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FOR CBSE SENIOR SECONDARY EXAM PREPARATION

CBSE Senior Secondary 2027 Syllabus · Home Science

EXAM	YEAR	TYPE	SUBJECT
CBSE Senior Secondary	2027	Syllabus	Home Science

HOME SCIENCE
Subject Code - 064
Classes XI-XII (2026-27)

Preface

The course in Home Science encompasses five areas namely, Foods and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension. All these domains have their specific content in focus that contributes to the study of an individual and family in Indian social cultural context.

The purpose of Home Science is the creation of an environment and outlook to enable learner to live a richer and more purposeful life, become future ready and develop 21st century life skills for work, livelihood and careers. All the domains within the Home Science discipline provide ample scope for professional avenues of higher education and career opportunities. They range from professions catering to various health and service institutions/agencies, educational organizations, industry and business houses of textiles, garments, food industry, teaching learning materials, ergonomically appropriate equipment and work situations. The subject integrates an application of various sciences and humanities to improve Human Environment, Family Nutrition, Management of Resources and Child Development.

In class XI, “Self and family” and “Home” are focal points for understanding the dynamics for individual lives and social interactions.

In class XII, the emphasis is on “Work and careers” through the life span.

Learning Objectives:

The Home Science curriculum at senior secondary level has been framed to enable the learners to:

- develop an understanding of the self and one’s role and responsibilities as a productive individual and as a member of family, community and society.
- integrate learning across diverse domains and undertake a critical analysis of issues and concerns specific to family, community and society.
- appreciate the discipline of Home Science for professional careers.
- acquaint learners with the basic knowledge specific to five domains namely, Foods and nutrition, Human Development and Family studies, Fabric and Apparel, Resource Management and Communication and Extension.

- develop functional skills in the five domains for career and employment.
- equip learners for enrichment and higher studies.

Learning Outcomes:

After undertaking the course students will be able to:

- function as a productive and responsible individual in relation to self, family, community and society.
- apply the basics of human development with specific reference to self, family and community.
- utilize the skills of judicious management of various resources.
- be sensitized to fabric and apparel, their selection and care.
- inculcate healthy food habits and lifestyle to enable prevention and management of diseases.
- become alert and aware consumer.
- appreciate the potential of entrepreneurship and other varied professional opportunities to make informed career choices.

HOME SCIENCE
Subject Code - 064
Class XI (2026-27)

Introduction

In class XI, “Self and family” and “Home” are focal points for understanding the dynamics for individual lives and social interactions. The curriculum is divided in five units. Unit I introduce the concept of Home Science. Unit II begins with the stage of adolescence and related concerns. Unit III deals with the expanding interactions of an adolescent with others in family, school, community and society, and the needs emerging from each of these contexts. Unit IV and V focus on Childhood and Adulthood respectively.

Course Structure: Theory & Practical **Theory: 70 Marks**
Time: 3 Hours **Practical: 30 Marks**

S. No.	Units	Marks
1.	Introduction to Home Science	02
2.	Understanding oneself: Adolescence	23
3.	Understanding Family, Community and Society	15
4.	Childhood	15
5.	Adulthood	15
	Theory	**70**
	Practical	**30**
	Grand Total	**100**

Class XI

Unit I: Introduction to Home Science

Unit II: Understanding oneself: Adolescence

Ch. Understanding the Self
- A. What makes me 'I'?
- B. Development and Characteristics of the Self
- C. Influences on Identity

Ch. Food, Nutrition, Health and Fitness
Ch. Management of Resources
Ch. Fabric Around us
Ch. Media and Communication Technology

Unit III: Understating family, community and society

Ch. Concerns and needs in diverse contexts:
- A. Nutrition, Health and Hygiene
- B. Resources Availability and Management

Unit IV: Childhood

Ch. Nutrition, Health and Well being
Ch. Our Apparel

Unit V: Adulthood

Ch. Financial Management and planning
Ch. Care and Maintenance of fabrics

CLASS XI

UNIT I: INTRODUCTION TO HOME SCIENCE

- What is Home Science
- Areas of Home Science
- Home Science is important for both boys and girls
- Career options of Home Science

UNIT II: UNDERSTANDING ONESELF: ADOLESCENCE

Unit II focus on the stage of adolescence-the stage of life to which you belong at present. This unit deals with understanding your own self in terms of your personal and social identity, your nutritional and health requirements, management of basic resources of time and space, fabrics around you, and your communication skills. The last chapter of the unit situates the adolescent in the context of the family and larger society, thereby linking it to the next unit that deals with the individual in relation to her/his family, school, community and society.

CHAPTER: UNDERSTANDING THE SELF

A. What makes me 'I'?

- What is Self?
  - Personal dimension
  - Social dimension
  - Self- concept
  - Self esteem
- What is Identity?
  - Personal identity
  - Social identity

B. Development and Characteristics of the Self

- Self during Infancy: characteristics
- Self during Early Childhood: characteristics
- Self during Middle Childhood: characteristics
- Self during Adolescence: characteristics

C. Influences on Identity

- How do we develop a sense of Self?
- Influences on identity
  - How do we develop a sense of self?
  - Developing a sense of self and identity
  - Influences on formation of identity
    - Biological and Physical changes

- Socio-cultural contexts
- Emotional changes
- Cognitive changes

CHAPTER: FOOD, NUTRITION, HEALTH AND FITNESS

- Introduction
- Definition of :
  - Food
  - Nutrition
  - Nutrients
- Balanced diet
  - Definition
  - RDA
- Health and Fitness
- Using basic food groups for planning Balanced Diets
  - Food guide pyramid
- Vegetarian food Guide
- Dietary patterns in Adolescence
- Modifying diet related behaviour
- Factors influencing eating behaviour
- Eating disorders at adolescence

CHAPTER: MANAGEMENT OF RESOURCES

- Introduction
- Classification of resources
  - Human and Non-human resources
  - Individual and Shared resources
  - Natural and Community resources
- Characteristics of resources
- Managing Resources
- Management process

CHAPTER: FABRIC AROUND US

- Definition of yarns, fibres, textile products, finishing.
- Fibre properties
- Classification of textile fibres
  - Filament and Staple fibres
  - Natural and Manufactured (manmade) fibres
- Types of Natural Fibres
  - Cellulosic fibres
  - Protein fibres

- Mineral fibres
- Natural rubber

➢ Types of Manufactured Fibres
- Regenerated cellulosic fibres
- Modified cellulosic fibres
- Protein fibres
- Non-cellulosic fibres
- Mineral fibres

➢ Yarns
➢ Yarn processing
➢ Yarn terminology
➢ Fabric production
- Weaving
- Knitting
- Braiding
- Nets
- Laces

➢ Textile Finishing
- Finishing with colour
- Printing

➢ Some Important fibres and their properties
- Cotton
- Linen
- Wool
- Silk
- Rayon
- Nylon
- Polyester
- Acrylic
- Elastomeric fibres

CHAPTER-MEDIA COMMUNICATION TECHNOLOGY

➢ Communication and Communication Technology
- What is Communication?
- Classification of communication
- How does communication take place?

➢ What is media?
- Media classification and functions

➢ What is communication technology?
- Classification of communication technologies
- Modern communication technologies

UNIT III: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY

The chapters in Unit III were all addressed to you for the understanding of self and of the factors that influence your decision making. Let us now move on to understanding the family, the community and the society that you are a part of. In the first section- the focus will be on relationships and interactions with significant others, i.e. those important to you in these contexts. The second section- will discuss concerns and needs, such as those of health, work, resources, education and textile tradition in the adolescent's diverse social contexts.

CHAPTER: CONCERNS AND NEEDS IN DIVERSE CONTEXTS

A. NUTRITION, HEALTH AND HYGIENE

- Health and its Dimensions
    - Social health
    - Mental health
    - Physical health
- Health care
- Indicators of Health
- Nutrition and Health
- Nutrients
- Factors affecting nutritional well being
- Nutritional Problems and their consequences
    - Malnutrition
    - Under nutrition
    - Over nutrition
- Hygiene and Sanitation
    - Personal Hygiene
    - Environmental Hygiene
    - Food Hygiene
    - Water Safety - Qualities of potable water, methods of water purification (Boiling, chlorine, storage and electric filter, RO)

B.RESOURCES AVAILABILITY AND MANAGEMENT

- Time Management
    - Definition of time plan
    - How good is your time management?
    - Steps in making time and activity plan
    - Tips for effective time management
    - Tools in time management (Peak load period, Work curve, Rest /break periods, Work simplification)

- Space Management
    - Space and the home
    - Principles of space planning

UNIT IV: CHILDHOOD

The theme of this unit is 'Childhood'. You may wonder why did the book address the adolescent years first and childhood later. Well, it is because if you as an adolescent understand issues about yourself first, it would be easier to grasp the issues that are concerned with the stage of childhood, and later with adulthood. In this unit you will be studying about, critical concerns of children about their health, nutrition, education and clothing. As we would like children with disabilities to be an inclusive part of our society, the chapters provide us important information on their needs and ways to meet them.

CHAPTER: NUTRITION, HEALTH AND WELL-BEING

- Introduction
- Nutrition, Health and Well-being during infancy (birth – 12 months)
- Nutrition, Health and well-being of preschool children (1-6 years)
    - Nutritional needs of preschool children
    - Guidelines for healthy eating for preschoolers
    - Planning balanced meals for preschool children
    - Some examples of low-cost snacks
    - Feeding children with specific needs
    - Immunization
- Nutrition, Health and well-being of school-age children (7-12 years)
    - Nutritional requirements of school children
    - Planning diets for school-age children
    - Factors that influence diet intake of preschool-age and school- age children
    - Healthy habits
    - Health and nutrition issues of school age children

CHAPTER: OUR APPAREL

- Clothing functions and the selection of clothes
- Factors affecting selection of clothing in India
    - Age
    - Climate and season
    - Occasion
    - Fashion
    - Income
- Understanding children's basic clothing needs
- Clothing requirements at different childhood stages

- Infancy (birth to six months)
- Creeping age (6 months to one year)
- Toddlerhood (1-2 years)
- Preschool age (2-6 years)
- Elementary school years (5-11 years)
- Adolescents (11-19 years)

➢ Clothes for children with special needs

UNIT V: ADULTHOOD

With the advent of adulthood, the adolescent passes through the portals of what may be termed as the "real world". One enters the world of higher education, work, and marriage, and gets involved in establishing one's own family. Hence responsibilities of the individual increase manifold. In this unit you will learn about the major factors that play a role in determining the quality of adult life, these being, financial planning and management, maintenance of fabrics and apparel that one uses personally as well as in the home.

CHAPTER: FINANCIAL MANAGEMENT AND PLANNING

➢ Introduction-Financial Management, Financial Planning
➢ Management
➢ Family Income
  - Money income
  - Real income: Direct and Indirect income
  - Psychic income
➢ Income management
➢ Budget
➢ Steps in making budget
➢ Advantages of planning family budgets
➢ Control in money management
➢ Savings
➢ Investment
➢ Principles underlying sound investments
➢ Savings and investment avenues
➢ Credit
  - Need of credit
  - 4C"s of credit: character, capacity, capital means, collateral

CHAPTER: CARE AND MAINTENANCE OF FABRICS

- Introduction
- Mending
- Laundering
  - Stain removal
  - Techniques of stain removal
  - Reagent for stain removal
  - Common stains and method of removing
- Removal of dirt: the cleaning process
  - Soaps and detergents
  - Methods of washing: friction, kneading & squeezing, suction, washing by machine
- Finishing
  - Blues and optical brighteners
  - Starches and stiffening agents
- Ironing
- Dry cleaning
- Storage of textile products
- Factors affecting fabric care
- Care label

NOTE:

- **Wherever required latest data/figures to be used.**
- **Latest RDA's to be used.**

CLASS XI PRACTICALS

1. Understanding oneself with reference to:
   a) Physical development in terms of age, height, weight, hip and chest circumference.
   b) Sexual maturity (Age at menarche, Development of breasts: girls), (Growth of beard, change in voice: boys).
2. Observe developmental norms: (Physical, Motor, Language, Social and Emotional) birth to three years.
3. List and discuss 4-5 areas of agreement and disagreement with-
   a) Mother
   b) Father
   c) Siblings / Friends
   d) Teacher
4. a) Record own diet for a day.
   b) Evaluate qualitatively for adequacy.
5. Preparation of different healthy snacks for an adolescent.
6. a) Record one day's activities relating to time use and work.
   b) Prepare a time plan for yourself.
7. Plan a budget for a given situation/purpose.
8. a) Record the fabrics and apparel used in a day.
   b) Categorize them according to functionality.
9. Relationship of fibre properties to their usage:
   a) Thermal property and flammability
   b) Moisture absorbency and comfort
10. a) Analyze label of any one garment with respect to: Clarity, fibre content, size and care instructions.
    b) Prepare one care label of any garment.
    c) Analyze two different fabric samples for colour fastness.

SCHEME FOR PRACTICAL EXAMINATION
CLASS XI HOME SCIENCE M.M-30

S.No.	QUESTIONS	MARKS
1.	Observe developmental norms:(Physical, Motor, Language and social emotional) birth to three years. **OR** List and discuss 4-5 areas of agreement and disagreement with: a) Mother b) Father c)Siblings/Friends d)Teacher	5
2.	Preparation of healthy snacks for an adolescent.	7
3.	Plan a budget for a given situation/purpose.	3
4.	Prepare a time plan for yourself.	3
5.	Relationship of fibre properties to their usage: a) Thermal property and flammability b) Moisture absorbency and comfort **OR** Prepare one care label of any garment	5
6.	File Work	5
7.	Viva	2
	TOTAL	**30**

Prescribed textbook: Human Ecology and Family Sciences (For class XI): Part I and Part II

HOME SCIENCE

Subject Code - 064

Class XII (2026-27)

Introduction:

In class XII, the emphasis is on “Work and careers” through the life span. Within the curriculum significance and scope of each domain (Foods and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension), the multiple thrust areas emerging within them have been emphasized. The units spell out the basic concepts, requisite knowledge and skills in each thrust areas and delineate the career avenues and the preparation required for them in order to make informed career choices.

Course Structure: Theory& Practical **Theory: 70 Marks**
Time: 3 Hours **Practical: 30 Marks**

S. No.	Units	Marks
1.	Work, Livelihood and Career	05
2.	Nutrition, Food Science and Technology	23
3.	Human Development and Family Studies	10
4.	Fabric and Apparel	17
5.	Resource Management	10
6.	Communication and Extension	05
	Theory	**70**
	Practical	**30**
	Grand Total	**100**

CLASS XII

UNIT I: Work, Livelihood and Career

Ch. Work, Livelihood and Career

UNIT II: Nutrition, Food Science and Technology

Ch. Clinical Nutrition and Dietetics
Ch. Public Nutrition and Health
Ch. Food Processing and Technology
Ch. Food Quality and Food Safety

UNIT III: Human Development and Family Studies

Ch. Early Childhood Care and Education
Ch. Management of Support Services, Institutions and Programmes for Children, Youth and Elderly

UNIT IV: Fabric and Apparel

Ch. Design for Fabric and Apparel
Ch. Fashion Design and Merchandising
Ch. Care and Maintenance of Fabrics in Institutions

UNIT V: Resource management

Ch. Hospitality Management
Ch. Consumer Education and Protection

UNIT VI: Communication and Extension

Ch. Development Communication and Journalism

CLASS XII HOME SCIENCE

UNIT I WORK, LIVELIHOOD AND CAREER

Chapter: WORK, LIVELIHOOD AND CAREER

- Introduction
  - ➢ Work and Meaningful work
  - ➢ Work, Career and Livelihood
- Traditional occupations in India
- Work, Age and Gender
  - ➢ Gender issues in relation to work
  - ➢ Issues and concerns related to women and work
    - ✓ KGBV
    - ✓ Beti Bachao, Beti Padhao Yojana
- Attitudes and approaches to work and life skills for livelihood
  - ➢ Attitudes and approaches to work
  - ➢ Quality of work life
  - ➢ Life skills for livelihood
  - ➢ Improving one's own work life
  - ➢ Essential soft skills at workplace
- Ergonomics
  - ➢ Concept, need and benefits of Ergonomics
- Entrepreneurship
  - ➢ Definition and characteristics

UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY

Chapter: CLINICAL NUTRITION AND DIETETICS

- Introduction
- Significance

- Basic concepts
- Diet therapy
- Types of diets: Regular Diet and Modified diets
- Prevention of chronic diseases
- Preparing for career
- Scope

Chapter: PUBLIC NUTRITION AND HEALTH

- Introduction
- Significance
- Basic concept
  - ➢ Public health nutrition
  - ➢ Nutritional Problems of India
    - ✓ Protein energy malnutrition
    - ✓ Micro nutrient deficiencies (Iron deficiency Anemia, Vitamin A deficiency, Iodine deficiency disorders)
- Strategies /Intervention to tackle Nutritional problems
- Nutrition programmes operating in India
- Health Care
- Scope

Chapter: FOOD PROCESSING AND TECHNOLOGY

- Introduction
- Significance
- Basic Concepts
  - ➢ 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 perishability and extent and type of processing
- Preparing for a career
- Scope

Chapter: FOOD QUALITY AND FOOD SAFETY

- Introduction
- Significance
- Basic Concepts
  - ➢ Food safety (Toxicity & Hazard)

- ➢ Hazards (Physical, chemical and biological)
- ➢ Food infection / Food poisoning
- ➢ Food intoxication
- ➢ Food quality

- Food standards regulation in India-FSSA (2006)
- International Organization and agreements in the area of Food Standards, Quality, Research and Trade
  - ➢ Codex Alimentarius Commission
  - ➢ International Organization for Standardisation
  - ➢ World Trade Organization
- Food Safety Management Systems
  - ➢ Good manufacturing practices (GMP)
  - ➢ Good handling practices (GHP)
  - ➢ Hazard Analysis Critical Control Points (HACCP)
- Scope

UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES

Chapter: EARLY CHILDHOOD CARE AND EDUCATION

- Significance
- Basic concepts
  - ➢ Objectives and Guiding principles of NCF
  - ➢ Concept of Daycare and Creche
- Preparing for a career
- Scope

Chapter: MANAGEMENT OF SUPPORT SERVICES, INSTITUTIONS AND PROGRAMMES FOR CHILDREN, YOUTH AND ELDERLY

- Significance
- Basic concepts
- Why are children vulnerable?
- Institutions, programmes and initiatives for children
  - ➢ 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

UNIT IV FABRIC AND APPAREL

Chapter: DESIGN FOR FABRIC AND APPAREL

- Introduction
- Basic concepts (Design: Structural & Applied)
- Elements of design
  - ➢ Color
  - ➢ Texture
  - ➢ Line
  - ➢ Shapes or form
  - ➢ Patterns
- Principles of Design
  - ➢ Proportion
  - ➢ Balance
  - ➢ Emphasis
  - ➢ Rhythm
  - ➢ Harmony
  - ➢ Composition
- Preparing for career
- Scope

Chapter: FASHION DESIGN AND MERCHANDISING

- Introduction
- Significance
- Basic Concepts
  - ➢ Fashion terminology –Fashion, fads, style, classic
- Fashion Development
- Fashion Evolution
- Fashion Merchandising
- Fashion Retail Organizations
- Preparing for a career
- Scope

Chapter: CARE AND MAINTENANCE OF FABRICS IN INSTITUTION

- Introduction
- Basic concepts
  - ➢ Washing equipment

- ➢ Drying equipment
- ➢ Ironing/pressing equipment

- Institutions
- Preparing for a career
- Scope

UNIT V RESOURCE MANAGEMENT

Chapter: HOSPITALITY MANAGEMENT

- Introduction
- Significance
- Basic concepts
- Departments involved in hospitality management of an organization
  - ➢ Front office
  - ➢ Housekeeping
  - ➢ Food and Beverages Department
  - ➢ Support Service Departments
- Scope

Chapter: CONSUMER EDUCATION AND PROTECTION

- Introduction
- Significance of consumer education and protection
- Basic concepts
  - ➢ Consumer product
  - ➢ Consumer behaviour
  - ➢ Consumer forum
  - ➢ Consumer footfalls
  - ➢ Consumer problems
  - ➢ Consumer Protection Act
  - ➢ Consumer rights
  - ➢ Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark, Eco mark)
  - ➢ Protection Councils
  - ➢ Consumer Responsibilities
- Scope

UNIT VI COMMUNICATION AND EXTENSION

Chapter: DEVELOPMENT COMMUNICATION AND JOURNALISM

- Introduction
- Significance
- Basic concepts

- ➢ Development
- ➢ Development journalism
- ➢ Development Communication

- Methods of communication
  - ➢ 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

CLASS XII PRACTICALS

UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY

1.Modification of normal diet to soft diet for elderly person.

2.Development and preparation of supplementary foods for nutrition programmes.

3.Planning a menu for a school canteen or mid-day meal in school for a week.

4.Design, prepare and evaluate a processed food product.

5.Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.

UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES

6.Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.

OR

Preparation of any one toy for children (age appropriate) using locally available and indigenous material.

UNIT IV FABRIC AND APPAREL

7.Preparation of any one article using applied textile design techniques; tie and dye/ batik/block printing.

8.Remove different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and coffee.

UNIT V RESOURCE MANAGEMENT

9.Evaluate any one advertisement for any job position.

10.Develop a leaflet/pamphlet for Consumer Education and Protection on anyone of the following-

a) Consumer Protection Act (CPA)

b) Consumer responsibilities

c) Consumer organization

d) Consumer Problem

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 neighboring areas and interview two adolescents and two adults regarding their perception of persons with special needs.
3. Profile any two persons (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 any five processed foods with their packaging and label information.

SCHEME FOR PRACTICAL EXAMINATION

CLASS XII HOME SCIENCE M.M-30

S.No.	QUESTIONS	MARKS
1.	Project	5
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 preschooler (2- 6 years) nutrition programme. OR Planning a menu for school canteen and preparing any one nutritious dish.	5
3.	Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.	2
4.	Prepare a sample using applied textile design techniques tie and dye/batik/block printing.	4
5.	Remove any one of the stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea, coffee**.**	2
6.	Develop a leaflet/pamphlet for Consumer Education and Protection on anyone of the following- a) Consumer Protection Act (CPA) b) Consumer responsibilities c)Consumer organization d)Consumer Problems	5
7.	File Work	5
8.	Viva	2
	TOTAL	**30**

Prescribed textbook: Human Ecology and Family Sciences (For class XII): Part I and Part II

QUESTION PAPER DESIGN 2026-27
HOME SCIENCE (CODE NO. 064)
CLASS- XI & XII

TIME: 3 HOURS **Max. Marks: 70**

S. No.	Typology of Questions	Total Marks	% Weightage
1.	Knowledge and Understanding based questions (terms, concepts, principles or theories; Identify, define, or recite, interpret, compare, contrast, explain, paraphrase, information)	28	40%
2.	Application based questions (Use abstract information in concrete situation, to apply knowledge to new situations or / and use given content to interpret a situation, provide an example, or solve a problem)	21	30%
3.	High Order (Formulation, Analysis, Evaluation and Creativity) based questions (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 or integrate unique piece of information from a variety of sources)	21	30%
	TOTAL	**70**	**100**

NOTE: Internal Choice of 30% will be given

Easy- 20%
Average- 60%
Difficult- 20%