

HUMAN ECOLOGY AND FAMILY SCIENCES

The curriculum in Human Ecology and family Science (HEFS). formerly known Home Science, has been framed keeping in view the principles of the National Curriculum Framework-200s of the NCERT. Traditionally, the field of Home Science encompassed el. 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 all these domains have their space content and focus that contribute to the study of the individual and the family in Indian socio cultural context:

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 context, including those who are homeless.

The Course adopts a developmental framework in class XI using the life-span approach, stating with adolescence, the stage of development being experienced by the students. 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 child hood and adulthood.

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.

Objectives

The Human Ecology and Family Sciences curriculum has been fraud 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.

Courses of Study

Part-1

Chapter 1:- Introduction
HEFS: Evolution of the Discipline and its Relevance to Quality of life

Unit I:- Understanding oneself Adolescence

Chapter 2:- Understanding the self
A. What makes me 'I'
B. Development and Characteristics of the self
C. Influences on Identity
How do we Develop a Sense of self?

Chapter 3:- Food, Nutrition, Health and Fitness

Chapter 4:- Management of Resources

Chapter 5:- Fabric Around us

Chapter 6:- Media and Communication Technology

Unit II:- Understanding Family, Community And Society

Chapter 7:- Concerns and Needs in Diverse Contexts
A. Nutrition, Health and Hygiene
B. Resource Availability and Management
C. Textile Traditions in India

Part-II

Unit III:- Childhood

Chapter 8:- Nutrition, Health and Well-being

Chapter 9:- Our Apparel

Unit IV:- Adulthood

Chapter 10:- Financial Management and Planning

Chapter 11:- Care and Maintenance of Fabrics

PRACTICALS

1. Study of Physical Self with reference to
 - a) Age, height, weight, hip size, round chest/breat, 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 influence 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, ritual and occupation
 - c) Childcare practices in early year. gender similarities and difference
 - 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) Teachers

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 arrangement
 - 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.