

HOME SCIENCE (68)

Aims:

1. To acquire knowledge of the terms, concepts and principles used in the study of the discipline of Home Science.
2. To develop thought, enquiry, insight and understanding of issues involved in running a home, providing adequate nutrition, meal planning, care of textiles and clothing, budgeting, and family care.
3. To inculcate an appreciation of aesthetic balance, economy and efficiency with regard to the home.
4. To foster an understanding of the changes that takes place during growth and development of children.
5. To equip an adolescent with the knowledge and skills necessary for management of the self.

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.
- (ii) Importance and relevance of the study of Home Science.
- (iii) Career options in Home Science.

2. Food and Health

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

3. The Family

- (i) What is a family; importance of a family.
- (ii) Changes in families, relationship between family and other organizations in society.
- (iii) Position of the child in a family.

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.
- (ii) Importance of the family for the growth and development of the young child, the role of culture and community in development of the under five-year-olds.
- (iii) The importance of preschool for the young child.

5. The Home and its Management

- (i) Choosing a home.
- (ii) Gas, electricity and water utilization in the home.
- (iii) Recycling of waste.
- (iv) Safety considerations in the home.

6. Selection of Clothing

- (i) Types of fabric available in the market.
- (ii) Factors influencing choice of clothing.

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.
- (ii) Lighting in the home.
- (iii) Layout and planning of kitchens.

2. Management of Money

- (i) Fundamentals of banking.
- (ii) Importance of budgeting, saving, types of savings.
- (iii) Use of credit in purchase, hire purchase, and installment plans.
- (iv) Economical shopping.

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

4. Growth and Development in Adolescence

- (i) Physical growth of adolescents, pubertal changes.
- (ii) Physiology of menstruation.
- (iii) Hygiene needs during adolescence.
- (iv) Emotional concerns of adolescence.
- (v) Role of the family, peer group and school in the life of an adolescent.

5. Meal Planning

- (i) Nutritional needs of young children, adolescents, older people.
- (ii) Meal planning for members of the family.
- (iii) Hygienic preparation, storage and preservation of food.
- (iv) Preparation of nutritional snacks.

6. Care of Textiles and Clothing

- (i) Laundering of clothes.
- (ii) Laundry material.
- (iii) Methods of stain removal.
- (iv) Mending of clothes.

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 Principal, 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 Principal 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