

SYLLABUS: CLASS XII
SUBJECT: HOME SCIENCE (064)
SESSION-2020-2021

Course Structure: Theory & Practical

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

Contents	Practicals
<p>UNIT I: WORK, LIVELIHOOD AND CAREER</p> <p>Chapter: Work, Livelihood And Career</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ➤ Work and meaningful work ➤ Work, careers and livelihood • Traditional occupation in India <ul style="list-style-type: none"> ➤ Agriculture ➤ Handicrafts ➤ Indian cuisine ➤ Visual arts • Work ,Age and Gender <ul style="list-style-type: none"> ➤ Gender issues in relation to work ➤ Issues and concerns related to women and work <ul style="list-style-type: none"> ✓ KGBV ✓ Beti Bachao, Beti Padhao Yojana 	

Contents	Practicals
<p>Chapter: Food Processing And Technology</p> <ul style="list-style-type: none"> • Introduction • Significance • Basic Concepts <ul style="list-style-type: none"> ▪ Food Science ▪ Food Processing ▪ Food Technology ▪ Food Manufacturing • Development of food processing and technology • Importance of Food processing and Preservation • Classification of food on the basis of extent and type of processing • Preparing for a career • Scope <p>Chapter: Food Quality And Food Safety</p> <ul style="list-style-type: none"> • Introduction • Significance • Basic Concepts <ul style="list-style-type: none"> ▪ Food safety (Toxicity & Hazard) ▪ Hazards (Physical, chemical and biological) ▪ Food infection ▪ Food poisoning ▪ Food quality • Food standards regulation in India-FSSA (2006) • International Organization and agreements in the area of Food Standards, Quality, Research and Trade <ul style="list-style-type: none"> ▪ Codex Alimentarius Commission ▪ International Organization for Standardisation ▪ World Trade Organization • Food Safety Management Systems <ul style="list-style-type: none"> ▪ Good manufacturing practices (GMP) ▪ Good handling practices (GHP) ▪ Hazard Analysis Critical Control Points (HACCP) • Scope 	<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>5. Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida</p>

Contents	Practicals
<p>UNIT III : HUMAN DEVELOPMENT AND FAMILY STUDIES</p> <p>Chapter: Early Childhood Care And Education</p> <ul style="list-style-type: none"> • Significance • Basic concepts • Preparing for a career • Scope <p>Chapter: Management Of Support Services, Institutions And Programmes For Children, Youth And Elderly</p> <ul style="list-style-type: none"> • Significance • Basic concepts • Why are children vulnerable? • Institutions, programmes and initiatives for children <ul style="list-style-type: none"> ▪ ICDS ▪ SOS Children’s Village ▪ Children’s Homes run by the Government ▪ Adoption • Why are Youth vulnerable? • Youth programmes in India • Why are the elderly vulnerable? • Some programmes for the elderly • Preparing for a career • Scope 	<p>6 Preparation of any one toy for children (age appropriate) using locally available and indigenous material</p> <p style="text-align: center;">OR</p> <p>Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.</p>
<p>UNIT IV: FABRIC AND APPAREL</p> <p>Chapter: Design for Fabric and Apparel</p> <ul style="list-style-type: none"> • Introduction • Basic concepts (Design: Structural & Applied) • Elements of design <ul style="list-style-type: none"> ▪ Colour ▪ Texture ▪ Line ▪ Shapes or form • Principles of Design <ul style="list-style-type: none"> ▪ Proportion ▪ Balance ▪ Emphasis ▪ Rhythm ▪ Harmony • Preparing for career • Scope 	<p>7. Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.</p>

Contents	Practicals
<p>Chapter: Fashion Design and Merchandising</p> <ul style="list-style-type: none"> • Introduction • Significance • Basic Concepts <ul style="list-style-type: none"> ▪ Fashion terminology –Fashion ,fads, style, classic • Fashion Development <ul style="list-style-type: none"> ▪ France-The centre of fashion ▪ Fashion Evolution • Fashion Merchandising • Fashion Retail Organization • Preparing for a career • Scope <p>Chapter: Care and Maintenance of Fabrics in Institution</p> <ul style="list-style-type: none"> • Introduction • Basic concepts <ul style="list-style-type: none"> ▪ Washing equipment ▪ Drying equipment ▪ Ironing/pressing equipment • Institutions • Preparing for a career • Scope 	<p>8. Remove different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and coffee.</p>
<p>UNIT V RESOURCE MANAGEMENT</p> <p>Chapter: Hospitality Management</p> <ul style="list-style-type: none"> • Introduction • Significance • Basic concepts • Departments involved in hospitality management of an organization • Scope <p>Chapter: Consumer Education and Protection</p> <ul style="list-style-type: none"> • Introduction • Significance of Consumer Education and Protection • Basic concepts <ul style="list-style-type: none"> ▪ Consumer product ▪ Consumer behaviour ▪ Consumer forum ▪ Consumer footfalls ▪ Consumer problems ▪ Consumer rights ▪ Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark) ▪ Protection councils ▪ Consumer responsibilities ▪ Scope 	<p>9. Evaluate any one advertisement for any job position</p> <p>10. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-</p> <ol style="list-style-type: none"> a) Consumer Protection Act (CPA) b) Consumer responsibilities c) Consumer organization d) Consumer problems

Contents	Practicals
<p>UNIT VI COMMUNICATION AND EXTENSION Chapter: Development Communication And Journalism</p> <ul style="list-style-type: none"> • Introduction • Significance • Basic concepts <ul style="list-style-type: none"> ▪ Development ▪ Development Journalism ▪ Development Communication • Methods of Communication <ul style="list-style-type: none"> ▪ Campaign ▪ Radio and Television ▪ Print Media ▪ Information and Communication Technologies • Knowledge and skills required for a career in this field • Scope and career avenues in Development Communication 	
PROJECT	
<p>ANY ONE OF THE FOLLOWING PROJECT MAY BE UNDERTAKEN AND EVALUATED-</p> <ol style="list-style-type: none"> 1. Study of an integrated community based, nutrition/health programme being implemented in own area, with reference to- <ol style="list-style-type: none"> a) Programme objectives b) Focal Group/Beneficiaries c) Modalities of implementation 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. 	
SCHEME FOR PRACTICAL EXAMINATION: 30 Marks	
<ol style="list-style-type: none"> 1. Project 2. Modification of any one family meal for elderly person. Preparing any one of the modified dish. <p>OR</p> <p>Development and preparation of any one supplementary food for pre-schooler (2-6 years) nutrition programme.</p> <p>OR</p> <p>Planning a menu for school canteen and preparing any one nutritious dish.</p> <ol style="list-style-type: none"> 3. Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida. 4. Prepare a sample using applied textile design techniques- Tie and dye/Batik/Block Printing. 5. Remove any one of the stain from white cotton cloth -Ball pen, curry, grease, ink, lipstick, tea, coffee 6. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- <ol style="list-style-type: none"> a) Consumer Protection Act (CPA) b) Consumer responsibilities c) Consumer organization d) Consumer Problems <ol style="list-style-type: none"> 7. File 8. Viva 	<p>(5 marks)</p> <p>(5marks)</p> <p>(2 marks)</p> <p>(4 marks)</p> <p>(2 marks)</p> <p>(5 marks)</p> <p>(5 marks)</p> <p>(5 marks)</p> <p>(2 marks)</p>

QUESTION PAPER DESIGN 2020-21			
HOME SCIENCE (CODE NO 064)			
CLASS- XI & XII			
TIME- 3 HOURS		MAX.MARKS: 70	
S No	Typology of Questions	Total Marks	% Weightage
1	Remembering & Understanding- Knowledge and understanding based questions terms, concepts, principles, or theories; Identify, define, or recite interpret, compare, contrast, explain, paraphrase information)	28	40%
2	Application - or knowledge/concepts based questions (Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem	21	30%
3	Formulation, analysis, Evaluation and creativity based question (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%
TOTAL		70	100

NOTE: Internal Choice of 30% will be given

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

Scheme of questions in 2020-21: Total number of questions as per SQP for class-12 = 36

Weightage to difficulty level of questions

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

Link for Home Science textbooks PDF, NCERT- For class- XII in English and Hindi

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>