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PART I



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HUMAN ECOLOGY AND FAMILY SCIENCES

TEXTBOOK FOR CLASS XII

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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 creates 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).

This initiative can succeed only if all stakeholders—school principals, parents and teachers—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. We also must remember that a prescribed textbook is only one of the learning resources for a child, and the teacher another. Her/his home and her/his environment, her/his life and her/his peers, all these are resources and sites of learning. Inculcating creativity and initiative is possible if we perceive and treat children as the chief agents of their learning, not as receivers of a fixed body of knowledge. These beliefs imply a considerable change in school routines and mode of functioning.

The book in your hands at present is an example of how a textbook can be. It is based on 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 hard work done by the Textbook Development Committee responsible for this book. 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, for their valuable time and contribution and the sub-committee (National Review Committee) for Human Ecology and Family Sciences (HEFS) for their contribution in reviewing the textbook.

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

New Delhi
February 2016

H.K. SENAPATY
Director
National Council of Educational
Research and Training

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PREFACE

The textbooks on Human Ecology and Family Sciences (HEFS), hitherto known as 'Home Science', have been developed based on the vision and principles of the *National Curriculum Framework – 2005* of the NCERT. Globally, the field of Home Science is known by newer nomenclatures but encompasses basically five domains, namely, Food and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management, and Communication and Extension. Each of these domains or specialisations (as referred to in various colleges and Universities) have grown and matured with expanding horizons, keeping in tune with the changing needs of individuals, families, industry and society. Consequently these domains have developed newer thrusts in view of the evolving job market, and in many Universities have been renamed to represent their current status and scope in a better way.

All these domains have their specific content and focus that contribute to the Quality of Life (QoL) of individuals, families and communities in the global, socio-cultural and socio-economic contexts. Every person is entitled to a good QoL, and this creates a demand for professionals who can positively contribute to different arenas and needs of personal and social life – ranging from basic sanitation, housing, health care for physical and mental well-being, safety, environmental promotion and protection, clothing, finance and a host of myriad allied aspects of living, from micro to macro levels. This obviously creates a challenge for educationists and educational institutions to train persons to deliver the multifarious services. In this context, HEFS provides numerous avenues with interdisciplinary perspectives. These include opportunities to work in industry/corporate sector, teaching at various levels, research and development, various cadres in public sector, regional, national and international organisations that work with and for communities as well as entrepreneurial ventures.

The academic fraternity, professionals working for community development and those from industry are constantly interacting and shaping the education and training in these fields. Thus educational programmes offered under HEFS (Home Science/ Family and Community Sciences) are geared up towards development of professionals who not only have knowledge and skills, but are also sensitised to the challenges, needs and concerns related to quality of life, productivity and sustainable development.

This textbook takes a holistic approach to address the pertinent issues related to work, employment and careers, keeping quality of life in perspective, individually and collectively. Hence the first unit and chapter is focussed on life skills for livelihood, attitudes to work, work challenges, creativity, performance and productivity, social responsibility and volunteerism. The importance of flexibility, diversity, adaptation, balance between work, rest and recreation, enhanced job satisfaction, and importance of occupational health and safety are dwelt upon. Entrepreneurship versus employment is discussed, especially