

**SYLLABUS: CLASS XII  
HOME SCIENCE (064)  
2024-25**

**Course Structure: Theory and Practical**

**Time: 3 Hours**

**Theory: 70 marks**

**Practical: 30 marks**

<b>UNIT NO.</b>	<b>UNIT NAME</b>	<b>MARKS</b>
<b>I</b>	<b>Work, Livelihood and Career</b>	<b>05</b>
<b>II</b>	<b>Nutrition, Food Science and Technology</b>	<b>23</b>
<b>III</b>	<b>Human Development and Family Studies</b>	<b>10</b>
<b>IV</b>	<b>Fabric and Apparel</b>	<b>17</b>
<b>V</b>	<b>Resource Management</b>	<b>10</b>
<b>VI</b>	<b>Communication and Extension</b>	<b>05</b>
	<b>THEORY</b>	<b>70</b>
	<b>PRACTICAL</b>	<b>30</b>
	<b>GRAND TOTAL</b>	<b>100</b>

<b>CONTENT</b>	<b>PRACTICAL</b>
<b>UNIT I: WORK,LIVELIHOOD AND CAREER</b> <u>Chapter: Work,Livelihood and Career</u>  • Introduction	

<ul style="list-style-type: none"> <li>a. Work and meaningful work</li> <li>b. Work, careers and livelihood</li> <li>• Traditional occupation in India <ul style="list-style-type: none"> <li>a. Agriculture</li> <li>b. Handicrafts</li> <li>c. Indian cuisine</li> <li>d. Visual arts</li> </ul> </li> <li>• Work, Age and Gender <ul style="list-style-type: none"> <li>a. Gender issues in relation to work</li> <li>b. Issues and concerns related to women and work</li> <li>c. KGBV</li> <li>d. Beti Bachao, Beti Padhao Yojana</li> </ul> </li> <li>• Attitudes and approaches to work and life skills for livelihood <ul style="list-style-type: none"> <li>a. Attitudes and approaches to work</li> <li>b. Life skills for livelihood</li> <li>c. Essential soft skills at workplace</li> <li>d. Ergonomics <ul style="list-style-type: none"> <li>Definition and need for Ergonomics</li> </ul> </li> <li>e. Benefits of Ergonomics</li> </ul> </li> <li>• Entrepreneurship <ul style="list-style-type: none"> <li>a. Definition and characteristics</li> </ul> </li> </ul>	
<p><b>UNIT II: NUTRITION, FOOD SCIENCE AND TECHNOLOGY</b></p> <p>Chapter: Clinical Nutrition and Dietetics</p> <ul style="list-style-type: none"> <li>❖ Introduction <ul style="list-style-type: none"> <li>■ Nutrition</li> <li>■ Clinical Nutrition</li> </ul> </li> <li>❖ Significance</li> <li>❖ Basic concepts <ul style="list-style-type: none"> <li>■ Diet therapy</li> <li>■ Types of diets: Regular Diet and Modified diets</li> <li>■ Changes in consistency</li> </ul> </li> <li>❖ Feeding routes</li> <li>❖ Prevention of chronic diseases</li> <li>❖ Preparing for a career</li> <li>❖ Scope</li> </ul>	

<p><u>Chapter: Public Nutrition and Health</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic concept <ul style="list-style-type: none"> <li>a. Public health nutrition</li> <li>b. Nutritional Problems of India <ul style="list-style-type: none"> <li>- Protein energy malnutrition</li> <li>- Micronutrient deficiencies <ul style="list-style-type: none"> <li>• Iron deficiency anaemia</li> <li>• Vitamin A deficiency</li> <li>• Iodine deficiency disorders</li> </ul> </li> </ul> </li> </ul> </li> <li>• Strategies/Intervention to tackle Nutritional problems <ul style="list-style-type: none"> <li>- Diet or food based strategies</li> <li>- Nutrient based strategies</li> </ul> </li> <li>• Nutrition programmes operating in India <ul style="list-style-type: none"> <li>a. ICDS</li> <li>b. Nutrient Deficiency Control Programmes</li> <li>c. Food Supplementation Programmes</li> <li>d. Food Security Programme</li> </ul> </li> <li>• Health Care</li> <li>• Scope</li> </ul>	<p>Modification of normal diet to soft diet for elderly people.</p> <p>2. Development and preparation of supplementary foods for nutrition programmes.</p>
<p><u>Chapter: Food Processing and Technology</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic Concepts <ul style="list-style-type: none"> <li>a. Food Science</li> <li>b. Food Processing</li> <li>c. Food Technology</li> <li>d. Food Manufacturing</li> </ul> </li> <li>• Development of food processing and technology</li> <li>• Importance of Food processing and Preservation</li> <li>• Classification of food on the basis of extent and type of processing</li> <li>• Preparing for a career</li> <li>• Scope</li> </ul>	<p>3. Planning a menu for a school canteen or mid-day meal in school for a week</p> <p>4. Design, prepare and evaluate a processed food product.</p>
<p><u>Chapter: Food Quality and Food Safety</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> </ul>	

<ul style="list-style-type: none"> <li>• Basic Concepts <ul style="list-style-type: none"> <li>a. Food safety (Toxicity &amp; Hazard)</li> <li>b. Hazards (Physical, chemical and biological)</li> <li>c. Food infection</li> <li>d. Food poisoning</li> <li>e. Food quality</li> </ul> </li> <li>• Food standards regulation in India-FSSA (2006)</li> <li>• International Organization and agreements in the area of Food Standards, Quality, Research and Trade <ul style="list-style-type: none"> <li>a. Codex Alimentarius Commission</li> <li>b. International Organization for Standardisation</li> <li>c. World Trade Organization</li> </ul> </li> <li>• Food Safety Management Systems <ul style="list-style-type: none"> <li>a. Good manufacturing practices (GMP)</li> <li>b. Good handling practices (GHP)</li> <li>c. Hazard Analysis Critical Control Points (HACCP)</li> </ul> </li> <li>• Scope</li> </ul>	<p>5. Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida</p>
<p><b>UNIT III: HUMAN DEVELOPMENT AND FAMILY STUDIES</b></p> <p><u>Chapter: Early Childhood Care and Education</u></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Preparing for a career</li> <li>• Scope</li> </ul> <p><u>Chapter: Management of Support Services, Institutions and Programmes for Children, Youth and Elderly</u></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic concepts</li> <li>• Why are children vulnerable?</li> </ul>	<p>6. Preparation of any one toy for</p>

<ul style="list-style-type: none"> <li>• Institutions, programmes and initiatives for children <ul style="list-style-type: none"> <li>a. ICDS</li> <li>b. SOS Children’s Village</li> <li>c. Children’s Homes run by the Government</li> <li>d. Adoption</li> </ul> </li> <li>• Why are Youths Vulnerable?</li> <li>• Youth programmes in India</li> <li>• Why are the elderly vulnerable?</li> <li>• Some programmes for the elderly</li> <li>• Preparing for a career</li> <li>• Scope.</li> </ul>	<p>children (age appropriate) using locally available and indigenous material</p> <p><b>OR</b></p> <p>Preparation and use of anyone teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.</p>
<p><b>UNIT VI: COMMUNICATION AND EXTENSION</b></p> <p><u>Chapter: Development Communication and Journalism</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic concepts <ul style="list-style-type: none"> <li>a. Development</li> <li>b. Development Journalism</li> <li>c. Development Communication</li> </ul> </li> <li>• Methods of Communication <ul style="list-style-type: none"> <li>a. Campaign</li> <li>b. Radio and Television</li> <li>c. Print Media</li> <li>d. Information and Communication Technologies</li> </ul> </li> <li>• Knowledge and skills required for a career in this field</li> <li>• Scope and career avenues in Development Communication</li> </ul>	
<p style="text-align: center;"><b>Mid Term syllabus to be completed by 13 September 2024</b></p>	
<p><b><u>Revision of Unit I, Unit II, UnitIII,and Unit VI</u></b></p>	<p>Mid - Term Practical Exam,</p>

<ul style="list-style-type: none"> <li>• from Support Material</li> <li>• Practice of CBSE sample questions papers, previous year CBSE and DoE Question Papers and DoE practice questions papers.</li> </ul>	<p>2024 to be conducted before Mid - Term Theory Examination 2024-25</p>
<p><b>MID TERM EXAMINATION- 2024-25</b></p>	
<p>Discussion on Mid-Term Question Paper-2024-25 with Marking Scheme to be done after the evaluation of answer sheets of students.</p>	
<p><b>UNIT IV: FABRIC AND APPAREL</b></p> <p><u>Chapter: Design for Fabric and Apparel</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Basic concepts (Design: Structural &amp; Applied)</li> <li>• Elements of design <ul style="list-style-type: none"> <li>• Colour</li> <li>• Texture</li> <li>• Line</li> <li>• Shapes or form</li> </ul> </li> <li>• Principles of Design <ul style="list-style-type: none"> <li>• Proportion</li> <li>• Balance</li> <li>• Emphasis</li> <li>• Rhythm</li> <li>• Harmony</li> </ul> </li> <li>• Preparing for career</li> <li>• Scope</li> </ul>	<p>7. Preparation of any one article using applied textile design techniques; tie and dye / batik / block</p>
<p><u>Chapter: Fashion Design and Merchandising</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic Concepts <ul style="list-style-type: none"> <li>• Fashion terminology –Fashion ,fads, style, classic</li> </ul> </li> <li>• Fashion Development <ul style="list-style-type: none"> <li>• France-The centre of fashion</li> <li>• Fashion Evolution</li> </ul> </li> <li>• Fashion Merchandising</li> <li>• Fashion Retail Organization</li> </ul>	

<ul style="list-style-type: none"> <li>• Preparing for a career</li> <li>• Scope</li> </ul>	
<p><u>Chapter: Care and Maintenance of Fabrics in Institution</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Basic concepts <ul style="list-style-type: none"> <li>• Washing equipment</li> <li>• Drying equipment</li> <li>• Ironing/pressing equipment</li> </ul> </li> <li>• Institutions</li> <li>• Preparing for a career</li> <li>• Scope</li> </ul>	<p>O different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and</p>
<p><b>UNIT V: RESOURCE MANAGEMENT</b></p> <p><u>Chapter: Hospitality Management</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic concepts</li> <li>• Departments involved in hospitality management of an organization</li> <li>• Scope</li> </ul>	<p>9. Evaluate any one advertisement for any job</p>
<p><u>Chapter: Consumer Education and Protection</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance of Consumer Education and Protection</li> <li>• Basic concepts <ul style="list-style-type: none"> <li>○ Consumer product</li> <li>○ Consumer behaviour</li> <li>○ Consumer forum</li> <li>○ Consumer footfalls</li> <li>○ Consumer problems</li> <li>○ Consumer Rights</li> <li>○ Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark)</li> <li>○ Protection Councils</li> <li>○ Consumer Responsibilities</li> <li>○ Scope</li> </ul> </li> </ul>	<p>10. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-</p> <p><b>A.</b> Consumer Protection Act (CPA)</p> <p><b>B.</b> Consumer Responsibilities</p>

	<b>C. Consumer Organization</b>  <b>D. Consumer Problems</b>
<b>Full syllabus to be completed by 13th December, 2024</b>	
<b>COMMON PRE- BOARD SCHOOL EXAMINATION- 2024-25</b>	
Discussion of Pre-Board question paper with Marking Scheme Unit wise <b>REVISION</b> of whole syllabus from <u>Support Material</u> Practice of CBSE sample questions papers, previous year CBSE and DoE Question Papers and DoE practice questions papers.	<b>A. Pre- board Practical 2024-25</b>  <b>B. Practice and Revision of Project and Practical</b>  <b>C. Practice of viva questions</b>
<b>PROJECT</b>	
ANY ONE OF THE FOLLOWING PROJECT MAY BE UNDERTAKEN AND EVALUATED- 1. Study of an integrated community based, nutrition/health programme being implemented in own area, with reference to- <ul style="list-style-type: none"> <li>● Programme objectives</li> <li>● Focal Group/Beneficiaries</li> <li>● Modalities of implementation</li> </ul> 2. Visit to the neighbouring areas and interview two adolescents and two adults regarding their perception of persons with special needs. 3. Profile any two person (child/adult) with special needs to find out their diet, clothing, activities, physical and psychological needs. 4. Planning any five messages for nutrition, health and life skills using different modes of communication for different focal groups. 5. Market survey of any five processed foods with their packaging and label information.	
<b>SCHEME FOR PRACTICAL EXAMINATION</b>	<b>30 Marks</b>
1. Project	(5 marks)



2. Modification of any one family meal for elderly person. Preparing any one of the modified dishes. (5marks)

**OR**

Development and preparation of any one supplementary food for pre-schooler (2-6 years) nutrition programme.

**OR**

Planning a menu for school canteen and preparing any one nutritious dish.

3. Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida. (2 marks)
4. Prepare a sample using applied textile design techniques- Tie and dye/Batik/Block Printing. (4 marks)
5. Remove any one of the stains from white cotton cloth -Ball pen, curry, grease, ink, lipstick, tea, coffee (2 marks)
6. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following (5 marks)
- a) Consumer Protection Act (CPA)
  - b) Consumer responsibilities
  - c) Consumer organization
  - d) Consumer Problems
7. File (5 marks)
8. Viva (2 marks)

**QUESTION PAPER DESIGN 2024-25**  
**HOME SCIENCE (CODE NO 064)**  
**CLASS- XI & XII**

TIME- 3 HOURS

MAX.MARKS: 70

S.No.	Typology of Questions	Total marks	% Weightage
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1.	<b>Remembering &amp; Understanding-</b> Knowledge and understanding based questions terms, concepts, principles, or theories; Identify, define, or recite, interpret, compare, contrast, explain, paraphrase information)	28	40%
2.	<b>Application -</b> or knowledge/concepts based questions (Use abstract information in concrete situations, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem	21	30%
3.	<b>Formulation, analysis, Evaluation and creativity based question</b> (Appraise, judge, and /or justify the value or worth of a decision or outcome, or to predict outcomes)  Classify, compare, contrast, or differentiate between different pieces of integrate unique piece of information from a variety of sources)	21	30%
<b>Total</b>		70	100

**NOTE:** Internal Choice of 30% will be given

No Chapter wise weightage, care should be taken to cover all chapters

#### **Weightage to difficulty level of questions**

S. No.	Estimated difficulty	Percentage
1.	Easy	20
2.	Average	60
3.	Difficult	20

#### **Prescribed NCERT textbooks for Class XII Home Science (064):**

*Human Ecology and Family Sciences I* - <https://ncert.nic.in/textbook.php?lehe1=0-10> *Human Ecology and Family Sciences II* - <https://ncert.nic.in/textbook.php?lehe2=0-15>

