

**DIRECTORATE OF EDUCATION GNCT OF DELHI**  
**ANNUAL SYLLABUS**  
**CLASS XII**  
**HOME SCIENCE (064)**  
**SESSION (2026-27)**

Course Structure: Theory and Practical

Theory:70 Marks

Time: 3 Hours

Practical: 30 Marks

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

CONTENT	PRACTICAL
<p><b>UNIT I: WORK,LIVELIHOOD AND CAREER</b></p> <p><b><u>Chapter: Work,Livelihood and Career</u></b></p> <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>a. Work and Meaningful work</li> <li>b. Work, Career and Livelihood</li> </ul> </li> <li>• Traditional occupations in India</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 <ul style="list-style-type: none"> <li>• KGBV</li> <li>• Beti Bachao, Beti Padhao Yojana</li> </ul> </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. Quality of work life</li> <li>c. Life skills for livelihood</li> <li>d. Improving one's own work life</li> <li>e. Essential soft skills at workplace</li> </ul> </li> <li>• Ergonomics <ul style="list-style-type: none"> <li>Concept, need and benefits of Ergonomics</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul> <p style="text-align: center;">Definition and characteristics</p>	
<p><b>UNIT II: NUTRITION, FOOD SCIENCE AND TECHNOLOGY</b></p> <p><b><u>Chapter: Clinical Nutrition and Dietetics</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Significance</li> <li>• Basic concepts</li> <li>• Diet therapy</li> <li>• Types of diets: Regular Diet and Modified diets</li> <li>• Prevention of chronic diseases</li> <li>• Preparing for a career</li> <li>• Scope</li> </ul> <p><b><u>Chapter: Public Nutrition and Health</u></b></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</li> </ul> </li> </ul> </li> </ul>	<p>1.Modification of normal diet to soft diet for elderly person.</p> <p>2. Development and preparation of supplementary foods for nutrition programmes.</p> <p>3. Planning a menu for a school canteen or Mid-day meal in school for a week</p>

<ul style="list-style-type: none"> <li>• Iron deficiency Anaemia</li> <li>• Vitamin A deficiency</li> <li>• Iodine Deficiency Disorders</li> </ul> <ul style="list-style-type: none"> <li>• Strategies/ Intervention to tackle Nutritional problems</li> <li>• Nutrition programmes operating in India</li> <li>• Health Care</li> <li>• Scope</li> </ul>	
<p><b><u>Chapter: Food Processing and Technology</u></b></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 perishability and extent and type of processing</li> <li>• Preparing for a career</li> <li>• Scope</li> </ul>	<p>4.Design, prepare and evaluate a processed food product.</p>
<p><b><u>Chapter: Food Quality and Food Safety</u></b></p>	
<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	<p>5. Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida</p>

<ul style="list-style-type: none"> <li>• Significance</li> <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 / Food poisoning</li> <li>d. Food intoxication</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><b>UNIT III: HUMAN DEVELOPMENT AND FAMILY STUDIES</b></p>	<p>6. Preparation of any one toy for children (age appropriate) using locally available and indigenous</p>

**Chapter: Early Childhood Care and Education**

- Significance
- Basic concepts
  - Objectives and Guiding principles of NCF
  - Concept of Daycare and Creche
- Preparing for a career
- Scope

**Chapter: Management of Support Services, Institutions and Programmes for Children, Youth and Elderly**

- Significance
- Basic concepts
- Why are children vulnerable?
- Institutions, programmes and initiatives for children
  - a. ICDS
  - b. SOS Children's Village
  - c. Children's Homes run by the Government
  - d. Adoption
- Why are Youth Vulnerable?
- Youth programmes in India
- Why are the elderly vulnerable?
- Some programmes for the elderly
- Preparing for a career
- Scope.

material

**OR**

Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.

<p><b>UNIT VI: COMMUNICATION AND EXTENSION</b></p> <p><b><u>Chapter: Development Communication and Journalism</u></b></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><b>Mid Term syllabus to be completed by 5th September 2026</b></p>	
<p><b><u>Revision of Unit I, Unit II, Unit III and Unit VI</u></b></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</li> </ul>	<p>Mid - Term Practical Exam, 2026 to be conducted before Mid - Term Theory Examination</p> <p>2026-27</p>

question papers.	
<b>MID TERM EXAMINATION- 2026-2027</b>	
Discussion on Mid-Term Question Paper-2026-27 with Marking Scheme to be done after the evaluation of answer sheets of students.	
<p><b>UNIT IV: FABRIC AND APPAREL</b></p> <p><b><u>Chapter: Design for Fabric and Apparel</u></b></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> <li>• Patterns</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> <li>• Composition</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 printing</p>

**Chapter: Fashion Design and Merchandising**

- Introduction
- Significance
- Basic Concepts
  - Fashion terminology –Fashion ,fads, style, classic
- Fashion Development
- Fashion Evolution
- Fashion Merchandising
- Fashion Retail Organizations
- Preparing for a career
- Scope

**Chapter: Care and Maintenance of Fabrics in Institution**

- Introduction
- Basic concepts
  - Washing equipment
  - Drying equipment
  - Ironing/ pressing equipment
- Institutions
- Preparing for a career
- Scope

8. Removal of different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and coffee

<p><b>UNIT V: RESOURCE MANAGEMENT</b></p> <p><b><u>Chapter: Hospitality Management</u></b></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 <ul style="list-style-type: none"> <li>➤ Front Office</li> <li>➤ Housekeeping</li> <li>➤ Food and Beverages Department</li> <li>➤ Support Services Department</li> </ul> </li> <li>• Scope</li> </ul>	<p>9. Evaluate any one advertisement for any job position.</p>
<p><b><u>Chapter: Consumer Education and Protection</u></b></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 Protection Act</li> <li>○ Consumer Rights</li> <li>○ Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark, Ecomark)</li> <li>○ Protection Councils</li> </ul> </li> </ul>	<p>10. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-</p> <ul style="list-style-type: none"> <li>a). Consumer Protection Act (CPA)</li> <li>b) Consumer Responsibilities</li> <li>c) Consumer Organization</li> <li>d) Consumer Problems</li> </ul>

<ul style="list-style-type: none"> <li>○ Consumer Responsibilities</li> <li>● Scope</li> </ul>	
<b>Full syllabus to be completed by 5th December, 2026</b>	
<b>COMMON PRE- BOARD SCHOOL EXAMINATION- 2026-2027</b>	
<p>Discussion of Pre-Board question paper with Marking Scheme</p> <p>Unit wise <b>REVISION</b> of whole syllabus from <u>Support Material</u></p> <p>Practice of CBSE sample questions papers, previous year CBSE and DoE Question Papers and DoE Practice questions papers.</p>	<p><b>A.</b> Pre- board Practical 2026-27</p> <p><b>B.</b> Practice and Revision of Project and Practical</p> <p><b>C.</b> Practice of viva questions</p>
<b>PROJECT</b>	
<p><b>ANY ONE OF THE FOLLOWING PROJECT MAY BE UNDERTAKEN AND EVALUATED-</b></p> <ol style="list-style-type: none"> <li>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> </li> <li>2. Visit to the neighbouring areas and interview two adolescents and two adults regarding their perception of persons with special needs.</li> <li>3. Profile any two person (child/ adult) with special needs to find out their diet, clothing, activities, physical and psychological needs.</li> <li>4. Planning any five messages for nutrition, health and life skills using different modes of communication for different focal groups.</li> </ol>	

5. Market survey of any five processed foods with their packaging and label information.

**SCHEME FOR PRACTICAL EXAMINATION**

**30 Marks**

1. Project (5 marks)

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

**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 Work	(5 marks)
8. Viva	(2 marks)
<b>TOTAL</b>	<b>( 30 MARKS )</b>

**QUESTION PAPER DESIGN 2026-27**  
**HOME SCIENCE (CODE NO 064)**  
**CLASS- XI & XII**

TIME- 3 HOURS

MAX.MARKS: 70

S.No.	Typology of Questions	Total marks	% Weightage
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>

