

CLASS XII

There will be two papers in the subject.

Paper I: Theory: 3 hours ... 70 Marks

Paper II: Practical: 3 hours ... 20 Marks

Project Work ... 7 marks

Practical File ... 3 marks

PAPER I -THEORY

There will be one paper of 3 hours duration divided into 2 parts.

Part I (20 marks) (Compulsory) will consist of short answer questions covering the entire syllabus.

Part II (50 marks) will consist of **eight** questions, which will require detailed answers. Candidates will be required to answer **five** out of **eight** questions.

1. Food Preparation

- (i) Techniques and methods of cooking. Medium of cooking, (dry and wet methods of cooking), choice of method of cooking and quality of food. New developments in cooking- Microwave and solar cooking.
- (ii) Preliminary treatment of foods before cooking.
- (iii) Effects of cooking on food components. Carbohydrates – starch, sugar, pectin, cellulose; proteins; oils and fats; minerals and vitamins.
- (iv) Methods of increasing nutritive value of foods – Sprouting/germination, fermentation, parboiling, combination of foods, supplementation, substitution, puffing and liming.

Self-explanatory.

2. Food Storage and Preservation

- (i) Causes for spoilage of food.

Enzymatic action, moisture, microbial contamination, insects, rodents and improper handling of food.

- (ii) Storage of foods – perishable, semi-perishable and non-perishable foods.

A general idea of storing common foods at home.

- (iii) Simple methods of food preservation.

Use of low and high temperature (refrigeration, pasteurization, sun drying), use of preservatives – (salt, sugar, oil, spices, chemicals).

3. Meal Planning for the family

- (i) Objectives of meal planning. Nutritional adequacy, food groups.

Self-explanatory.

- (ii) Factors affecting food selection: Age, occupation, gender, physiological conditions, personal likes and dislikes, tradition, seasonal availability, economic considerations, religious beliefs, family size and composition.

An understanding of how food consumption varies from one family to another; how food selected by families is affected by various factors like age, occupation, gender, physiological conditions, personal likes and dislikes, tradition, seasonal availability, economic considerations, religious beliefs, family size and composition.

- (iii) Meal planning for various age groups. Nutritional needs of preschool children, school-age children and adolescents.

An understanding of the nutritional needs of pre-school children, school-age children and adolescents. Making meal plans for these age groups based on their nutritional requirements and RDA.

Developing good food habits - importance of breakfast, following regular meal patterns, avoiding junk food and skipping of meals.

3. Resource Management

(i) Safety in the home.

Prevention of falls, fire, electrocution, poisoning, suffocation and choking.

Safety and sanitation in the kitchen: hygiene and disposal of household waste (organic and inorganic).

(ii) Food adulteration.

Prevention of Food Adulteration Act (PFA); Definition of food adulteration as stated in PFA, health hazards, common adulterants present in food items – stones, dust, dirt, argemone oil, metanil yellow, kesari dal, chicory powder and starch and their effects.

4. Consumer protection

Standard marks available for providing consumer protection.

Creating awareness about standard marks for consumer protection - FPO, Agmark, ISI, Woolmark, Vegetarian and Non-vegetarian food; need for understanding care labels on garments and fabrics; Study of nutritive value, weight, use of additives, preservatives, manufacturing and expiry date /best before dates etc. on labels of packaged goods.

5. Human Development

(i) Physical development during adolescence.

Physical development during puberty and adolescence; changes in body proportions and its effects; influence of sports and exercise on physical fitness.

(ii) Cognitive development and language.

Language and communication - development of language; influences on language development; development of ways in which adolescents obtain information, remember it and utilize it for problem solving and reasoning.

(iii) Social and emotional development.

Socio-cultural influences on the adolescents – teenagers are influenced by social relationships in the family, neighbourhood, community, country and the world. The family and socialization – patterns of parenting, parental control techniques; role of siblings and grandparents. Development of peer relationships and friendship patterns. Development of gender roles and stereotypes. Role of school and teachers on the social and emotional development of the teenager.

(iv) Perspectives on Adult Development: Meaning of adulthood.

Transition to adulthood and accepting related responsibilities; dimensions of adulthood; issues of increasing life expectancy; sensitizing students to the needs and care of the elderly.

7. Textiles and Clothing.

Selection of clothes – factors affecting selection.

Methods of laundering - Wet and dry cleaning.

Storage of clothes – wool, silk and cotton.

Self explanatory.

PAPER II

PRACTICAL – 20 Marks

Students are required to complete the practicals listed below and maintain a record book for the same.

The Practical Work will be evaluated by the teacher and a Visiting Examiner appointed locally and approved by the Council.

Plan and prepare a menu for any **one** of the following special occasions using different methods of cooking:

- birthday party
- picnic
- anniversary
- festival

Prepare any two dishes from your planned menu.

Make a suitable flower arrangement or a floor decoration with an appropriate table setting to complement the prepared dishes.

Menu Planning – 5 Marks

Cooking – 10 Marks

Flower arrangement/floor decoration – 2 Marks

Table display – 3 Marks

**PROJECT WORK AND PRACTICAL FILE –
10 Marks**

Project Work – 7 Marks

Evaluation Criteria: material, content, presentation and innovation

The project work is to be assessed by a Visiting Examiner appointed locally and approved by the Council.

The candidate is to creatively execute **ONE** project/assignment on an aspect of Home Science. Teachers may assign or students may choose any **one**

project of their choice. Students can choose any other project besides the ones indicated in the list below. Following is only a suggestive list of projects.

1. Market survey of packaged goods such as, foodstuffs (biscuits, jams, chips, cheese spread), hair dyes, shampoos, soaps, etc. to investigate whether consumer protection norms of labeling are being followed.
- ii. Draw a case history of a family/individual by talking to elders, referring to diaries and seeing the photographs. Focus on factors responsible for change or development of an ability or characteristic.
- iii. Market survey on readymade garments in relation to care labels, material, seasonal availability, size, age, occasion, etc.

Practical File – 3 Marks

The Visiting Examiner is required to assess students on the basis of the Practical file maintained by them during the academic year.