

# 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.*

**INTERNAL ASSESSMENT IN HOME SCIENCE - GUIDELINES FOR MARKING WITH GRADES**

<b>Criteria</b>	<b>Planning Efficiency</b>	<b>Working to time plan</b>	<b>Manipulation</b>	<b>Quality produced</b>	<b>Appearance/Arrangement</b>	<b>Marks</b>
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 coordination.	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