



*The Savvy Humanities*

SIMPLIFYING MINDS, SHAPING THINKERS

CLASS 12 · CBSE 2026-27 SYLLABUS

*Complete subject*

# Home Science

*Human Ecology and Family Sciences (064) — all six units*

194

pages of notes

13

chapters, six units

169

board-pattern questions solved

70 / 70

theory marks covered

## *What's inside*

- All 13 chapters of CBSE's six units
- Thirteen mind maps, one for every chapter
- Definition boxes in the words to write
- A table for every classification and list
- Facts at a Glance and one-line answers
- CBSE sample paper 2026-27: all 32 questions solved
- One combined glossary — 303 key terms
- One question bank — 169 model answers

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*Handwritten-style, for revision*

Every page inside is handwritten-style with highlighting, boxes and a mind map — built to be read the night before, not skimmed.



## Contents

The whole CBSE Class 12 Home Science course (subject code 064) for the **70-mark** board paper of 2026-27; all six units and all thirteen chapters, in CBSE's order, built from NCERT's textbook *Human Ecology and Family Sciences*, Parts I and II.

| Ch.                                                                  | Title                                                                                       | Solved questions | Page |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------|------|
| <b>Unit I — Work, Livelihood and Career (5 marks)</b>                |                                                                                             |                  |      |
| 1                                                                    | Work, Livelihood and Career                                                                 | 13               | 4    |
| <b>Unit II — Nutrition, Food Science and Technology (23 marks)</b>   |                                                                                             |                  |      |
| 2                                                                    | Clinical Nutrition and Dietetics                                                            | 13               | 17   |
| 3                                                                    | Public Nutrition and Health                                                                 | 13               | 27   |
| 4                                                                    | Food Processing and Technology                                                              | 13               | 36   |
| 5                                                                    | Food Quality and Food Safety                                                                | 13               | 45   |
| <b>Unit III — Human Development and Family Studies (10 marks)</b>    |                                                                                             |                  |      |
| 6                                                                    | Early Childhood Care and Education                                                          | 13               | 56   |
| 7                                                                    | Management of Support Services, Institutions and Programmes for Children, Youth and Elderly | 13               | 65   |
| <b>Unit IV — Fabric and Apparel (17 marks)</b>                       |                                                                                             |                  |      |
| 8                                                                    | Design for Fabric and Apparel                                                               | 13               | 78   |
| 9                                                                    | Fashion Design and Merchandising                                                            | 13               | 90   |
| 10                                                                   | Care and Maintenance of Fabrics in Institutions                                             | 13               | 99   |
| <b>Unit V — Resource Management (10 marks)</b>                       |                                                                                             |                  |      |
| 11                                                                   | Hospitality Management                                                                      | 13               | 107  |
| 12                                                                   | Consumer Education and Protection                                                           | 13               | 117  |
| <b>Unit VI — Communication and Extension (5 marks)</b>               |                                                                                             |                  |      |
| 13                                                                   | Development Communication and Journalism                                                    | 13               | 128  |
| My Class 12 Home Science tracker — all thirteen chapters on one page |                                                                                             |                  | 2    |
| Combined glossary — 303 key terms, tagged by chapter                 |                                                                                             |                  | 137  |
| Question bank — 169 solved questions, grouped by chapter             |                                                                                             |                  | 147  |

### How the paper is set

Subject code **064**: the theory paper is **70 marks** in 3 hours and the practical, done in school, is **30** more. CBSE's 2026-27 curriculum gives the marks unit by unit: **Unit I 5, Unit II 23, Unit III 10, Unit IV 17, Unit V 10, Unit VI 5**. The board's 2026-27 sample paper has **32 questions**, all compulsory: Section A, questions 1 to 14, multiple choice, 1 mark each (question 12 is a match-the-list, 13 and 14 are assertion-reason); Section B, questions 15 to 21 of 2 marks and 22 to 25 of 3 marks; Section C, questions 26 to 30 of 4 marks and 31 and 32 of 5 marks, with internal choices in some questions. Its marking scheme gives one mark for each correct point. **Every question of that sample paper, with its alternatives, is solved in this book in its own chapter, on the marking scheme.**



## UNIT 1 · WORK, LIVELIHOOD AND CAREER — 5 MARKS OF 70

## Chapter 1

## Work, Livelihood and Career

## What the paper wants from this chapter

Unit 1, which is this chapter alone, carries 5 of the 70 marks of the board's 3-hour theory paper; the practical examination, held in school, carries 30 marks more. CBSE's 2026-27 sample paper took two MCQs from it (the Ministry that has the Women's Cell, the main function of an entrepreneur) and one 3-mark question with a choice (the aspects an ergonomist considers, or the perspectives of work). Also prepare job against career, the Acts and schemes for women, the ten life skills, the benefits of ergonomics and an entrepreneur's characteristics. Thirteen questions, 4 of them from CBSE's 2026-27 sample paper, are solved in the question bank at the back of this book.

**Not in this chapter.** NCERT's activities are left out; its stories and boxes (the three stone-breakers, Kiran Mazumdar Shaw, Lijjat Papad) are summed up in a line. Its section on work, ethics and dignity of labour, which CBSE does not list, gets a paragraph. Its photographs of crafts are not reproduced; its life-skills model is given as numbered steps. Beti Bachao Beti Padhao, absent from the chapter, is taught in one labelled box. Slips of the textbook are pointed out, such as a jumbled sentence on ergonomics and "six" values with five named.

## Chapter at a Glance — Mind Map

## Work and meaningful work

- Purposeful, necessary activity
- Useful, responsible, enjoyable
- Builds identity and dignity

## Traditional occupations

- Agriculture and fishing
- Handicrafts, weaving, cuisine
- Losing to mass-produced goods
- Revival: design, training, IPR

## Attitudes and work life

- Attitude shapes job satisfaction
- QWL: employees are assets
- Ten core life skills
- Essential soft skills

## Entrepreneurship

- New, innovative enterprise
- Changes pattern of production
- Takes calculated risks
- Social entrepreneurship

## Work, career, livelihood

- Job: work for income
- Career: lifelong, desire to excel
- Livelihood: meets basic needs
- Job, career, calling

## Work and gender

- Sex biological, gender social
- Double burden on women
- Article 16(1), equal remuneration
- KGBV, Beti Bachao Beti Padhao

## Ergonomics

- Work environment fits worker
- Capacity, task, environment
- Four pillars
- Safer, more productive work



## Where This Chapter Sits

This chapter is the whole of Unit 1. It moves from **work** to a **career**, then to India's **traditional occupations**, **women and work**, the **attitudes and skills** that make work life good, **ergonomics** and **entrepreneurship**. Most of it is lists; marks come from writing them in NCERT's words.

### Marks

Unit 1 carries **5 of the 70 marks** of the theory paper (3 hours). The practical examination, held in school, carries 30 marks more.

### Exam tip

CBSE asks for "any two" or "any three" points and gives one mark a point. Learn first: the perspectives of work, the aspects and benefits of ergonomics, the life skills and the characteristics of an entrepreneur.

## 1. Work and Meaningful Work

To choose a career, NCERT says, first explore **oneself** (aptitudes, talent, preferences, needs, aspirations), then the **options**.

### Work

Work is **essential activities undertaken for a purpose or out of necessity**. Through it each person "fits" into the world, creates new relations, uses unique talents and skills, and learns and grows to develop an identity and a sense of belongingness to society.

1. Work is central in all cultures and makes up the bulk of daily life.
2. The type of work a person does depends on education, health, age, access to opportunities, globalisation, geographic location, financial returns and family background.
3. People work to acquire money, provide for their families and earn leisure, recreation and free time. Work also builds personal identity and self-esteem.
4. Work contributes to the worker, to the organisation (better products, reputation, profits) and to the quality of life around us: "work is the oil that lubricates the machine of society".
5. Work is not always about money: family members working for the family, and volunteers, earn nothing and yet contribute.

## Ways in which work may be viewed

| Work may be viewed as | In NCERT's words                                    |
|-----------------------|-----------------------------------------------------|
| A job                 | A means of making a "living"                        |
| A task or duty        | It entails a sense of obligation                    |
| Security              | Security of livelihood through job and income       |
| Dharma or duty        | An expression of one's true Self and unique talents |



| Work may be viewed as  | In NCERT's words                                              |
|------------------------|---------------------------------------------------------------|
| Spiritual practice     | A part of spiritual practice                                  |
| Creation               | A vehicle for one's creations                                 |
| Joy                    | A source of joy and fulfilment                                |
| Hope and dignity       | Earning one's livelihood offers hope, self-esteem and dignity |
| Status                 | A symbol of status, power and control                         |
| A rewarding experience | A mental or physical workout that can result in success       |
| Self-development       | A means of self-development and self-actualisation            |

## Meaningful work

### Meaningful work

Meaningful work is **useful to society or to others, is done responsibly and is enjoyable to the worker.**

1. It lets the worker use skills and judgment and show creativity or problem-solving ability.
2. Ideally it is done in an environment that builds positive professional relationships and brings recognition or rewards.
3. A meaningful outcome adds to personal growth, confidence and self-worth; the worker develops a sense of **identity, worth and dignity**.

## 2. Work, Career and Livelihood

Work done to earn money is conventionally called a **job**; many go beyond it and build a **career**.

### Work, livelihood and career

**Work** is a set of activities with an intended set of outcomes. **Livelihood** is the means and occupation by which a person supports oneself to meet basic needs and sustain one's lifestyle. A **career** is a life management concept: unique to each person, dynamic, unfolding throughout life.

Work is not necessarily paid employment: it includes entrepreneurship, consulting, volunteerism, contract and social work. Growing in a career is a lifelong process of managing roles, balancing paid and unpaid work, learning, and making transitions towards a personally determined future.

## Job and career

| Basis        | Job                                      | Career                                                                                                                      |
|--------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Meaning      | Work done mostly to earn money           | More than a job: steady work on a chosen career path                                                                        |
| NCERT's line | "Involvement in work for the sake of it" | "Driven by a deep desire to excel and a passionate need to grow, develop and prove oneself within the chosen field of work" |
| Aim          | To earn for basic needs                  | Success, by continually upgrading skills, knowledge and competencies                                                        |



Getting a job is no longer sufficient: education continues into middle and later career years. One of the most important criteria in choosing a career is a keen interest and desire for the chosen path.

## Perspectives of work

| Perspective                  | How the person sees work                                                                                                          | Satisfaction comes from                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Work as a job and livelihood | Mainly a source of income that enables desired outcomes, such as supporting one's family                                          | The income earned                       |
| Work as a career             | A path to ascend professionally: higher posts, status, pay and responsibility. Time and energy are temporary costs of future gain | Continuing advancement and achievements |
| Work as a calling            | The person feels called to the work by inner drives; it derives from an inner or higher direction                                 | The work itself                         |

NCERT's anecdote: of three men breaking boulders, one said "This is my job", the second "This is my livelihood... to feed my family", the third "I have a vision, to become a sculptor". Only he saw each blow as shaping a career.

### Exam tip

"Perspectives of work" (CBSE's sample paper) means these three, each with its source of satisfaction. "Ways in which work can be perceived" (NCERT's review question) also takes the views of Section 1.

## 3. Traditional Occupations in India

India's traditional occupations reflect the base of its socio-economic culture; many now earn foreign exchange.

| Occupation  | What NCERT says                                                                                                                                                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture | A major occupation because the climate suits it. Almost 70 per cent of the population is rural (as NCERT prints), so farming is the largest source of employment. Many farm small plots they may not own, with marginal production. Tea, coffee, cardamom and rubber bring foreign exchange |
| Fishing     | Important because of the very long coastline                                                                                                                                                                                                                                                |
| Handicrafts | A village occupation, now popular in the international market: wood craft, pottery, metal craft, jewellery making, ivory, comb, glass, paper and shell craft, sculpture, terracotta, sholapitha craft, dhurries, rugs and carpets                                                           |
| Weaving     | A cottage industry. Each state has typical woven fabrics, embroideries and costumes suited to its climate and lifestyle                                                                                                                                                                     |
| Cuisine     | Each region's cuisine gives a livelihood, from street food vendors to speciality restaurants and 5-star hotels' theme pavilions; spice mixes and masalas are in demand abroad                                                                                                               |
| Visual arts | Over four thousand years old, born of religious worship; patrons were the larger Hindu temples and the princely rulers. Government and non-governmental organisations now preserve them                                                                                                     |



| Occupation | What NCERT says                                                                                                                                                                                                                         |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Others     | Hunting and trapping, gathering and selling forest produce (NCERT misprints "foreign produce"), garland making, salt making, tapping of neera (palm sap), mining, brick and tile making; priests, sweepers, scavengers, leather workers |

India is the **largest producer** of cashew nut, coconut, milk, ginger, turmeric and black pepper. NCERT pictures **Shola craft** of Odisha, **Channapatna dolls** of Karnataka, **Warli painting** of Maharashtra, **coconut craft** of Kerala and **bamboo craft** of Assam.

**How skills passed on.** Techniques were handed from one generation to the next within the family, by home-based training; the finer know-how was a tightly guarded secret of closed groups. Religion, caste and occupation were tightly interwoven.

| Today's position     | NCERT's points                                                                                                                                                                                                  |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The trend            | These arts are losing out to mass-produced goods; artisans are left with meagre incomes, and aesthetic appreciation of fine arts is eroding                                                                     |
| Constraints          | Illiteracy; socio-economic backwardness; slow land reforms; inadequate or inefficient finance and marketing services; shrinking forests, a depleted resource base, environmental degradation                    |
| Interventions needed | Design innovations; preservation and refinement strategies; eco-friendly raw materials; packaging; training facilities; conservation of traditional knowledge; protection of intellectual property rights (IPR) |
| The challenge        | To maintain the diversity without the hierarchy or caste-based work divisions                                                                                                                                   |

Revival opens career avenues for youth and raises rural incomes.

## 4. Work, Age and Gender

The age and sex of workers affect work life for the individual (**micro perspective**) and for society and nation (**macro perspective**). The health and development of children and women are at stake when they are forced into unsuitable labour. NCERT promises to discuss three groups — children, women and the elderly — but this reprint discusses only women.

### Gender issues in relation to work

| Basis   | Sex                                                                                | Gender                                                            |
|---------|------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Meaning | Biological categorisation based on genetics, reproductive organs or similar things | Based on social identity                                          |
| Seen in | The primary sexual organs; due to XX and XY or other chromosome combinations       | How society expects each gender to behave and what work each does |

India's Supreme Court has recognised **transgender people as a third gender**.