

**CLASS XII (2016 - 17)**  
**COURSE STRUCTURE**  
**(THEORY)**

One Paper (Theory)

70 Marks

Time: 3 Hours

Periods: 220

Unit		No. of periods	Marks
I	Human Development: Life Span Approach (Part II)	40	30
II	Nutrition during life span	40	
III	Money Management and Consumer Education	40	35
IV	Apparel: Designing, Selection and Case	40	
V	Community Development and Extension (Part II)	20	5
VI	Career Option after Home Science Education	5	
	Practical	35	30
	<b>Total</b>	<b>220</b>	<b>100</b>

**Unit I: Human Development: Life Span Approach (Part II)****40 Periods**

- A. Adolescence (12 - 18 years)
- (i) Growth & Development - Domains and principles.
  - (ii) Meaning, characteristics and needs.
  - (iii) Influences on identity formation
    - (a) Biological and Physical changes-early and late maturers. (Role of heredity and environment)
    - (b) By social, culture and media.
    - (c) Emotional changes.
    - (d) Cognitive changes.
  - (iv) Specific issues and concerns
    - (a) Eating disorders-Causes, consequences and management - Anorexia Nervosa, Bulimia.
    - (b) Depression
    - (c) Substance Abuse
    - (d) Related to sex
    - (e) Handling stress and peer pressure
- B. Adulthood:
- (i) Young & middle adulthood: Understanding and management of new responsibilities: Career marriage and family.
  - (ii) Late Adulthood/Old age:

- (a) Health and Wellness: physical, social, emotional, financial, recreational needs
- (b) Care for elderly (at home and outside - old age home)
- (c) Anger management

**Unit II: Nutrition during the life span****40 Periods**

- (a) Meal Planning: Meaning and importance, principles and factors affecting meal planning; Nutritional needs, food preferences and modifications of diets in different age groups: infants, children, adolescence, adults, elderly and in special conditions: pregnancy and lactation (including traditional foods given in these conditions)
  - (i) Use of basic food groups (ICMR) and serving size in meal planning
  - (ii) Factors influencing selection of food: culture, family food practices, media, peer group, availability of foods, purchasing power, individual preference & health.
- (b) Food safety and quality:
  - (i) Safe food handling (personal, storage, kitchen, cooking and serving).
  - (ii) Safety guards against food adulteration, definition and meaning of food adulteration as given by FSSAI (Food Safety and Standard Authority of India).
  - (iii) Common adulterants present in cereals, pulses, milk and milk products, fats and oils, sugar, jaggery, honey, spices and condiments.
  - (iv) Effects of some of the adulterants present in the foods: kesari dal, metanil yellow, argemone seeds.
  - (v) Food standards (FPO, Agmark, ISI).
- (c) Therapeutic modification of normal diet with respect to consistency, frequency, foodstuffs, nutrients and methods of cooking.
- (d) Modification of diet according to common ailments: diarrhoea, fever, jaundice, hypertension, diabetes and constipation. Physiological changes, clinical symptoms, requirements and dietary requirements in each condition.

**Unit III: Money Management and Consumer Education****40 Periods**

- (a) (i) Income concept:
  - (ii) Various sources of family income:
    - money income
    - real income (direct and indirect)
    - psychic income
  - (iii) Supplementing family income-need and ways; need and procedure for maintaining household accounts (daily, weekly and monthly).
- (b) Savings and Investment:
  - (i) Meaning and importance of savings.
  - (ii) Basis for selection of investment methods: risk, security, profit, tax saving.
  - (iii) Ways/methods of investment -
    - Bank schemes (saving, fixed, recurring);

- Post Office schemes (savings, recurring deposit, monthly income scheme, National saving certificate, Senior citizen scheme);
  - Insurance schemes (whole life, mediclaim);
  - Public Provident Fund (PPF), Provident Fund (PF).
- (iv) Consumer Protection and Education: Meaning, problems faced by consumer, Consumer Protection Amendment Act (2011); Consumer aids: labels, standardization marks, (ECO Mark, Hallmark, Wool mark, Silk mark), advertising, leaflets, and Consumer redressal forum, Internet.

#### **Unit IV: Apparel: Designing, Selection and Care 40 Periods**

- (i) Application of elements of art and principles of design in designing apparel.
- (ii) Selection and purchase of fabrics- purpose, cost, season, quality, durability, ease of maintenance and comfort.
- (iii) Selection of apparel- factors influencing selection of apparel- age, size, climate, occupation, figure, occasion, fashion, drape cost and workmanship.
- (iv) Care and maintenance of clothes:
  - (a) Cleansing agents - soaps and detergents (basic differences and their utility);
  - (b) Stain removal - General principles of stain removal, stain removal of tea, coffee, lipstick, ball pen, Grease, Curry and Blood
  - (c) Storage of clothes.

#### **Unit V: Community Development and Extension (Part II) 20 Periods**

- (i) Water safety: Safe drinking water-importance of potable water for good health and its qualities, simple methods of making water safe for drinking: boiling, filtering (traditional and modern technology), use of alum, chlorine.
- (ii) Salient features of income generating schemes
  - DWCRA (Development of Women and Children in Rural Area)
  - MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act, 2005)

#### **Unit VI: Career Options after Home Science Education 05 Periods**

Career options of self and wage employment of various fields of Home Science.

## **HOME SCIENCE CLASS XII (2016 - 17)**

**PRACTICAL**

**Maximum Marks: 30  
Periods: 35**

### **1) Human Development: Life Span Approach (Part II)**

#### *Activities*

- Identify the problems of adjustment of adolescents with the help of a tool (group activity) and make a report.
- Spend a day with an aged person and observe the needs and problems. Write a report.
- List and discuss at least 4 areas of agreement and disagreement of self with:-

- a) Mother
- b) Father
- c) Siblings
- d) Friends
- e) Teacher

## 2) Nutrition during the life span

### Activities

- Record one day diet of an individual and evaluate it against principles of balanced diet.
- Plan a meal and modify for any one physiological condition - Fever, Diarrhoea, Constipation, Jaundice, Hypertension, Diabetes, Pregnancy, Lactations, Old age and Infants. Prepare a dish.
- Identify food adulteration: using visual and chemical methods; Turmeric, Chana Dal, Bura Sugar, Milk, Tea leaves, Coriander, Black Pepper Seeds, Desi-ghee.
- Prepare ORS Solution.

## 3) Money Management and Consumer Education

- Collect and fill savings account opening form in Post Office and Bank.
- Fill up the following forms and paste in file: Withdrawal slip, Deposit slips, Draft slip and cheque (bearer or A/c payee).
- Collect labels of any three products and compare them with mandatory requirements.
- Prepare one label each of any three items bearing ISI, FPO, Agmark.

## 4) Apparel: Designing, Selection and Care

- Illustrate principles of design or elements of art on a paper or cloth and evaluate them.
- Removal of different types of stains: tea, coffee, curry, grease, blood, lipstick, ball pen.
- Examine and evaluate readymade garments for their workmanship. [at-least two garments]
- Make sample of Hemming, Backstitch, Interlocking and fasteners (Press buttons, hooks and eye)

## 5) Community Development and Extension

- Visit any two places (home/restaurant/school/business centre, etc.) and observe its measure for safe drinking water and general conditions of hygiene around it.

### Scheme for practical examination (Class XII)

30 marks

#### 1. Unit I-Human Development: Life Span Approach (Part II)- Project Report-5 marks

#### 2. Unit II- Nutrition during the life span

- a) Plan a meal and modify and prepare a dish for any one physiological condition:Fever, Diarrhoea, Constipation, Jaundice, Hypertension, Diabetes, Pregnancy, Lactations, Infants and Old age- 5 marks
- b) Identify food adulteration: using visual and chemical methods: Turmeric, Chana Dal, Bura Sugar, Milk, Tea leaves, Coriander, Black Pepper Seeds, Desi-ghee- 2 marks

#### 3. Unit III-Money Management and Consumer Education

- a) Prepare one label each of any three items bearing ISI, FPO, Agmark.- 2 marks
- b) Filling up of various forms/slips in bank/P.O.- 2 marks

4. **Unit IV- Apparel: Designing, Selection and Care**

a) Removal of different types of stains- Tea, coffee, grease, blood, lipstick, ballpen( Any two)-

OR

Readymade garment- Quality check - **2marks**

b) Make sample of hemming/backstitch/interlocking/fastener- **2marks**

5. **Unit V-Community Development and Extension- Survey Report- 4 marks**

6. **File- 4 marks**

7. **Viva- 2marks**

QUESTION PAPER DESIGN 2016 - 17									
HOME SCIENCE			CODE NO. 064				CLASS-XII		
TIME: 3 Hours						Max. Marks: 70			
S. No.	Typology of Questions	Learning outcomes and Testing Skills	Very Short Answer (VSA) (1 Mark)	Short Answer (SA) (2 Marks)	Case study and picture based (3 Marks)	Long Answer -I (LA-I) (4 Marks)	Long Answer - II (LA-II) (5 Marks)	Total Marks	% Weightage
01	<b>Remembering -</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define or recite, information)	<ul style="list-style-type: none"> <li>● Reasoning</li> <li>● Analytical Skills</li> <li>● Critical thinking</li> </ul>	2	2	1	1	1	18	26%
02	<b>Understanding -</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1	-	1	1	12	17%
03	<b>Application -</b> (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)		1	2	1	2	1	21	30%
04	<b>High Order Thinking Skills -</b> (Analysis and Synthesis- Classify, compare, contrast or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)		1	1	-	1	1	12	17%
05	<b>Evaluation -</b> (Appraise, judge and/or justify the value or worth of a		1	1	-	1	-	7	10%

decision or outcome or to predict outcomes based on values)									
<b>TOTAL</b>		<b>1×6=6</b>	<b>2×7=14</b>	<b>3×2=6</b>	<b>4×6=24</b>	<b>5×4=20</b>	<b>70</b>	<b>100%</b>	
<b>ESTIMATED TIME</b>		<b>10 min.</b>	<b>35 min.</b>	<b>20 min.</b>	<b>50 min.</b>	<b>50 min.</b>	<b>165 min.+15 min. For revision</b>		

**Note:** No Chapter wise weightage, care should be taken to cover all chapters.

#### Scheme of questions

- There will be no choice in the question paper.
- Weightage to difficulty level of questions

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