

Class XII

Theory

Total Periods 140

Unit I: Work, livelihood and career; Preparation, choices and selection **35**

- Work, age and gender
- Occupational heritage of India
- Career options
- Entrepreneurship and self-employment
- Life skills for career building

Unit II: Career Opportunities **5**

Scope of Human Ecology and Family Sciences in higher education and careers

Major concepts, relevance and skills in the following areas;

A. Nutrition, Food Science and Technology **20**

Specific Careers and Areas

- Clinical nutrition and dietetics
- Public nutrition and health
- Catering and food services management
- Food processing and technology
- Food quality and food safety

B. Human Development and Family Studies **20**

Specific Careers and Areas

- Early childhood care and education
- Guidance and counseling
- Special education and support services
- Support services for children in difficult circumstances
- Management of institutions and programs for children, youth and elderly

C. Fabric and Apparel **20**

Specific Careers and Areas

- Care and maintenance of fabrics in institutions
- Design for fabric and apparel
- Retailing and merchandising
- Production and quality control in garment industry
- Museumology and textile conservation

D. Resource Management **20**

Specific Careers and Areas

- Human Resource Management
- Hospitality management
- Designing of interior and exterior space
- Event management
- Consumer services

E. Communication and Extension **20**

Specific Careers and Areas

- Management of development programs
- Development communication and journalism
- Media management and advocacy
- Media design and production
- Corporate communication and public relations

Practicals for Class XII

Specializations in HEFS

Nutrition, Food Science and Technology

1. Qualitative tests on food adulteration
2. Development and preparation of supplementary foods for nutrition programmes.
3. Planning messages for nutrition, health and life skills using different modes of communication for different focal groups.
4. Preservation of foods using traditional and / or contemporary methods.
5. Packaging and study of shelf life of the prepared products.

Human Development and Family Studies

6. Preparation and use of teaching aids, using indigenous and locally available material to communicate socially relevant messages for children, adolescents and adults in the community.
7. Conducting mock sessions among peers in career guidance, nutrition counseling and personal counseling under supervision.

Fabric and Apparel

8. Preparation of articles using applied textile design techniques: tie and dye/batik/block printing.
9. Application of quality control techniques in garment industry:
 - a) Fabric inspection
 - b) Quality of seams and notions
 - c) Size labels
 - d) Packaging
10. Care and maintenance of fabric products:
 - a) Mending
 - b) Cleaning
 - c) Storage

Resource Management

11. Open an account in bank/ post office. Learn basic banking operations (Mock exercises in the lab with real bank forms)
12. Application of traditional/contemporary techniques of home decorations:
 - a) Floor and wall decorations
 - b) Flower arrangement
 - c) Other forms of local decorations

Extension and Communication

13. Analysis and discussion of print, radio, and electronic media with reference to: focus, presentation, technology and cost
14. Communicating with groups on any one of the following themes.
 - a) Social messages- gender equality, AIDs, female foeticide, child labour, rights abuse and other such themes)
 - b) Scientific fact / discovery
 - c) Any significant incident/event

Projects

Anyone of the following may be undertaken and evaluated:

- 1a) Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced.
- b) Analysis of gender roles, entrepreneurial opportunities, and future careers and family participation.
2. Documentation of any public/mass campaign being implemented in own area, with reference to:
 - a) Purpose of campaign
 - b) Focal group

- c) Modalities of implementation
- d) Stakeholders involved
- e) Media and methods used

Comment on the relevance of the campaign.

3. Study of an integrated community- based programme being implemented in own area, with reference to:
 - a) Programme objectives
 - b) Focal group
 - c) Modalities of implementation
 - d) Stakeholders involved
4. Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.
5. Profile any one person with special needs, child or adult: to find out their diet, clothing, activities, physical and psychological needs.
6. Observe and document any event in your school/ home or neighbourhood. Evaluate the same with respect to:
 - a) Its relevance
 - b) Resource availability and mobilization
 - c) Planning and execution of the event
 - d) Financial Implications
 - e) Feedback from stakeholders

Suggest modifications for the future.