

**TERM WISE SYLLABUS
CLASS XII
HOME SCIENCE (064)
SESSION-2021-2022**

TERM I

Course Structure: Theory and Practical

Unit No.	Unit Name	Marks
I	Work, Livelihood and Career	05
II	Nutrition, Food Science and Technology	20
III	Human Development and Family Studies	10
THEORY		35
PRACTICAL		15
TOTAL		50

Contents	Practical
<p>UNIT I: WORK, LIVELIHOOD AND CAREER</p> <p><u>Chapter: Work, Livelihood and Career</u></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 • Attitudes and approaches to work and Life skills for livelihood <ul style="list-style-type: none"> ➤ Attitudes and approaches to work ➤ Life skills for livelihood ➤ Essential soft skills at workplace • Ergonomics <ul style="list-style-type: none"> ➤ Definition and need for Ergonomics ➤ Benefits of Ergonomics • Entrepreneurship <ul style="list-style-type: none"> ➤ Definition and characteristics 	

Contents	Practical
<p>UNIT II: NUTRITION, FOOD SCIENCE AND TECHNOLOGY</p> <p><u>Chapter: Clinical Nutrition and Dietetics</u></p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ➤ Nutrition ➤ Clinical Nutrition • Significance • Basic concepts <ul style="list-style-type: none"> ➤ Diet therapy ➤ Types of diets: Regular Diet and Modified diets ▪ Changes in consistency ▪ Feeding routes ▪ Prevention of chronic diseases • Preparing for a career • Scope <p><u>Chapter: Public Nutrition and Health</u></p> <ul style="list-style-type: none"> • Introduction • Significance • Basic concept <ul style="list-style-type: none"> ▪ Public health nutrition ▪ Nutritional Problems of India <ul style="list-style-type: none"> o Protein energy malnutrition o Micronutrient deficiencies <ul style="list-style-type: none"> - Iron deficiency anaemia - Vitamin A deficiency - Iodine deficiency disorders • Strategies/Intervention to tackle Nutritional problems <ul style="list-style-type: none"> ▪ Diet or food-based strategies ▪ Nutrient based strategies • Nutrition programmes operating in India <ul style="list-style-type: none"> ▪ ICDS ▪ Nutrient Deficiency Control Programmes ▪ Food Supplementation Programmes ▪ Food Security Programme • Health Care • Scope <p><u>Chapter: Food Processing and Technology</u></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>1. Modification of normal diet to soft diet for elderly person.</p> <p>2. Development and preparation of supplementary foods for nutrition programme</p> <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>

Contents	Practical
<p><u>Chapter: Food Quality and Food Safety</u></p> <ul style="list-style-type: none"> • Introduction • Significance • Basic Concepts <ul style="list-style-type: none"> ▪ Food safety (Toxicity and Hazard) ▪ Hazards (Physical, Chemical and Biological) ▪ Food infection ▪ Food poisoning ▪ Food quality • Food standards regulation in India-FSSA (2006) <i>(Fruit and vegetable Product Order, Meat Food Product Order and Vegetable Oil Products Order are not included)</i> • 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>5. Qualitative tests for food adulteration in -pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida</p>
<p>UNIT III : HUMAN DEVELOPMENT AND FAMILY STUDIES</p> <p><u>Chapter: Early Childhood Care and Education</u></p> <ul style="list-style-type: none"> • Significance • Basic concepts • Preparing for a career • Scope <p><u>Chapter: Management of Support Services, Institutions and Programmes for Children, Youth and Elderly</u></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>

PROJECT

ANY ONE OF THE FOLLOWING PROJECTS MAY BE UNDERTAKEN AND EVALUATED-

1. Study of an integrated community based, nutrition/health programme being implemented in own area, with reference to-
 - 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

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1.	Project	5 Marks
2.	Modification of any one family meal for elderly person. Preparing any one of the modified dish. 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	5 Marks
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.	Viva	3 Marks
	TOTAL	15 Marks

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TERM II

Course Structure: Theory and Practical

Unit No.	Unit Name	Marks
IV	Fabric and Apparel	16
V	Resource Management	12
VI	Communication and Extension	7
THEORY		35
PRACTICAL		15
TOTAL		50

Contents	Practical
<p>UNIT IV: FABRIC AND APPAREL</p> <p><u>Chapter: Design for Fabric and Apparel</u></p> <ul style="list-style-type: none">• Introduction• Basic concepts (Design: Structural and 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>1. Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.</p>

Contents	Practical
<p><u>Chapter: Fashion Design and Merchandising</u></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><u>Chapter: Care and Maintenance of Fabrics in Institution</u></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>2. 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><u>Chapter: Hospitality Management</u></p> <ul style="list-style-type: none"> • Introduction • Significance • Basic concepts • Departments involved in hospitality management of an organization • Scope <p><u>Chapter: Consumer Education and Protection</u></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>3. Evaluate any one advertisement for any job position</p> <p>4. 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	Practical
<p>UNIT VI COMMUNICATION AND EXTENSION <u>Chapter: Development Communication and Journalism</u></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 	

SCHEME FOR PRACTICAL EXAMINATION CLASS XII HOME SCIENCE

TERM II

1.	Prepare a sample using applied textile design techniques- Tie and dye/Batik/Block Printing.	4 Marks
2.	Remove any one of the stains from white cotton cloth – Ball pen, Curry, Grease, Ink, Lipstick, Tea, Coffee	2 Marks
3.	Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following- a) Consumer Protection Act (CPA) b) Consumer Responsibilities c) Consumer Organization d) Consumer Problems	4 Marks
4.	File	5 Marks
	TOTAL	15 Marks

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>