

APPENDIX

SYLLABUS

HUMAN ECOLOGY AND FAMILY SCIENCES

(CLASSES XI-XII)

Rationale

The curriculum in Human Ecology and Family Sciences (HEFS), formerly known as Home Science, has been framed keeping in view the principles of the National Curriculum Framework-2005 of the NCERT. Traditionally, the field of Home Science encompasses five areas, namely, Food and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension. All these domains have their specific content and focus that contribute to the study of the individual and the family in Indian socio-cultural context. The new curriculum has attempted to break away from the conventional framework of the discipline in significant ways. In the new conceptualisation, the boundaries between different areas of the discipline have been dissolved. This has been done to enable students to develop a holistic understanding of life in the home and outside. A special effort has been made to communicate respect for every student's life at home and in society by making the curriculum appropriate for both boys and girls, living in different contexts, including those who are homeless. It has also been ensured that all the units address, in their content, the significant principles of equity, equality and inclusiveness. These include gender sensitivity, respect for diversity and plurality in relation to rural-urban-tribal location, caste, class, value for both traditional and modern influences, concern for society and pride in national symbols. Additionally, the novel approach has made concerted efforts, to integrate learning at school by building bridges with other subjects in the sciences and social sciences.

The practicals have an innovative and contemporary character and reflect the utilisation of new technology and applications that would strengthen critical engagement with the lived realities of people. More specifically, there is a deliberate shift to field-based experiential learning. The practicals are designed to foster critical thinking. Further, conscious effort has been made to move away from stereotyped gender roles thus making the experiences more inclusive and meaningful for both boys and girls. It is imperative that the practicals are conducted keeping in mind the resources available with the family and community.

The course adopts a developmental framework in Class XI using the life-span approach, starting with adolescence, the stage of development being experienced by the student. Beginning with one's own stage of development would instill interest and enable identification with the physical and emotional changes that the student is undergoing. Following this is the study of childhood and adulthood.

In each unit, the challenges and concerns have been addressed along with the activities and resources necessary to meet these challenges.

For Class XI the 'self and family' and the 'home' are focal points for understanding the dynamics of individual lives and social interaction. The rationale for using this approach is that it will enable the adolescent student to understand herself/himself in the context of the family, which in turn is nested within the wider Indian socio-cultural milieu.

For Class XII, the emphasis is on 'work and careers' through the life-span. In this context, work is perceived as essential human activity that contributes to the development and sustenance of individuals, families and society. Its value is not linked only to its economic ramifications. The student will be helped to explore the significance of work, jobs and careers and their interrelationship. To understand this concept, the student will be imparted life skills and work skills in the respective areas of HEFS. This will facilitate the acquisition of basic skills and orientation to advanced professional skills needed for specialisation in the selected fields discussed in the course. It is significant that these skills will be useful for the student in her/his personal-social life, as well as serve as a springboard for pursuing a career in the future.

Objectives

The Human Ecology and Family Sciences curriculum has been framed to enable the learners to

1. develop an understanding of the self in relation to family and society.
2. understand one's role and responsibilities as a productive individual and as a member of one's family, community and society.
3. integrate learning across diverse domains and form linkages with other academic subjects.
4. develop sensitivity and undertake a critical analysis of issues and concerns of equity and diversity.
5. appreciate the discipline of HEFS for professional careers.

Class XI

THEORY

TOTAL PERIODS 180

Introduction: Evolution of the discipline and its relevance to the quality of life **2**

UNIT I: UNDERSTANDING ONESELF: ADOLESCENCE **60**

- A. Sense of self – understanding ‘Who am I?’
- B. Characteristics and needs
- C. Influences on identity formation
 - Biological and physical changes
 - Socio-cultural contexts
 - Emotional changes
 - Cognitive changes
- D. Food, nutrition, health and fitness
- E. Management of resources - time, money, energy and space
- F. Fabric and apparel
- G. Media and communication technology
- H. Communication skills
- I. Living and working in a global society

UNIT II: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY **50**

- A. Relationships and interactions with ‘significant others’;
 - Family
 - School - peers and educators
 - Community
 - Society
- B. Concerns and needs in diverse contexts:
Family, school, community and society
Key areas:
 - (a) Health, nutrition and hygiene
 - (b) Activity, work and environment
 - (c) Resource availability and management
 - (d) Learning, education and extension
 - (e) Textile heritage of India

UNIT III: CHILDHOOD**30**

- Survival, growth and development
- Nutrition, health and wellbeing
- Care and education
- Clothes and apparel
- Children with special needs
- Socio-cultural influences on children

UNIT IV: ADULTHOOD**38**

- Health and wellness
- Financial planning and management
- Care and maintenance of fabrics and apparel
- Perspectives in communication
- Individual's responsibilities and rights.

PRACTICALS

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) Categorise 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 own 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) Childcare 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 behaviour.
12. Construction of Quality of Life (QOL) and Human Development Index (HDI).
13. Relationship of fibre properties to their usage:
 - (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 behaviour
 - (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.

Class XII

THEORY

TOTAL PERIODS 140

**UNIT I: WORK, LIVELIHOOD AND CAREER; PREPARATION,
CHOICES AND SELECTION**

35

- Work, age and gender
- Occupational heritage of India
- Career options
- Entrepreneurship and self-employment
- Life skills for career building

**UNIT II: CAREER OPPORTUNITIES, SCOPE OF HUMAN ECOLOGY AND
FAMILY SCIENCES IN HIGHER EDUCATION AND CAREERS**

5

Major concepts, relevance and skills in the following areas;

A. Nutrition, Food Science and Technology

20

Specific Careers and Areas

- Clinical nutrition and dietetics
- Public nutrition and health
- Catering and food services management
- Food processing and technology
- Food quality and food safety

B. Human Development and Family Studies

20

Specific Careers and Areas

- Early childhood care and education
- Guidance and counselling
- Special education and support services
- Support services for children in difficult circumstances
- Management of institutions and programs for children, youth and elderly

C. Fabric and Apparel

20

Specific Careers and Areas

- Care and maintenance of fabrics in institutions
- Design for fabric and apparel
- Retailing and merchandising
- Production and quality control in garment industry
- Museumology and textile conservation

- D. Resource Management 20
 Specific Careers and Areas
 - Human Resource Management
 - Hospitality management
 - Designing of interior and exterior space
 - Event management
 - Consumer services
- E. Communication and Extension 20
 Specific Careers and Areas
 - Management of development programs
 - Development communication and journalism
 - Media management and advocacy
 - Media design and production
 - Corporate communication and public relations

PRACTICALS

SPECIALISATIONS IN HEFS

NUTRITION, FOOD SCIENCE AND TECHNOLOGY

1. Qualitative tests on food adulteration
2. Development and preparation of supplementary foods for nutrition programmes.
3. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.
4. Preservation of foods using traditional and/or contemporary methods.
5. Packaging and study of shelf life of the prepared products.

HUMAN DEVELOPMENT AND FAMILY STUDIES

6. Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community.
7. Conducting mock sessions among peers in career guidance, nutrition counseling and personal counseling under supervision.

FABRIC AND APPAREL

8. Preparation of articles using applied textile design techniques: tie and dye/batik/block printing.
9. Application of quality control techniques in garment industry:

- (a) Fabric inspection
- (b) Quality of seams and notions
- (c) Size labels
- (d) Packaging

10. Care and maintenance of fabric products:

- (a) Mending
- (b) Cleaning
- (c) Storage

RESOURCE MANAGEMENT

- 11. Open an account in bank/post office. Learn basic banking operations (Mock exercises in the lab with real bank forms)
- 12. Application of traditional/contemporary techniques of home decorations:
 - (a) Floor and wall decorations
 - (b) Flower arrangement
 - (c) Other forms of local decorations

EXTENSION AND COMMUNICATION

- 13. Analysis and discussion of print, radio, and electronic media with reference to focus, presentation, technology and cost
- 14. Communicating with groups on any one of the following themes.
 - (a) Social messages- gender equality, AIDs, female foeticide, child labour, rights abuse and other such themes)
 - (b) Scientific fact/discovery
 - (c) Any significant incident/event

PROJECTS

- 1. Any one of the following may be undertaken and evaluated:
 - (a) Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced.
 - (b) Analysis of gender roles, entrepreneurial opportunities, and future careers and family participation.
- 2. Documentation of any public/mass campaign being implemented in own area, with reference to:
 - (a) Purpose of campaign

- (b) Focal group
 - (c) Modalities of implementation
 - (d) Stakeholders involved
 - (e) Media and methods used
- Comment on the relevance of the campaign.

3. Study of an integrated community- based programme being implemented in own area, with reference to:
 - (a) Programme objectives
 - (b) Focal group
 - (c) Modalities of implementation
 - (d) Stakeholders involved
4. Visit the neighbouring areas and interview two adolescents and two adults regarding their perception of persons with special needs.
5. Take a profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs.
6. Observe and document any event in your school/home or neighbourhood. Evaluate the same with respect to:
 - (a) Its relevance
 - (b) Resource availability and mobilisation
 - (c) Planning and execution of the event
 - (d) Financial Implications
 - (e) Feedback from stakeholders

Suggest modifications for the future.