

Human Ecology and Family Sciences Part I Class 11

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Chapter 1

Human Ecology and Family Sciences

2marks

Q1: What is the primary focus of the subject 'Human Ecology and Family Sciences' (HEFS)?

A: The primary focus of HEFS is to study human beings in relation to their environment, exploring dynamic relationships individuals have with physical, economic, social, and psychological elements in their ecology, with a specific emphasis on family dynamics.

Q2: How does HEFS approach the study of human ecology, and what elements does it consider in its integrated approach?

Answer: HEFS takes an integrated approach by examining the interaction of human beings as family members with their environment. This includes considering physical, psychological, socio-cultural, and economic resources in shaping the human ecology.

Q3: Why is adolescence given particular attention in the Class XI curriculum of HEFS?

Answer: Adolescence is considered a turning point in one's life, and HEFS aims to study how individuals in this stage develop an understanding of themselves, examining the role of various resources such as food, clothing, and communication in their lives.

Q4: What was the initial purpose of Home Science, and how did it evolve over time?

Answer: Home Science was established to promote women's education in the early 20th century, encompassing disciplines like Foods and Nutrition, Clothing and Textiles, and Extension Education. Over time, it evolved into an interdisciplinary field aimed at empowering students to enhance their quality of life and that of others.

Q5: How did the label "Home Science" become associated with gender stereotypes, particularly at the high school level?

Answer: Over time, the label "Home Science" became primarily associated with domestic tasks such as cooking and laundry. This association led to gender stereotypes, and at the high school level, boys were often either not admitted to Home Science programs or chose to avoid them.

Q6: In what way does HEFS differ from the traditional perception of Home Science?

Answer: While Home Science became associated mainly with domestic tasks, HEFS takes a broader and more contemporary approach. It is an interdisciplinary field that considers various aspects of human ecology and family dynamics, aiming to empower students to improve their own quality of life and that of others.

4marks

Q1: Why was Home Science initially perceived as a subject only for girls?

Answer: Home Science was initially associated with promoting women's education in the early 20th century, leading to the perception that it was exclusively for girls.

Q2: What misconception developed over time about Home Science, contributing to its perceived lack of rigor?

Answer: Over time, Home Science became wrongly associated primarily with domestic tasks such as cooking and laundry, leading to the misconception that it lacked rigor.

Q3: How does the present curriculum of 'Human Ecology and Family Sciences' (HEFS) differ from traditional perceptions of Home Science?

Answer: The present HEFS curriculum is contemporary, multi-disciplinary, and designed to be inclusive, incorporating fields such as Human Development, Food and Nutrition, Fabric and Apparel, Communication and Extension, and Resource Management.

Q4: Why does HEFS pay specific attention to the stage of adolescence in its Class XI curriculum?

Answer: Adolescence is considered a turning point in one's life, and HEFS aims to study how individuals in this stage develop an understanding of themselves, exploring the role of resources like food, clothing, and communication.

Q5: In the early 20th century, which institution played a crucial role in the evolution of Home Science in India, and who were some eminent women involved?

Answer: Lady Irwin College, established in Delhi, played a crucial role. Eminent women involved were Sarojini Naidu, Rajkumari Amrit Kaur, and Kamaladevi Chattopadhyay.

Q6: How did the perception of Home Science change over time at higher education levels, and what challenges remained at the high school level?

Answer: At higher education levels, Home Science underwent an upgrading of curricula and resetting of professional standards. However, at the high school level, gender-typing and association with 'cooking and laundry' remained, limiting boys' participation in the field.

7marks

Q1: Discuss the evolution of 'Human Ecology and Family Sciences' (HEFS) from the historical context of Home Science in India. Highlight the key developments and the role of Lady Irwin College in shaping this discipline.

A:Introduction: Home Science originated in the early 20th century, initially focusing on women's education. Lady Irwin College, established in Delhi in 1932, played a pivotal role.

Formation of Home Science: In the early 20th century, various institutions introduced courses in Foods and Nutrition, Clothing and Textiles, and Extension Education. In 1932, these disciplines were consolidated under Home Science.

Founders of Lady Irwin College: Eminent women like Sarojini Naidu, Rajkumari Amrit Kaur, and Kamaladevi Chattopadhyay, associated with the All India Women's Conference, conceived and established Lady Irwin College.

Mission of Lady Irwin College: The goal was to serve both the home and society, addressing social and educational inequalities and promoting women's education.

Q2: Analyze the challenges faced by Home Science at the high school level, particularly in terms of gender-typing and the association with traditional tasks. Explain the consequences of these challenges on the perception of the subject.

A:Gender Stereotyping: Over time, Home Science became associated primarily with domestic tasks such as cooking and laundry, leading to gender-typing.

Association with Traditional Tasks: The subject faced challenges as it was wrongly perceived as lacking rigor, limiting its scope to tasks traditionally done by girls and women.

Consequences: This perception affected the enrollment of boys in Home Science programs, leading to their exclusion. At the high school level, the subject was often seen as one-dimensional, impacting its credibility and potential for broader educational outcomes.

Q3: Discuss the multidisciplinary nature of 'Human Ecology and Family Sciences' (HEFS) and how it integrates various fields such as Human Development, Food and Nutrition, Fabric and Apparel, Communication, and Extension.

A:Introduction to HEFS: HEFS follows an integrated approach, studying the interaction of human beings with their families, society, and environment.

Multidisciplinary Fields: HEFS incorporates diverse fields, including Human Development, Food and Nutrition, Fabric and Apparel, Communication, and Extension.

Significance of Integration: This multidisciplinary approach recognizes the complex nature of human relationships and considers physical, psychological, socio-cultural, and economic resources in shaping human ecology.

Q4: Evaluate the role of adolescence in the Class XI curriculum of HEFS. Discuss why this stage is considered a turning point in one's life and outline the key aspects studied, including the role of food, fabric, clothing, and communication.

A:Significance of Adolescence: Adolescence is recognized as a turning point due to significant physical, psychological, and social changes.

Role in Class XI Curriculum: HEFS pays particular attention to adolescence, studying how individuals develop self-understanding. Key aspects include the role of food, fabric, clothing, and communication.

In-depth Study: The curriculum explores how these elements influence the lives of adolescents, impacting their development and identity formation.

Q5: Examine the challenges associated with the traditional perception of Home Science and how the present curriculum of HEFS addresses and overcomes these challenges. Highlight the contemporary approach and its relevance to students' lives.

A:Challenges of Home Science Perception: Home Science faced challenges of being labeled as a subject only about the home, associated with gender stereotypes and traditional tasks.

Contemporary Approach of HEFS: The present curriculum of HEFS is contemporary, designed to be multi-disciplinary, and inclusive. It overcomes gender stereotypes by integrating fields such as Human Development, Food and Nutrition, Fabric and Apparel, Communication, and Extension.

Relevance to Students' Lives: The curriculum emphasizes that knowledge in these areas is essential for sustaining and enhancing one's quality of life, irrespective of gender or location, providing practical and meaningful insights for students.

Choose the correct answers

1.What is the primary focus of 'Human Ecology and Family Sciences' (HEFS)?

- a. Geological studies
- b. Study of plants and animals
- c. Study of human beings in relation to their environment and family dynamics
- d. Astrophysics

Answer: c. Study of human beings in relation to their environment and family dynamics

2.Why was there a need to modernize Home Science at the school level?

- a. Lack of interest from students
- b. Gender-typing and association with traditional tasks
- c. Adequacy of the existing curriculum
- d. Overemphasis on advanced scientific concepts

Answer: b. Gender-typing and association with traditional tasks

3.Who played a crucial role in conceiving and establishing Lady Irwin College in India?

- a. Lord Irwin
- b. Sarojini Naidu, Rajkumari Amrit Kaur, and Kamaladevi Chattopadhyay
- c. British Viceroy

d. Lady Dorothy Irwin

Answer: b. Sarojini Naidu, Rajkumari Amrit Kaur, and Kamaladevi Chattopadhyay

4.What was the goal behind setting up Lady Irwin College in India?

- a. To focus solely on culinary skills
- b. To serve the home and society, removing social and educational inequalities
- c. To promote women's education in the military
- d. To specialize in geological studies

Answer: b. To serve the home and society, removing social and educational inequalities

5.How did Home Science evolve from various disciplines in the early 20th century?

- a. It focused exclusively on foods and nutrition.
- b. Different institutions introduced courses in Foods and Nutrition, Clothing and Textiles, and Extension Education, which were later brought under Home Science.
- c. It originated as a separate discipline.
- d. Home Science was established as a result of a scientific breakthrough.

answer: b. Different institutions introduced courses in Foods and Nutrition, Clothing and Textiles, and Extension Education, which were later brought under Home Science

Fill in the blanks

A. Do you know about the subject Home Science? Yes No If your answer is 'no', please ask your teacher. List 5 terms/concepts that you associate with Home Science

1. Nutrition

2. Textiles

3. Family Dynamics

4. Cooking

5. Child Development

B. At the end of the year after you have studied this book 'Human Ecology and Family Sciences,' list 5 areas of study that you would associate with the subject:

1. Human Development

2. Food and Nutrition

3. Fabric and Apparel

4. Communication

5. Resource Management

2. Through the subject of Human Ecology and Family Sciences, students will be studying about **human beings in relation to their environment.**

3. The term 'Ecology' in HEFS is borrowed from biology and deals with relationships between **living organisms** and their environment.

4. In the early 20th century, different institutions introduced courses in Foods and Nutrition, Clothing and Textiles, and Extension Education, which were later brought under the rubric of **Home Science in 1932.**

5. Home Science, at the higher education level, underwent an upgrading of curricula and resetting of professional standards, but at the high school level, it continued to face **gender-typing** and association with traditional tasks.

6. The integrated approach **in teaching-learning in Human Ecology** and Family Sciences deals with the interaction of human beings as members of their families and society with the environment