

# HOME SCIENCE (68)

## Aims:

1. To understand and appreciate the role of Home Science in the development and well-being of self, family and community.
2. To develop an understanding of the basic concepts of food and nutrition in order to lead a healthy life.
3. To understand human development with respect to early and middle childhood.
4. To develop skills to enable candidates to communicate effectively in various spheres of life.
5. To introduce candidates to the basics of Textiles and Clothing.
6. To develop skills for effective management and utilisation of resources available.
7. To create awareness regarding various developmental issues and concerns.

## 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 five streams in Home Science and how they integrate to form a meaningful whole.

*Understanding that Home Science is a field of Applied Sciences, made up of five streams, i.e. Foods & Nutrition, Resource Management, Human Development, Textiles & Clothing and Communication & Extension.*

- (ii) Significance of the study of Home Science in different spheres of life.

*An understanding that Home Science is a multi-disciplinary subject which helps in development of life-skills to deal with various situations in different spheres of life.*

#### 2. Food and Health

- (i) Food and its functions. Basic Cookery Terms. Health benefits of common food items.

*Definition of: food, nutrient, nutrition, balanced diet, health, malnutrition and optimum nutrition. Functions of food:*

*physiological, psychological and social functions.*

*Meaning of basic cookery terms: Cutting, chopping, grating, kneading, beating, peeling, stringing julienne, mashing, cut and fold in, blending, dusting.*

*Health benefits of common food items - to be done briefly:*

- Herbs: Mint, coriander, celery, basil, curry leaves, saffron, thyme, lemon grass;
- Spices: cardamom, cinnamon, cloves, turmeric, fenugreek, cumin, fennel, carrom, asafoetida, ginger, garlic.

- (ii) Nutrients and their functions. Deficiency diseases.

*Classification of nutrients according to their sources and functions:*

- (a) Energy giving: Fats and carbohydrates;
- (b) Body building: Proteins and minerals;
- (c) Protective: Vitamins (A, D, E and K, Vitamin B -Thiamine, Riboflavin and Niacin and Vitamin C); Minerals (calcium, iron and iodine);
- (d) Regulatory: Water and roughage.

*Deficiency diseases associated with the above nutrients.*

#### 3. Growth and Development of Children from Birth to Five Years

- (i) Principles of development; milestones of development.

*Meaning of the terms **growth** and **development**; difference between growth and development. Principles of development. Meaning of developmental milestones;*

*Milestones of development: meaning and characteristics of physical, motor, social, emotional, cognitive and language development.*

- (ii) Role and importance of play and play-school during early childhood.

*The role of play with emphasis on holistic growth of the child. Considerations in choosing the kind of play (indoor/outdoor), play materials (indoor/ outdoor); types of play: constructive, fantasy, solitary, cooperative, creative: meaning only; types of play schools: Montessori, nursery, kindergarten - meaning only.*

- (iii) Diseases and their prevention.

*Common childhood diseases (0-5 years): Tuberculosis, mumps, measles, chickenpox, diphtheria, pertussis, tetanus, rubella, polio: names only and associated vaccines; Definition and importance of immunisation.*

#### **4. The Home and its Maintenance**

- (i) Colour and its application in the Home.

*Dimensions of colour – hue, value and intensity. Prang colour wheel (primary, secondary and tertiary colours); neutral, warm cool and metallic colours.*

*Colour schemes: related (monochromatic/one hue colour, analogous /adjacent), contrasting (complementary, double complementary, split complementary, triad and tetrad) colour schemes and their applications in the home – drawing/living room, bed room, dining room and kitchen.*

- (ii) Lighting in the Home.

*Types of lighting (general and local or task, direct and indirect); sources of light: natural and artificial; choice of adequate lighting for different rooms.*

- (iii) Sustainable utilisation of Fuel and Energy in the Home.

*Sustainable use of fuel and energy with emphasis on the need and methods for the conservation of cooking gas, water and electricity in the house.*

- (iv) Maintenance of Sanitation and Hygiene inside and outside the House

*Role of sanitation and hygiene in the home and its environment;*

*Waste Management: Meaning of the term waste; basic concept of bio degradable and non-biodegradable wastes with examples.*

*Importance of segregation of waste: sorting of waste into biodegradable / non-biodegradable, organic / non-organic, plastic, metal and e-waste at domestic and community level.*

*Importance of the five Rs (reduce, refuse, reuse, recycle and reinvent) for environmental conservation.*

#### **5. Textile Science and Fabric Construction**

- (i) Fibres: Properties and uses

*Meaning of the term fibre; classification of fibres: natural, man-made and synthetic;*

*Natural fibres (cotton, silk and wool): brief idea of origin; man-made fibres (rayon: raw materials); synthetic fibres: nylon and polyester: raw materials;*

*Identification of fibres: microscopic appearance and burning tests. Properties of cotton, silk, wool, rayon, nylon, polyester and their uses.*

- (ii) Fabric structure: woven, non-woven and knitted.

*Meaning of the terms yarn, warp, weft, selvedge, fabric.*

*Woven fabrics: basic (plain and twill, satin, decorative (spot and pile - cut and uncut): construction method and end use;*

*Non-woven: e.g. felt;*

*Knitted (hand and machine): meaning and end use of non-woven and knitted.*

#### **6. Communication & Extension**

Communication: meaning, functions and importance; elements of communication; interpersonal communication.

*Meaning, functions and importance of communication; elements of communication (sender, message, medium, receiver, feedback: brief idea); meaning of interpersonal communication; acquiring interpersonal communication skills (listening, speaking, reading and writing).*

#### **PART II: INTERNAL ASSESSEMENT**

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