their usage: 3 marks
 - a) Thermal property and flammability
 - b) Moisture absorbency and comfort
14. Study one female adult and one male adult in the age range of 35 to 60 years with reference to:
 - a) Health and illness
 - b) Physical activity and time management
 - c) Diet behavior
 - d) Coping with challenges
 - e) Media availability and preferences
15. Calculation of nutritive value of foods to identify rich sources of nutrients.
16. Preparation of different healthy snacks for an adolescent suitable in her/his context.
17. Study of labels on:
 - a) Food
 - b) Drugs and cosmetics
 - c) Fabrics and apparel
 - d) Consumer durables
18. Observation and recording of group dynamics in different locations/ situations such as:
 - a) Home
 - b) Eateries
 - c) Playfield
 - d) School
 - e) Recreation areas
19. Analysis of own communication styles and skills.
20. Plan a budget for self for a given situation/ purpose.
21. List five problems faced by self or family as consumer. Suggest solutions to overcome the same.

HOME SCIENCE CLASS XI (2018 –19)
PRACTICAL

Maximum Marks: 30

Periods:40

(Teachers can select practicals from above mentioned list according to their choice)

- | | |
|--|---------|
| 1. Understanding oneself: Adolescence | 4 Marks |
| 2. Understanding Family, Community and Society | 4 Marks |
| 3. Childhood | 4 Marks |
| 4. Adulthood | 4 Marks |
| 5. Project Work (Any Topic) | 6 marks |
| 6. Practical File | 4 Marks |
| 7. Viva | 4 Marks |

Textbooks:

1. Human Ecology and Family Sciences – Part I, Class- XI, NCERT Publication
2. Human Ecology and Family Sciences – Part II, Class- XI, NCERT Publication

QUESTION PAPER DESIGN 2018-19

HOME SCIENCE

CODE NO. 064

CLASS-XI

TIME: 3 Hours

Max. Marks: 70

| S. No. | Typology of Questions | Learning outcomes and Testing Skills | Very Short Answer (VSA) (1 Mark) | Short Answer (SA) (2 Marks) | Case study and picture based (3 Marks) | Long Answer –I (LA-I) (4Marks) | Long Answer –II (LA-II) (5 Marks) | Total Marks | % Weig htag e |
|--------|--|--|-------------------------------------|--------------------------------|---|-----------------------------------|--------------------------------------|-------------|---------------|
| 01 | Remembering- (Knowledge based Simple recall questions to know specific facts, terms, concepts, principles,or theories; Identify, define, or recite, information) | <input type="checkbox"/> Reasoning <input type="checkbox"/> Analytical Skills <input type="checkbox"/> Critical thinking | 2 | 2 | 1 | 1 | 1 | 18 | 26% |
| 02 | Understanding- (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information) | | 1 | 1 | - | 1 | 1 | 12 | 17% |
| 03 | Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem) | | 1 | 2 | 1 | 2 | 1 | 21 | 30% |
| 04 | High Order Thinking Skills (Analysis and Synthesis-Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) | | 1 | 1 | - | 1 | 1 | 12 | 17% |

| | | | | | | | | | |
|-----------|--|--|----------------|----------------|----------------|----------------|----------------|-------------------------------------|-------------|
| 05 | Evaluation- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes) | | 1 | 1 | - | 1 | - | 7 | 10% |
| | TOTAL | | 1×6=6 | 2×7=14 | 3×2=6 | 4×6=24 | 5×4=20 | 70 | 100% |
| | ESTIMATED TIME | | 10 min. | 35 min. | 20 min. | 50 min. | 50 min. | 165 min.+15min. For revision | |

Note: No Chapter wise weightage, care should be taken to cover all chapters.

Scheme of questions

- There will be no choice in the question paper.
- Weightage to difficulty level of questions

| S. No. | Estimated difficulty | Percentage |
|---------------|-----------------------------|-------------------|
| 1 | Easy | 20 |
| 2 | Average | 60 |
| 3 | Difficult | 20 |