

HOME SCIENCE

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.

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

- (ii) Significance of the study of Home Science in day-to-day life.

The need for studying each aspect of Home Science enables a scientific understanding of the field and allows for research in the discipline. 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 students at all levels— both self and wage employment.

2. Food and Health

- (i) Importance of food and its functions.

The relationship between food and health; Methods of cooking foods (boiling, steaming, pressure cooking, frying, roasting and baking) – merits and demerits.

- (ii) Nutrients and their functions –

This topic is aimed at providing a foundation for understanding the importance of nutrients such as carbohydrates, protein, fats, vitamins – water soluble (Vitamin B -Thiamine, Riboflavin and Niacin and Vitamin C) & fat soluble (Vitamin A, D, E and K); and minerals - calcium, iron and iodine; water and roughage. Functions of nutrients, food sources and deficiency diseases.

3. The Family

- (i) Family - definition, characteristics, types of family.

Explanation of how families can differ in terms of structure. Classification of families on the basis of structure as nuclear, joint, 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.

- (ii) Functions of a family; Significance of small family norms.

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 knowledge, which constitutes its culture. It is the family that fulfills the needs of its family members. Significance of small family norms and its role – family, its members, society and nation at large.

(iii) Women and child welfare.

Understanding the role of women and child in the family. Empowering women and eradicating child labour.

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

- (i) Principles of development; milestones of development with respect to physical & motor, 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) Role of play and play-school for the young child.

The role of play with emphasis on holistic growth of the child. Consideration in choosing the kind of play (indoor/outdoor), play materials and play-school.

5. The Home and its Maintenance

- (i) Choosing a home.

Characteristics of a good home with respect to features such as site and location, security, hygiene/sanitation, ventilation, light, and other amenities such as water, electricity and drainage.

- (ii) Maintenance of house and its environment.

Sustainable use of fuel and energy with emphasis on the need and methods for the

conservation of gas, water and electricity in the house; Role of sanitation and hygiene in the home and its environment.

- (iii) Waste management in the home and community:

- Domestic waste and its management

- Basic classification of waste in the community.

- Basic concept of bio degradable and non-biodegradable wastes.

- (iv) Need to Refuse, Reduce, Re-use, Repair, and Recycle (5 R-s) waste.

Importance and methods of five R's. For environmental conservation, with reference to sorting out of garbage into biodegradable vs. non-biodegradable, organic vs. non-organic, plastic vs. metal at home level and extending it to the community level.

6. Selection of Clothing

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

A brief idea about natural (cotton, silk and wool) and man-made (nylon, polyester and blended e.g. terry-cot, terry-silk, terry-wool, cotton-silk) fibres - properties and their use.

- (ii) Factors influencing choice of clothing.

The general understanding that choice of clothing is influenced by factors such as appearance, comfort, durability, maintenance 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

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