

**ANNUAL SYLLABUS**  
**SESSION 2025-26**  
**CLASS XI**  
**SUBJECT: HOME SCIENCE (CODE-064)**

**Course Structure: Theory and Practical**  
**Time: 3 Hours**

**Theory: 70 marks**  
**Practical: 30 marks**

UNIT NO.	UNITS	MARKS
I	Introduction to Home Science	02
II	Understanding Oneself: Adolescence	20
III	Understanding Family, Community and Society	15
IV	Childhood	15
V	Adulthood	18
	<b>TOTAL</b>	<b>70</b>
	<b>PRACTICAL</b>	<b>30</b>
	<b>GRAND TOTAL</b>	<b>100</b>

CONTENTS	PRACTICAL
<b>UNIT I: INTRODUCTION TO HOME SCIENCE</b>	
<ul style="list-style-type: none"> <li>➤ What is Home Science</li> <li>➤ Areas of Home Science</li> <li>➤ Home Science is important for both boys and girls</li> <li>➤ Career options of Home Science</li> </ul>	
<b>UNIT II: UNDERSTANDING ONESELF: ADOLESCENCE</b>	
<b><u>CHAPTER: UNDERSTANDING THE SELF</u></b> <ul style="list-style-type: none"> <li>➤ What is Self? <ul style="list-style-type: none"> <li>● Personal dimension</li> <li>● Social dimension</li> <li>● Self- concept</li> <li>● Self esteem</li> </ul> </li> <li>➤ What is Identity? <ul style="list-style-type: none"> <li>● Personal identity</li> <li>● Social identity</li> </ul> </li> </ul>	1. Understanding oneself with reference to: <ul style="list-style-type: none"> <li>a) Physical development in terms of age, height, weight, hip, and chest circumference.</li> <li>b) Sexual maturity (Age at menarche, development of breasts: girls) (Growth of beard, change in voice: boys)</li> </ul>

CONTENTS	PRACTICAL
<ul style="list-style-type: none"> <li>➤ Self during Infancy: characteristics</li> <li>➤ Self during early childhood: characteristics</li> <li>➤ Self during middle childhood: characteristics</li> <li>➤ Self during adolescence: characteristics               <ul style="list-style-type: none"> <li>• Identity development</li> <li>• Identity crisis</li> <li>• Real vs Ideal self</li> </ul> </li> <li>➤ Influences on identity               <ul style="list-style-type: none"> <li>• Developing a sense of self and identity</li> <li>• Influences on formation of identity                   <ul style="list-style-type: none"> <li>▪ Biological and physical changes</li> <li>▪ Socio-cultural contexts</li> <li>▪ Emotional changes</li> <li>▪ Cognitive changes</li> </ul> </li> </ul> </li> </ul> <p><b><u>CHAPTER: FOOD, NUTRITION, HEALTH AND FITNESS</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Definition of               <ul style="list-style-type: none"> <li>• Food</li> <li>• Nutrition</li> <li>• Nutrients</li> </ul> </li> <li>➤ Balanced diet               <ul style="list-style-type: none"> <li>• Definition</li> <li>• RDA</li> </ul> </li> <li>➤ Health and fitness</li> <li>➤ Using basic food groups for planning Balanced Diets               <ul style="list-style-type: none"> <li>• Food Guide pyramid</li> </ul> </li> <li>➤ Vegetarian food guide</li> <li>➤ Dietary patterns in adolescence               <ul style="list-style-type: none"> <li>• Irregular meals and skipping meals</li> <li>• Snacking</li> <li>• Fast foods</li> <li>• Dieting</li> </ul> </li> <li>➤ Modifying diet related behaviour               <ul style="list-style-type: none"> <li>• Diet journal</li> <li>• Exercise</li> <li>• Substance use and abuse</li> <li>• Healthy eating habits</li> <li>• Snacks</li> <li>• Drinking water</li> </ul> </li> <li>➤ Factors influencing eating behaviour</li> <li>➤ Eating disorders of adolescence</li> <li>➤ Key terms and their meaning</li> </ul>	<p>2. a) Record own diet for a day b) Evaluate qualitatively for adequacy</p> <p>3. Preparation of different healthy snacks for an adolescent suitable in her/his context.</p>

CONTENTS	PRACTICAL
<p><b>CHAPTER: MANAGEMENT OF RESOURCES</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Classification of Resources <ul style="list-style-type: none"> <li>• Human /non-human resources</li> <li>• Individual / shared resources</li> <li>• Natural / community resources</li> </ul> </li> <li>➤ Human and Non-Human Resources <ul style="list-style-type: none"> <li>• Human Resources <ul style="list-style-type: none"> <li>○ Knowledge</li> <li>○ Motivation/ interest</li> <li>○ Skills/ strength/ aptitude</li> <li>○ Time</li> <li>○ Energy</li> </ul> </li> </ul> </li> <li>➤ Non-Human Resources <ul style="list-style-type: none"> <li>○ Money</li> <li>○ Material Resources</li> </ul> </li> <li>➤ Individual and Shared Resources <ul style="list-style-type: none"> <li>• Individual Resources</li> <li>• Shared Resources</li> </ul> </li> <li>➤ Natural and Community Resources <ul style="list-style-type: none"> <li>• Natural Resources</li> <li>• Community Resources</li> </ul> </li> <li>➤ Characteristics of Resources <ul style="list-style-type: none"> <li>• Utility</li> <li>• Accessibility</li> <li>• Interchangeability</li> <li>• Manageable</li> </ul> </li> <li>➤ Managing Resources <ul style="list-style-type: none"> <li>• Management process</li> <li>• Planning - Steps in planning</li> <li>• Organising</li> <li>• Implementing</li> <li>• Controlling</li> <li>• Evaluation</li> </ul> </li> </ul> <p><b><u>CHAPTER: FABRIC AROUND US</u></b></p> <ul style="list-style-type: none"> <li>➤ Definition of yarns, fibres, textile products, finishing.</li> <li>➤ Introduction to fibre properties</li> <li>➤ Classification of textile fibres <ul style="list-style-type: none"> <li>• Filament/staple fibres</li> <li>• Natural/Manufactured (manmade) fibres</li> </ul> </li> <li>➤ Types of Natural Fibres <ul style="list-style-type: none"> <li>• Cellulosic fibres</li> <li>• Protein fibres</li> <li>• Mineral fibres</li> <li>• Natural rubber</li> </ul> </li> </ul>	<p>4. Relationship of fibre properties to their usage-</p> <ul style="list-style-type: none"> <li>a) Thermal property and flammability</li> <li>b) Moisture absorbency and comfort.</li> </ul>

CONTENTS	PRACTICAL
<ul style="list-style-type: none"> <li>➤ Types of Manufactured Fibres <ul style="list-style-type: none"> <li>• Regenerated cellulosic fibres</li> <li>• Modified cellulosic fibres</li> <li>• Protein fibres</li> <li>• Non-cellulosic fibres</li> <li>• Mineral fibres</li> </ul> </li> <li>➤ Some Important fibres and their properties <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Linen</li> <li>• Wool</li> <li>• Silk</li> <li>• Rayon</li> <li>• Nylon</li> <li>• Polyester</li> <li>• Acrylic</li> <li>• Elastomeric fibres</li> </ul> </li> <li>➤ Yarns</li> <li>➤ Yarn processing <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Making into a sliver</li> <li>• Attenuating, drawing out and twisting</li> </ul> </li> <li>➤ Yarn terminology <ul style="list-style-type: none"> <li>• Yarn number</li> <li>• Yarn twist</li> <li>• Yarn and thread</li> </ul> </li> <li>➤ Fabric production <ul style="list-style-type: none"> <li>• Weaving</li> <li>• Knitting</li> <li>• Braiding</li> <li>• Nets</li> <li>• Laces</li> </ul> </li> <li>➤ Textile Finishing <ul style="list-style-type: none"> <li>• Finishing with colour</li> <li>• Printing</li> </ul> </li> </ul> <p><b><u>CHAPTER-MEDIA COMMUNICATION TECHNOLOGY</u></b></p> <ul style="list-style-type: none"> <li>➤ Communication and Communication Technology <ul style="list-style-type: none"> <li>• What is Communication?</li> <li>• Classification of communication</li> <li>• How does communication take place?</li> </ul> </li> <li>➤ What is media? <ul style="list-style-type: none"> <li>• Media classification and functions</li> </ul> </li> <li>➤ What is communication technology? <ul style="list-style-type: none"> <li>• Classification of communication technologies</li> <li>• Modern communication technologies</li> </ul> </li> </ul>	<p>5. a) Record the fabrics and apparel used in a day. b) Categorize them according to functionality.</p>

CONTENTS	PRACTICAL
<b>UNIT III: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY</b>	
<b><u>CHAPTER: CONCERNS AND NEEDS IN DIVERSE CONTEXTS</u></b>  <b>A. NUTRITION, HEALTH AND HYGIENE</b> <ul style="list-style-type: none"> <li>➤ Health and its Dimensions <ul style="list-style-type: none"> <li>• Social health</li> <li>• Mental health</li> <li>• Physical health</li> </ul> </li> <li>➤ Health care, Indicators of Health</li> <li>➤ Nutrition and Health</li> <li>➤ Importance of nutrients</li> <li>➤ Factors affecting nutritional well being <ul style="list-style-type: none"> <li>• Food and nutrient security</li> <li>• Care for the vulnerable</li> <li>• Good health for all</li> <li>• Safe environment</li> </ul> </li> <li>➤ Nutritional Problems and their consequences <ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Under nutrition</li> <li>• Over nutrition</li> </ul> </li> <li>➤ Hygiene and Sanitation <ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Environmental Hygiene</li> <li>• Food Hygiene</li> <li>• Water Safety-Qualities of potable water, methods of water purification (Boiling, chlorine, storage and electric filter, RO)</li> </ul> </li> </ul>	
<b>NOTE: THE ABOVE-MENTIONED SYLLABUS SHOULD BE COMPLETED BY SEPTEMBER 6, 2025.</b>	
<b>REVISION OF UNIT I, UNIT II AND UNIT III (up to A. NUTRITION, HEALTH, AND HYGIENE)</b> <b>MIDTERM EXAMINATION 2025-26</b> (Midterm Practical Exam, 2025-26 to be conducted before Midterm Theory Examination 2025-26)	
<b>UNIT III: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY (CONT'D)</b>	
<b><u>CHAPTER: CONCERNS AND NEEDS IN DIVERSE CONTEXTS</u></b>  <b>B. RESOURCES AVAILABILITY AND MANAGEMENT</b> <ul style="list-style-type: none"> <li>➤ Time Management <ul style="list-style-type: none"> <li>• Definition of time plan</li> <li>• How good is your time management? (Activity)</li> <li>• Steps in making time plan</li> <li>• Tips for effective time management</li> <li>• Tools in time management - Peak load period, Work curve, Rest /break periods, Work simplification</li> </ul> </li> <li>➤ Space Management <ul style="list-style-type: none"> <li>• Space and the home</li> <li>• Principles of space planning</li> </ul> </li> </ul>	6. a) Record one day's activities relating to time use and work. b) Prepare a time plan for yourself.

CONTENT	PRACTICAL
<b>UNIT IV: CHILDHOOD</b>	
<b><u>CHAPTER: SURVIVAL, GROWTH AND DEVELOPMENT</u></b>	
<ul style="list-style-type: none"> <li>➤ The meaning of survival</li> <li>➤ Growth and development</li> <li>➤ Areas of development <ul style="list-style-type: none"> <li>• Physical development</li> <li>• Motor development</li> <li>• Cognitive development</li> <li>• Sensory development</li> <li>• Language development</li> <li>• Social development</li> <li>• Emotional development</li> </ul> </li> <li>➤ Good Nutrition</li> <li>➤ Stages in development <ul style="list-style-type: none"> <li>• Neonate <ul style="list-style-type: none"> <li>○ Reflexes</li> <li>○ Sensory capabilities</li> </ul> </li> </ul> </li> <li>➤ Development across stages from infancy to adolescence <ul style="list-style-type: none"> <li>• Physical and motor development</li> <li>• Language development</li> <li>• Socio –emotional development</li> <li>• Cognitive development <ul style="list-style-type: none"> <li>○ Mental processes involved in thinking</li> <li>○ Stages of cognitive development <ul style="list-style-type: none"> <li>❖ Sensory motor stage</li> <li>❖ Pre-operational stage</li> <li>❖ Concrete operational stage</li> <li>❖ Formal operational stage</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>7. Observe developmental norms: (Physical, Motor, Language and Social – emotional) from birth to three years.</p> <p>8. List and discuss 4-5 areas of agreement and disagreement with-</p> <ul style="list-style-type: none"> <li>a) Mother</li> <li>b) Father</li> <li>c) Siblings/ Friends</li> <li>d) Teacher</li> </ul>
<b><u>CHAPTER: NUTRITION, HEALTH AND WELL- BEING</u></b>	
<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Nutrition, Health, and Well-being during infancy (birth- 12 months) <ul style="list-style-type: none"> <li>• Dietary requirements of infants</li> <li>• Breast feeding <ul style="list-style-type: none"> <li>○ Benefits of breast feeding</li> </ul> </li> <li>• Feeding the low-birth-weight infants</li> <li>• Complementary foods</li> <li>• Guidelines for complementary feeding</li> <li>• Immunization</li> <li>• Common health and nutrition problems in infants and young children</li> </ul> </li> <li>➤ Nutrition, Health, and well-being of preschool children (1-6 years) <ul style="list-style-type: none"> <li>• Nutritional needs of preschool children</li> <li>• Guidelines for healthy eating for preschoolers</li> <li>• Planning balanced meals for preschool children</li> <li>• Some examples of low-cost snacks</li> <li>• Feeding children with specific needs</li> <li>• Immunization</li> </ul> </li> </ul>	

CONTENT	PRACTICAL
<ul style="list-style-type: none"> <li>➤ Nutrition, Health and well-being of school-age children (7-12 years) <ul style="list-style-type: none"> <li>• Nutritional requirements of school children</li> <li>• Planning diets for school-age children</li> <li>• Factors that influence diet intake of preschool-age and school-age children</li> <li>• Healthy habits</li> <li>• Health and nutrition issues of school age children</li> </ul> </li> </ul> <p><b><u>CHAPTER: OUR APPAREL</u></b></p> <ul style="list-style-type: none"> <li>➤ Clothing functions and the selection of clothes <ul style="list-style-type: none"> <li>• Modesty</li> <li>• Protection</li> <li>• Status and prestige</li> <li>• Adornment</li> </ul> </li> <li>➤ Factors affecting selection of clothing in India <ul style="list-style-type: none"> <li>• Age</li> <li>• Climate and season</li> <li>• Occasion</li> <li>• Fashion</li> <li>• Income</li> </ul> </li> <li>➤ Understanding children's basic clothing needs <ul style="list-style-type: none"> <li>• Comfort</li> <li>• Safety</li> <li>• Self help</li> <li>• Appearance</li> <li>• Allowance for growth</li> <li>• Easy care</li> <li>• Fabrics</li> </ul> </li> <li>➤ Clothing requirements at different childhood stages <ul style="list-style-type: none"> <li>• Infancy (birth to six months)</li> <li>• Creeping age (6 months to one year)</li> <li>• Toddlerhood (1-2 years)</li> <li>• Preschool age (2-6 years)</li> <li>• Elementary school years (5-11 years)</li> <li>• Adolescents (11-19 years)</li> <li>• Clothes for children with special needs</li> </ul> </li> </ul>	
<b>UNIT V: ADULthood</b>	
<p><b><u>CHAPTER: HEALTH AND WELLNESS</u></b></p> <ul style="list-style-type: none"> <li>➤ Importance of health and fitness</li> <li>➤ Healthy &amp; Unhealthy diet</li> <li>➤ BMI</li> <li>➤ Dos and Don'ts for health promoting diets</li> <li>➤ Fitness</li> <li>➤ Importance of exercise and physical activities in adulthood</li> <li>➤ Wellness</li> <li>➤ Qualities of a person who is rated high on wellness</li> </ul>	

CONTENT	PRACTICAL
<ul style="list-style-type: none"> <li>➤ Dimensions of wellness               <ul style="list-style-type: none"> <li>• Social aspect</li> <li>• Physical aspect</li> <li>• Intellectual aspect</li> <li>• Occupational aspect</li> <li>• Emotional aspect</li> <li>• Spiritual aspect</li> <li>• Environmental aspect</li> <li>• Financial aspect</li> </ul> </li> <li>➤ Stress and coping with stress</li> <li>➤ Simple techniques to cope with stress               <ul style="list-style-type: none"> <li>▪ Relaxation</li> <li>▪ Talking with friends/family</li> <li>▪ Reading</li> <li>▪ Spirituality</li> <li>▪ Music</li> <li>▪ Hobby</li> <li>▪ Yoga</li> </ul> </li> </ul> <p><b><u>CHAPTER: FINANCIAL MANAGEMENT AND PLANNING</u></b></p> <ul style="list-style-type: none"> <li>➤ Financial management</li> <li>➤ Financial planning</li> <li>➤ Management</li> <li>➤ Money and its importance</li> <li>➤ Family Income               <ul style="list-style-type: none"> <li>• Money income</li> <li>• Real income: Direct and Indirect income</li> <li>• Psychic income</li> </ul> </li> <li>➤ Income management</li> <li>➤ Budget</li> <li>➤ Steps in making budget</li> <li>➤ Advantages of planning family budgets</li> <li>➤ Control in money management               <ul style="list-style-type: none"> <li>• Checking to see how well the plan is progressing                   <ul style="list-style-type: none"> <li>○ Mental and mechanical check</li> <li>○ Records and accounts</li> </ul> </li> <li>• Adjusting wherever necessary</li> <li>• Evaluation</li> </ul> </li> <li>➤ Savings</li> <li>➤ Investment</li> <li>➤ Principles underlying sound investments               <ul style="list-style-type: none"> <li>• Safety to the principal amount</li> <li>• Reasonable rate of interest</li> <li>• Liquidity</li> <li>• Recognition of effect of world conditions</li> <li>• Easy accessibility and convenience</li> <li>• Investing in needed commodities</li> <li>• Tax efficiency</li> <li>• After investment service</li> <li>• Time period</li> <li>• Capacity</li> </ul> </li> </ul>	<p>9. Plan a budget for a given situation / purpose.</p>



CONTENT		PRACTICAL
<ul style="list-style-type: none"> <li>➤ Savings and investment avenues               <ul style="list-style-type: none"> <li>• Post office</li> <li>• Banks</li> <li>• Unit Trust of India</li> <li>• NSC</li> <li>• Mutual funds</li> <li>• Provident funds</li> <li>• Chit fund</li> <li>• Life insurance and medical insurance</li> <li>• Pension scheme</li> <li>• Gold, house, land</li> <li>• Others (new schemes)</li> </ul> </li> <li>➤ Credit</li> <li>➤ Need of credit</li> <li>➤ 4C's of credit: character, capacity, capital, collateral</li> </ul> <p><b>CHAPTER: CARE AND MAINTENANCE OF FABRICS</b></p> <ul style="list-style-type: none"> <li>➤ Mending</li> <li>➤ Laundering               <ul style="list-style-type: none"> <li>• Stain removal                   <ul style="list-style-type: none"> <li>○ Vegetable stains</li> <li>○ Animal stains</li> <li>○ Oil stains</li> <li>○ Mineral stains</li> <li>○ Dye bleeding</li> </ul> </li> <li>• Techniques of stain removal                   <ul style="list-style-type: none"> <li>○ Scraping</li> <li>○ Dipping</li> <li>○ Sponging</li> <li>○ Drop method</li> </ul> </li> <li>• Reagent for stain removal</li> <li>• Common stains and method of removing</li> </ul> </li> <li>➤ Removal of dirt: the cleaning process               <ul style="list-style-type: none"> <li>• Soaps and detergents</li> <li>• Methods of washing: friction, kneading &amp; squeezing, suction, washing by machine</li> </ul> </li> <li>➤ Finishing               <ul style="list-style-type: none"> <li>• Blues and optical brighteners</li> <li>• Starches and stiffening agents</li> </ul> </li> <li>➤ Ironing</li> <li>➤ Dry cleaning</li> <li>➤ Storage of textile products</li> <li>➤ Factors affecting fabric care               <ul style="list-style-type: none"> <li>• Yarn structure</li> <li>• Fabric construction</li> <li>• Colour and finishes</li> </ul> </li> <li>➤ Care label</li> </ul>		<p>10.(a) Analyze label of any one garment with respect to: Clarity, Fibre content, Size and Care instructions.</p> <p>(b) Prepare one care label of any garment.</p> <p>(c) Analyze two different fabric samples for colour fastness.</p>
<p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Wherever required the latest data / figures to be used.</li> <li>• Latest RDA's to be used.</li> </ul>		

**NOTE: FULL SYLLABUS TO BE COMPLETED BY JANUARY 31, 2026**  
(In Common Annual School Examination, questions will be asked from the entire syllabus)

**Revision of entire syllabus**

FINAL PRACTICAL EXAM, 2025-26 TO BE CONDUCTED BEFORE COMMON ANNUAL SCHOOL  
EXAMINATION-2025-26

**COMMON ANNUAL EXAMINATION 2025-26**

**SCHEME FOR PRACTICAL EXAMINATION  
CLASS XI HOME SCIENCE**

**M.M-30**

S. No.	QUESTIONS	MARKS
1.	Observe developmental norms:(Physical, Motor, Language and social emotional) birth to three years. OR List and discuss 4-5 areas of agreement and disagreement with: a) Mother b) Father c)Siblings/Friends d)Teacher	5
2.	Preparation of healthy snacks for an adolescent.	7
3.	Plan a budget for a given situation/purpose.	3
4.	Prepare a time plan for yourself.	3
5.	Relationship of fibre properties to their usage: a) Thermal property and flammability b) Moisture absorbency and comfort OR Prepare one care label of any garment	5
6.	File Work	5
7.	Viva	2
	<b>TOTAL</b>	<b>30</b>

<b>QUESTION PAPER DESIGN 2025-26</b> <b>HOME SCIENCE (CODE NO 064)</b> <b>CLASS- XI &amp; XII</b>			
<b>TIME- 3 HOURS</b>		<b>MAX.MARKS: 70</b>	
<b>S.No</b>	<b>Typology of Questions</b>	<b>Total marks</b>	<b>% Weightage</b>
1.	Knowledge and Understanding based questions (terms, concepts, principles, or theories; Identify, define, or recite interpret, compare, contrast, explain, paraphrase, information)	28	40%
2.	Application based questions (Use abstract information in concrete situation, to apply knowledge to new situations or / and use given content to interpret a situation, provide an example, or solve a problem)	21	30%
3.	High Order (Formulation, Analysis, Evaluation and Creativity) based questions (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 or integrate unique piece of information from a variety of sources)	21	30%
<b>Total</b>		<b>70</b>	<b>100</b>

**NOTE:** Internal Choice of 30% will be given  
 Weightage to difficulty level of questions  
 Easy- 20%  
 Average- 60%  
 Difficult- 20%

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

Human Ecology and Family Sciences (For class XI): Part I and Part II

Human Ecology and Family Sciences I - <https://ncert.nic.in/textbook.php?kehe1=0-2>

Human Ecology and Family Sciences II - <https://ncert.nic.in/textbook.php?khhe2=0-2>

For any other information regarding curriculum, kindly refer to CBSE Academic Website-  
<https://cbseacademic.nic.in>



[https://cbseacademic.nic.in/web\\_material/CurriculumMain26/SrSec/Home\\_Science\\_SrSec\\_2025-26.pdf](https://cbseacademic.nic.in/web_material/CurriculumMain26/SrSec/Home_Science_SrSec_2025-26.pdf)