

HUMAN ECOLOGY AND FAMILY SCIENCES PART II



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput
Chief Production Officer : Arun Chitkara
Chief Business Manager : Vipin Dewan
Chief Editor (Incharge): Bijnan Sutar
Production Assistant : Om Prakash

Cover and Layout Design*Shweta Rao***Illustrations***Seema Jabin Husain*

FOREWORD

The National Curriculum Framework (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and cause a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge. These aims imply considerably change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required numbers of teaching days are actually devoted to teaching.

This textbook marks NCERT's resolve to reconstruct knowledge in all areas from the perspective of the learner and the dynamic socio-economic realities of contemporary India. The National Focus Group on *Gender Issues in Education*, appointed under the auspices of NCF-2005, emphasises the urgency of incorporating women's perspective for epistemologically redefining conventionally defined subjects like home science. We hope that the present textbook will make this subject free of gender bias and capable of challenging young minds and teachers for creative study and practical work.

NCERT appreciates the hardwork done by the Textbook Development Committee and its Chief Advisors, Neerja Sharma, Lady Irwin College, University of Delhi and Shagufa Kapadia, M.S. University, Baroda, Vadodra. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of *Professor Mrinal Miri* and *Professor G.P. Deshpande*, for their valuable time and contribution. We are particularly grateful to the members of the sub-committee for Human Ecology and Family Sciences (HEFS), Mariamma Varghese, *former Vice-Chancellor*, SNDT Women's University, Mumbai, and S. Anandalakshmy, *former Director*, Lady Irwin College, University of Delhi for their contribution for reviewing the textbook.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
April 2009

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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PREFACE

The textbook on Human Ecology and Family Sciences (HEFS), a subject so far known as 'Home Science', has been reframed keeping in view the principles of the National Curriculum Framework – 2005 of the NCERT. Conventionally, 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. They also provide ample scope for professional avenues of higher education and career opportunities in this applied field. Many components of the field have grown to become specialised areas and even super-specialisations. They range from professions catering to various health and service institutions/agencies, educational organisations, industry and business houses of textiles, garments, foods, toys, teaching-learning materials, labour saving devices, ergo-nomically appropriate equipment and work stations. In Class XI the 'self and family' and the 'home' are focal points for understanding the dynamics of individual lives and social interaction. In Class XII, the emphasis will be on 'work and careers' through the life-span.

The subjects in HEFS concern themselves with enhanced human resources as well as productivity, and with better quality of life for individuals and society in general. People cannot be productive if they are physically unwell due to unhygienic personal and environmental conditions, children cannot learn if they are mal-nourished, or scarred from abuse and neglect, people cannot work if disturbed by family turmoil or resource management problems, or when preoccupied with rejection in the family or domestic violence. Conversely, human beings whose development is fostered by positive environmental surroundings, nurturing relationships, good nutrition, access to basic amenities for health, safety and sanitary living conditions, can be well-adjusted and productive citizens.

The possibilities of teaching and research careers are present at all levels of education, be it at school or college or university. To the professionals in the specialisation of Food and Nutrition, the spectrum of opportunities is wide ranging from the service sector as dietitians, healthcare consultants/counsellors to the food industry, in catering and food service management/institutional management, in accordance with the thrust of their educational inputs and acquired interests, skills and competencies. For professionals in Human Development and Family Studies, job opportunities range from being at several cadres of functionaries in social development organisations for children, adolescents, women and families, in early childhood care and education programmes, to being professionals in counselling settings at various levels and age groups. Those trained in Fabric and Apparel find their future careers in textile design, textile or fashion or garment industry, and entrepreneurship.

To the Resource Management trainees, the career choices abound between interior decoration, hospitality administration, ergonomics, to consumer

education and services as well as entrepreneurship, event management, investment and insurance enterprising. Those who specialise in Communication and Extension can work in media related fields, or be welfare and programme officers, administrators and supervisors in field-based activities of NGOs, private and public sector organisations.

The new textbook 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 chapters address the significant principles of equity, equality and inclusiveness. These include gender sensitivity, respect for diversity and plurality in relation to rural-urban and tribal location, caste, class, value for both transformative traditions and modern influences, concern for society and pride in national symbols.

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 available resources.

The textbook adopts a developmental framework using the life-span approach. However, it is structured a little differently in terms of the sequence of stages in human development. The first unit begins with adolescence, as this is 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, emotional, social and cognitive changes that the student is undergoing. Once the adolescent learner develops some understanding of the self, the second unit spans to the diverse contexts in which one functions — these include the family, school, community and society. Relationships, needs and concerns stemming from each context are dealt with in this unit. Following this are two units dealing with the study of ecological and family issues arising in childhood and adulthood respectively. This approach would help the learner understand and analyse the significance of nutrition, health and well-being, growth and development, education and communication, apparel and management during these two phases of life, thereby completing the cycle of development. Thus the textbook addresses some significant concerns and challenges of each life stage, providing reasonable suggestions and resources necessary to enhance the quality of life of self, family, community and society.

OBJECTIVES

The HEFS textbook 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 critical analysis of issues and concerns of equity and diversity.
5. appreciate the discipline of HEFS for professional careers.

TEXTBOOK DEVELOPMENT COMMITTEE

CHIEF ADVISORS

Neerja Sharma, *Professor*, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, New Delhi

Shagufa Kapadia, *Professor*, Department of Human Development and Family Studies, Faculty of Family and Community Sciences, M.S. University of Baroda, Vadodara, Gujarat

MEMBERS

Annu Jacob Thomas, *Professor*, School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi

Archna Bhatnagar, *Reader*, Department of Post Graduate Studies and Research in Home Science, SNDT Women's University, Mumbai, Maharashtra

Asha Rani Singh, *PGT*, Home Science, Laxman Public School, New Delhi

Dorothy Jaganathan, *Reader*, Department of Food Service Management Dietetics, Avinashilingam University for Women, Coimbatore, Tamil Nadu

Hitaishi Singh, *Reader*, Home Science, R.C.A. Girls (P.G.) College, Ambedkar University, Mathura, Uttar Pradesh

Indu Sardana, *Former TGT*, Home Science, Sarvodaya Kanya Vidyalaya Nagar, New Delhi

Meenakshi Gujral, *Lecturer*, Amity School of Business, Amity University, Uttar Pradesh

Meenakshi Mital, *Reader*, Department of Resource Management and Application, Lady Irwin College, University of Delhi, New Delhi

Mona Suri, *Reader*, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, New Delhi

Nandita Chaudhary, *Reader*, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, New Delhi

Puja Gupta, *Sr. Lecturer*, Department of Resource Management and Design Application, Lady Irwin College, University of Delhi, New Delhi

Ravikala Kamath, *Former Professor*, Department of Post Graduate Studies and Research in Home-Science, SNDT Women's University, Mumbai, Maharashtra

Rekha Sharma Sen, *Reader*, Child Development Faculty, School of Continuing Education, Indira Gandhi National Open University, New Delhi

Sarita Anand, *Reader*, Department of Development Communication and Extension, Lady Irwin College, University of Delhi, New Delhi

Shashi Guglani, *Reader*, Department of Education, Lady Irwin College, University of Delhi, New Delhi

Shobha A. Udipi, *Professor*, Department of Food Science and Nutrition, Faculty of Home Science, SNDT Women's University, Mumbai, Maharashtra

Shobha B., *Reader*, Department of Resource Management, Smt. VHD Central Institute of Home Science College. Bangalore University, Bangalore, Karnataka

Shobha Nandwana, *Reader*, Department of Human Development and Family Studies, College of Home Science, Maharana Pratap University of Agriculture and Technology, Udaipur, Rajasthan

Simmi Bhagat, *Reader*, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, New Delhi

Sunanda Chande, *Former Principal*, SVT College of Home Science (Autonomous), SNDT Women's University, Mumbai, Maharashtra

Veena Kapur, *Reader*, Department of Fabric and Apparel Science, Lady Irwin College, University of Delhi, New Delhi

COORDINATOR

Sushma Jaireth, *Professor*, Department of Gender Studies, NIE, NCERT, New Delhi

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CONTENTS

PART – II

	<i>Foreword</i>	<i>iii</i>
	<i>Rationalisation of Contents in The Textbook</i>	<i>v</i>
	<i>Preface</i>	<i>vii</i>
Unit III	CHILDHOOD	151
Chapter 8	Nutrition, Health and Well-being	151
Chapter 9	Our Apparel	171
Unit IV	ADULTHOOD	187
Chapter 10	Financial Management and Planning	188
Chapter 11	Care and Maintenance of Fabrics	203
	<i>References for Further Reading</i>	220

CONTENTS OF PART – I

- 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 Fabrics 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

References

Appendix

Syllabus