

**WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION
SYLLABUS FOR CLASSES XI AND XII**

**SUBJECT : HUMAN DEVELOPMENT AND
RESOURCE MANAGEMENT (HDRM)**



HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM)

Class – XI & XII

Preface

Human Development & Resource Management (HDRM) is an integral part of the discipline Home Science. It focuses on human growth and development throughout the life-span and on the familial, social, cultural and political networks in which the individual develops. The purpose of Human Development & Resource Management 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. The course offers an interdisciplinary approach to understand individual development across the lifespan by facilitating the students to have advanced theoretical knowledge, practical and research skills as well as to develop professional and entrepreneurial skills related to various fields of Human Development like Early Childhood Care & Education (ECCE), Children with special needs, Geriatric care, Assessment of Child Development and Problem behaviour, Guidance and Counseling services, textile industries, garment designing, food industry, teaching learning materials, ergonomically appropriate equipment and work situations so that students would be proficient enough to address issues and concerns of individual, family and community.

Learning Objectives:

The Human Development & Resource Management curriculum at senior secondary level has been framed to enable the learners to:

1. 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.
2. Integrate learning across diverse domains and undertake a critical analysis of issues and concerns specific to family, community and society.
3. Appreciate the discipline of Human Development for professional careers.
4. Develop functional skills in child development, nutrition, textile and resource management for career and employment.
5. Equip learners for enrichment and higher studies.

Learning outcomes:

After undertaking the course students will be able to:

1. Function as a productive and responsible individual in relation to self, family, community and society.
2. Apply the basics of human development with specific reference to self, family and community.
3. Utilize the skills of judicious management of various resources.
4. Be sensitized to fabric and apparel, their selection and care.
5. Inculcate healthy food habits and lifestyle to enable prevention and management of diseases.
6. Become alert and aware consumer.
7. Appreciate the potential of entrepreneurship and other varied professional opportunities to make informed career choices.

HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM) 2024-25
CLASS - XI
SYLLABUS

Theory	Semester-I	35 Marks	70 Marks
	Semester-II	35 Marks	
Practical		30 Marks	
Theory + Practical		70+30=100 Marks	

SEMESTER	UNITS	TOPICS	NO. OF CONTACT HOURS	
I	I	Introduction to Human Development	20	
	II	Life Span Approach to Human Development - Childhood (0-12 Years)	30	
	III	Resource Management	20	
	IV	Textiles (Fibre to Fabric)	20	
			Theory	90
			Practical	10
II	V	Food and Nutrition	40	
	VI	Health, Hygiene and Well-being	15	
	VII	Work Management	15	
			Theory	70
			Practical	10
TOTAL			180	

TUTORIAL & REMEDIAL CLASSES	NO. OF CONTACT HOURS
TUTORIAL	10
REMEDIAL	10
TOTAL	20

Class – XI
Semester – I
Marks – 35

UNITS	TOPICS	MARKS ALLOTTED
Unit - I	<p><u>Introduction to Human Development</u></p> <ol style="list-style-type: none"> 1. Concept of Development: <ol style="list-style-type: none"> a) Definition, History and Interdisciplinary Nature of Human Development b) Scope of Human Development in Contemporary Society c) Domains, Stages and Contexts of Development 2. Growth & Development: <ol style="list-style-type: none"> a) Definition of Growth and Development, Difference between Growth and Development, Principles of Growth and Development b) Hereditary Factors Influencing Growth and Development c) Environmental Factors Influencing Growth and Development 	5
Unit - II	<p><u>Life Span Approach to Human Development – Childhood (0-12 Years)</u></p> <ol style="list-style-type: none"> 1. Perspectives on Childhood Development: <ol style="list-style-type: none"> a) Milestones of Childhood (Infancy, Early, Middle and Late Childhood) b) Needs of Childhood 2. Domains of Development during Childhood: <ol style="list-style-type: none"> a) Characteristics of Physical, Motor, Cognitive, Emotional, Social and Language Development b) Factors affecting Physical, Motor, Cognitive, Emotional, Social and Language Development c) Role of Early Childhood Care & Education on childhood development- <ol style="list-style-type: none"> (i) Objectives of ECCE (ii) Types of ECCE- Balwadi, Anganwadi, ICDS, Nursery school 3. Immunization: <ol style="list-style-type: none"> a) Definition of Immunity, Types of Immunity b) Definition and Importance of Immunization, Immunization Schedule 	13

UNITS	TOPICS	MARKS ALLOTTED
	<p>4. General Contaminated Diseases and Their Prevention:</p> <p>a) Air Contaminated Diseases: Tuberculosis, Diphtheria, Pertussis, Tetanus, Polio, Measles and Rubella: Reasons, Symptoms, Incubation and Prevention</p> <p>b) Water Contaminated Diseases: Cholera and Diarrhea: Reasons, Symptoms, Incubation, and Prevention</p>	
Unit -III	<p><u>Resource Management</u></p> <p>1. Concept of Resource:</p> <p>a) Meaning and Types of Resources -</p> <p>i) Human Resources- Knowledge, Skill, Time, Energy and Attitudes</p> <p>ii) Non-Human Resources- Financial Resources, Raw Materials, Information and Data, Machinery and Equipment , Fuel-Energy</p> <p>iii) Social Resources- School, Hospital, Road, Electricity, Water, Recreation Centres, etc.</p> <p>b) Characteristics of Resources</p> <p>2. Management of Resource:</p> <p>a) Meaning of Resource Management</p> <p>b) Process of Resource Management</p> <p>c) Preservation of Resources</p>	7
Unit - IV	<p><u>Textiles (Fibre to Fabric)</u></p> <p>1. An Introduction to Fibre Science:</p> <p>a) Definition, Classification, Properties and Care of Fibre</p> <p>b) Identification of Fibres – Physical, Chemical and Microscopic Tests</p> <p>2. Yarn Making and Fabric Construction:</p> <p>a) Definition and Classification of Yarns</p> <p>b) Procedure of Yarn Making</p> <p>c) Weaving of Fabrics</p> <p>3. Fabric Finishing:</p> <p>a) Definition of Fabric Finishing</p> <p>b) Types of Fabric Finishing (Basic Finishes, Special Finishes)</p>	10

Class - XI
Semester II
Marks - 35

UNITS	TOPICS	MARKS ALLOTTED
Unit - V	<p data-bbox="327 398 598 436"><u>Food and Nutrition</u></p> <p data-bbox="375 454 1125 492">1. Basic Concepts about Food, Nutrition and Health:</p> <ul style="list-style-type: none"><li data-bbox="422 504 1236 660">a) Definition of Food, Ingredients of Food, Classification of Food, Energy Value of Food, Definition of Standard Food and Balanced Diet, Role of Food in the Maintenance of Good Health, General Idea about Calorie<li data-bbox="422 672 1157 784">b) Definition of Nutrition, Types of Malnutrition (Over nutrition, under nutrition and Nutritional Imbalance), Causes of Malnutrition.<li data-bbox="422 795 1037 873">c) Definition of Health, Dimensions of Health, Characteristics of Good Health<li data-bbox="422 884 1109 929">d) Relationship between Food, Nutrition and Health <p data-bbox="375 936 853 974">2. Elementary Study of Nutrients:</p> <ul style="list-style-type: none"><li data-bbox="422 985 1157 1164">a) Study of Nutrients in Food: Definition of Nutrients, Types of Nutrients (Macro Nutrients: Carbohydrates, Protein, Fat; Micro Nutrients: Vitamin, Minerals); Sources, Classification, Daily Requirements and Functions of each Nutrients<li data-bbox="422 1176 1125 1243">b) Effects of Excess Nutrients in Food, Deficiency of Nutrients in Food<li data-bbox="422 1254 1220 1332">c) Water in Nutrition: Importance and Functions of Water in Human Body, Water Balance in Human Body <p data-bbox="367 1344 662 1384">3. Dietetics (Part –I)</p> <ul style="list-style-type: none"><li data-bbox="414 1400 1212 1545">a) Feeding of Infants: Breast feeding- Importance of Breast Feeding; Breast Feeding VS Artificial Feeding; Infant Weaning Food; Defective Feeding of Infants as a Cause of Malnutrition<li data-bbox="414 1556 1045 1624">b) Dietary Requirements and Meal Planning of Pre-Schoolers & School Age Children	15

UNITS	TOPICS	MARKS ALLOTTED
Unit - VI	<p><u>Health, Hygiene and Well-being</u></p> <ol style="list-style-type: none"> 1. Health and its Dimensions: <ol style="list-style-type: none"> a) Definition of Physical, Mental and Social Health; Indicators of Good Health b) Proper Health Care; Factors Influencing Maintaining Good Health 2. Hygiene and Sanitation: <ol style="list-style-type: none"> a) Personal Hygiene, b) Environmental Hygiene, c) Food Hygiene. 3. Water safety: <ol style="list-style-type: none"> a) Qualities of Potable Water (Physical, Chemical and Biological Qualities), Importance of Potable Water for Good Health b) Different Types of Impure Water, Sources of Impurities in Water. c) Methods of Water Purification (Physical, Chemical and Mechanical Methods). 	10
Unit - VII	<p><u>Work Management</u></p> <ol style="list-style-type: none"> 1. Work Management: <ol style="list-style-type: none"> a) Definition of Work and Management. b) Steps of Management Process. 2. Decision Making: <ol style="list-style-type: none"> a) Definition of Decision Making. b) Process of Decision making. c) Types of Decision. 3. Management of time: <ol style="list-style-type: none"> a) Definition and Importance of Time Management. b) Methods of Time Management. 4. Ergonomics & Entrepreneurship: <ol style="list-style-type: none"> a) Definition and Principles of Ergonomics b) Definition and Principles of Entrepreneurship 	10

HUMAN DEVELOPMENT & RESOURCE MANAGEMENT (HDRM)
CLASS-XI
PRACTICAL – 30 Marks

Semester –I

Serial No.	Topics	No. of Contact Hours
1	Preparing Materials for Stimulating the Sensory Development of Infants	2
2	Understanding Developmental Norms by using Standardized Checklist (Motor/Language/Social/Emotional Developmental Norms)- 2 to12 years	2
3	Preparing Reading Materials (Picture Book / Story Book/ Alphabet Book/ Nursery Rhymes Books) for Preschooler or School-Age Children	2
4	Identification of Fibres – Physical and Chemical Methods	2
5	Identification of Different Weaves	2
	Total	10

Semester –II

Serial No.	Topics	No. of Hours
5	Measuring Weight of different Food Items	2
6	Detection of Carbohydrate, Protein and Fat in Food.	3
7	Preparing Healthy Tiffin for Preschooler/ School-Age Child and Evaluating its Nutritional Value	3
8	Preparing Posters and Reinforcing Messages on Health and Hygiene	2
	Total	10

HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM) 2024-25
CLASS – XII
SYLLABUS

Theory	Semester-III	35 Marks	70 Marks
	Semester-IV	35 Marks	
Practical			30 Marks
Theory + Practical			70+30=100 Marks

SEMESTER	UNITS	TOPICS	NO. OF CONTACT HOURS	
III	I	Life Span Approach to Human Development - Adolescence	30	
	II	Life Span Approach to Human Development - Adulthood	20	
	III	Financial Management and Planning	20	
	IV	Apparel: Designing and Selection	20	
			THEORY	90
			PRACTICAL	10
	IV	V	Nutrition for Self, Family and Community	40
VI		Consumer Education and Protection	10	
VII		Extension Education, Media and Communication Technology	15	
VIII		Career in Human Development and Resource Management	5	
		THEORY	70	
		PRACTICAL	10	
		TOTAL	180	

TUTORIAL & REMEDIAL CLASSES	NO. OF CONTACT HOURS
TUTORIAL	10
REMEDIAL	10
TOTAL	20

UNITS	TOPICS	MARKS ALLOTTED
UNIT- I	<p><u>Life Span Approach to Human Development - Adolescence</u></p> <ol style="list-style-type: none"> 1. Perspective on Adolescence Development: <ol style="list-style-type: none"> a) Meaning and Characteristics of Adolescence b) Needs of Adolescence 2. Domains of Development during Adolescence: <ol style="list-style-type: none"> a) Physical Development: Physical Characteristics during Adolescence; Influence of Sports and Exercise on Physical Development of Adolescents b) Cognitive Development: Cognitive Advances during Adolescence; Skills of Problem Solving and Reasoning c) Social and Emotional Development: Social and Emotional Characteristics of Adolescents; Development of Peer relationship and Friendship patterns; Socio-Cultural Influences on Adolescents (Role and Influence of Family, Neighbourhood, School, Community, Media Country and the World); Development of Gender roles and Stereotypes. 3. Problems of Adolescents: <ol style="list-style-type: none"> a) Physical Problems: Awkwardness due to Growth Spurt. b) Emotional Problems: Problems regarding Ignorance, Freedom and Control; Depression; Increased Curiosity. c) Social Problems: Intake of alcohol, drugs, smoking; Delinquency. 	10
UNIT- II	<p><u>Life Span Approach to Human Development – Adulthood</u></p> <ol style="list-style-type: none"> 1. Perspective on Adult Development: <ol style="list-style-type: none"> a) Meaning, Stages, Characteristics and Needs of Adulthood b) Concepts of Personal Health and Reproductive Health in Adulthood c) Responsibilities in Adulthood. 	8

UNITS	TOPICS	MARKS ALLOTTED
	<p>2. Problems During Adulthood and Care of the Elderly:</p> <p>a) Physical Problems: General Health Problems.</p> <p>b) Socio-Emotional Problems: Retirement; Loneliness; Depression; Stress.</p> <p>c) Care of the Elderly: Techniques of Coping with Stress (Relaxation; Talking with Friends/Family; Reading; Spirituality; Music; Hobby; Yoga).</p>	
UNIT –III	<p><u>Financial Management and Planning</u></p> <p>1. Family Income:</p> <p>a) Definition and Classification of Family Income; Factors affecting Income of a Family.</p> <p>b) Definition and Classification of Expenditure; Factors affecting Expenditure of a Family.</p> <p>c) Definition of Supplementing Family Income; Need for Supplementing Family Income; Ways of Supplementing Family Income.</p> <p>2. Family Budget:</p> <p>a) Definition and Classification of Family Budget</p> <p>b) Objectives of Making Family Budget</p> <p>c) Factors Influencing Family Budget</p> <p>d) Advantages of Keeping Household Accounts</p>	9

UNITS	TOPICS	MARKS ALLOTTED
	<p>3. Savings and Investment:</p> <p>a) Savings: Definition and Objectives of Savings, Types of savings (Compulsory - GPF, CPF and Voluntary - PPF, P.O. Savings, Banks, LIC Schemes, Bonds, UTI Schemes etc.)</p> <p>b) Investment: Meaning and Types of Investment; Principles involved in Investments</p> <p>c) Fundamentals of Banking: Bank and Bank Customer, Advantages of Bank Account, Types of Bank Account, Method of Opening a Bank Account, Pass Book, Cheque Book, Procedure of Writing Cheque, Types of Cheque, Filling a Deposit Slip, Procedure of filling Demand Draft, Use of ATM, Debit and Credit Card, Post Office Account, Savings Schemes available in Post Office</p> <p>d) Insurance Policy: Meaning, Aims, Types</p> <p>e) Credit: Meaning, Sources, Types, Wise use of Credit</p>	
UNIT - IV	<p><u>Apparel: Designing and Selection</u></p> <p>1. Application of Elements of Art and Principles of Design in Designing Apparel:</p> <p>a) Elements of Art: Line, Form or Shape, Colour, Texture, Pattern</p> <p>b) Principles of Design in Dress Making: Balance, Rhythm, Proportion, Harmony, Emphasis.</p> <p>c) Factors Affecting the Selection of Colours in Clothing.</p> <p>2. Factors Influencing the Selection of Clothes: Age, Climate, Season, Occupation, Figure, Occasion, Fashion, Purpose, Quality, Cost.</p>	8

Class - XII
Semester IV
Theory- 35 Marks

UNITS	TOPICS	MARKS ALLOTTED
Unit-V	<p data-bbox="272 248 855 282"><u>Nutrition for Self, Family and Community</u></p> <p data-bbox="325 315 954 349">1. Nutritive Process and Concepts of Calorie:</p> <ul style="list-style-type: none"><li data-bbox="400 376 1007 465">a) Utilization of Food by the Body: Digestion, Absorption, Metabolism.<li data-bbox="400 499 1118 589">b) Energy Requirement during Rest, Different Physical Activities and Different Physiological Condition <p data-bbox="325 622 647 656">2. Dietetics (Part—II):</p> <ul style="list-style-type: none"><li data-bbox="400 683 1139 824">a) Definition and Objectives of Meal Planning, Balanced Diet, Basic Five Food Groups, Factors affecting Food Selection.<li data-bbox="400 857 1050 999">b) Meal Planning of Adolescents, Adult, Pregnant Woman and Nursing Mother based on their Nutritional Requirement and RDA.<li data-bbox="400 1025 1027 1115">c) Use of Food Value Tables and Calculation of Nutritive Value of the Diet.<li data-bbox="400 1149 1134 1339">d) Principles and Importance of Developing Healthy Food Habits, Importance of Breakfast, Advantages of Regular Meal Pattern, Disadvantages of Irregular Meal Pattern. <p data-bbox="325 1373 635 1406">3. Food Preservation:</p> <ul style="list-style-type: none"><li data-bbox="400 1433 868 1467">a) Objectives of Food Preservation.<li data-bbox="400 1500 970 1534">b) Different Methods of Food Preservation.<li data-bbox="400 1568 874 1601">c) Reasons of Food Decomposition.	16

UNITS	TOPICS	MARKS ALLOTTED
	<p>4. Nutrition Education for the Community:</p> <p>a) Definition and Importance of Nutrition Education</p> <p>b) Food Adulteration: Definition of Food Adulteration, Some Examples of Adultery Foods, Hazards from Adultery Food, Legal Steps against Food Adulteration.</p> <p>c) Current National Nutritional Programmes in India: ICDS, MDMP, BNP, ANP, NNAPP</p> <p>d) Deficiency Diseases in India: Reasons, Symptoms, Prevention of - Kwashiorkor, Marasmus, Night-Blindness, Ricket, Osteomalacia, Scurvy, Anemia, Goiter.</p>	
Unit - VI	<p><u>Consumer Education and Protection</u></p> <p>1. Consumer Education:</p> <p>a) Definition of Consumer, Consumer Education and Consumer Protection.</p> <p>b) Importance of Consumer Education.</p> <p>c) Problems of Consumers.</p> <p>2. Consumer Protection:</p> <p>a) Consumer Rights and Responsibilities.</p> <p>b) Consumer Protection Act, Consumer Redressal Forum.</p> <p>c) Consumer Aids: Standardization and Quality Control Measures: ISI, FPO, AGMARK, ISO, Eco Mark, Wool Mark, Silk Mark, Cotton Mark, Handloom Mark, BEE Star Leveling and others.</p>	7
Unit - VII	<p><u>Extension Education, Media and Communication Technology</u></p> <p>1. Extension Education:</p> <p>a) Types of Education (Formal, Informal and Non-formal Education)</p> <p>b) Definition and Objectives of Extension Education.</p>	10

UNITS	TOPICS	MARKS ALLOTTED
	<p>2. Media:</p> <ul style="list-style-type: none"> a) Definition and Classification of Media b) Functions of Media <p>3. Communication Technology:</p> <ul style="list-style-type: none"> a) Definition, Classification and Elements of Communication b) Importance of Communication a) Definition and Classification of Communication Technologies b) Effective Communication Skill: Meaning and Types of Communication Skill 	
Unit - VIII	<p><u>Career in Human Development and Resource Management</u></p> <ul style="list-style-type: none"> 1. Scope of Human Development 2. Career Potential for Students 	2

HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM) 2024-25**Class-XII****Practical - 30 Marks****Semester-III**

Serial No.	Topics	No. of Contact Hours
1	Familiarity with Psychological Tests: Measuring Intelligence of an Adolescent Student by using Standardized Tests (Binet-Kamat, Koh's Block Design).	2
2	Preparing a report on Socio-Economic and Emotional Problems of an Elderly (Age - Above 60 Years) at Home or Neighbourhood by using a Structured Questionnaire	3
3	Learning to Fill Different Bank Forms: Account Opening forms (Saving, Current, Recurring), Withdrawal Forms, Money Deposit Slip; Cheques.	2
4	Textile Designing: Preparation of Any One Article using Applied Textile Design Techniques (Tie and Dye/ Batik Printing/ Block Printing/ Fabric Painting/ Using Different Stitches	3
	TOTAL	10

Semester-IV

Serial No.	Topics	No. of Contact Hours
5	Preparation of a Nutritious School Tiffin for an Adolescent; Measuring it's Food Value using Food Value Chart of ICMR.	3
6	Preparation of a Nutritious Dish for a Pregnant/ Nursing Mother; Measuring it's Food Value using Food Value Chart of ICMR.	3
7	Market survey of Any Five Processed Foods with their Packaging and Label Information.	2
8	Develop a Leaflet/Pamphlet for Consumer Education and Protection on any one of the following: a) Consumer Protection Act (CPA) b) Consumer Responsibilities c) Consumer Organization d) Consumer Problem	2
	TOTAL	10



HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM)

CLASS- XI

MARKS DISTRIBUTION IN PRACTICAL

Practical work during examination	15 Marks
Laboratory file and Materials prepared in class	10 Marks
Viva Voce	5 Marks
Total	30 Marks

GUIDELINES FOR PRACTICAL

SEMESTER – I

SL No.	TOPICS	GUIDELINES IN CLASS	WRITE UPS IN PRACTICAL COPY
1.	Preparing Materials for Stimulating the Sensory Development of Infants	<p>Students will make various colourful toys for infants, which will develop infants' visual skill and audio skill. Necessary materials such as colourful papers, cloth, cotton and other decorative objects should be purchased by the students or provided by school.</p> <p>Appropriate instructions for preparing the material should be given in class with live demonstration or showing samples.</p>	<ul style="list-style-type: none">• Introduction - Brief write up on the domain for which the material has been prepared.• Objective- Objectives of preparing the material• Materials required - Necessary things that have been used.• Procedure• Conclusion
2.	Understanding Developmental Norms by using Standardized Checklist (Motor/Language/Social/Emotional Developmental Norms)-2 to12years	<p>Students will study motor/ Language/ Social/ Emotional development on any one child (2 to 12 years).</p> <p>Teachers will provide Standardized Checklist to the students. These test kits are available in Prasad Psychological Corporation (Annapurna Scientific Instruments) – Contact Nos. - 8240295934/ 6290374037</p>	<ul style="list-style-type: none">• Introduction – Brief write up on the domain that is being evaluated through the test (E.G. – Social development)• Objectives of using the test• Preliminaries – Name, Age, Sex of the subject, Date and time of testing.• Materials required- Name of test, paper/pencil• Description of the test

		These test kits have Manuals where process of administration, scoring and interpretations are mentioned in details.	(From the manual) <ul style="list-style-type: none"> • Procedure • Result and Interpretation • Conclusion
3.	Preparing Reading Materials (Picture Book / Story Book/ Alphabet Book/ Nursery Rhymes Books) for Preschooler or School-Age Children	Necessary materials such as chart papers, scrap books, and other decorative objects etc. should be purchased by the students or provided by the school. Appropriate instructions for preparing the material should be given in class with live demonstration or showing samples.	<ul style="list-style-type: none"> • Introduction - Brief write up on the domain for which the material has been prepared. • Objective- Objectives of preparing the material • Materials required - Necessary things that have been used. • Procedure • Conclusion
4.	Identification of Fibres – Physical and Chemical Methods	Students will identify the different types of fibre by using physical and chemical methods in the school laboratory.	<ul style="list-style-type: none"> • Objective- Identification of the different types of fibres. • Procedure- • Conclusion-
5.	Identification of Different Weaves	Teachers will provide different samples of weave. Students will identify the different types of weaves in fibre.	<ul style="list-style-type: none"> • Objective- Identification of the different types of weaves. • Procedure- • Conclusion-

SEMESTER – II

SL No.	TOPICS	GUIDELINES IN CLASS	WRITE UPS IN PRACTICAL COPY
6.	Measuring Weight of different Food Items	Teacher will provide different food items - one piece of 5 types of vegetables and fruits, 1 cup of rice, 1 cup of pulse, one boiled egg, one table spoon sugar etc. and student will measure the food items by the weighing machine and note the weight.	Write the weight of different food items which has been observed. Students will prepare a comparative chart with the following headings: <ul style="list-style-type: none"> i. Food item ii. Quantity iii. Eye Estimation iv. Actual Weight

7.	Detection of Carbohydrate, Protein and Fat in Food.	Students will detect the followings- i) Carbohydrate: by Molisch's Test, Barfoed's Test, Iodine Test and Fehling Test; ii) Protein: by Heat-Coagulation Test and Biuret Test; iii) Fat: by Grease Spot Test and Saponification Test.	<u>Name of the Test-</u> • Experiment Procedure • Observation • Conclusion
8.	Preparing Healthy Tiffin for Preschooler/ School-Age Child and Evaluating its Nutritional Value	Students will make any one healthy and tasty tiffin like Poha/ Upma, Veg/ Egg/ Chicken Sandwich, etc. The materials should be provided by the school or purchased by the students. After preparation, the students will calculate the carbohydrate, protein, fat and calorie present in the tiffin by using the chart of ICMR.	<u>Preparation Procedure-</u> • Necessary Food Items • Equipments • Procedure • Calculation of Nutritional Value
9.	Preparing Posters and Reinforcing Messages on Health and Hygiene	Chart papers should be purchased by the students or provided by the school. Appropriate instructions for preparing the poster should be given in class by showing samples.	• Introduction – Brief write up on importance of health and hygiene. • Objective- Objectives of preparing the poster on health and hygiene • Materials required – Necessary things that have been used. • Procedure • Conclusion

HUMAN DEVELOPMENT AND RESOURCE MANAGEMENT (HDRM)

CLASS- XII

MARKS DISTRIBUTION IN PRACTICAL

Practical work during examination	15 Marks
Laboratory file and Materials prepared in class	10 Marks
Viva Voce	5 Marks
Total	30 Marks

GUIDELINES FOR PRACTICAL

SEMESTER – III

SL NO.	TOPICS	GUIDELINES IN CLASS	WRITE UPS IN PRACTICAL COPY
1.	Familiarity with Psychological Tests: Measuring Intelligence of an Adolescent Student by using Standardized Tests (Binet-Kamat, Koh's Block Design).	<p>These test kits are available in Prasad Psychological Corporation (Annapurna Scientific Instruments) – Contact Nos. - 8240295934/ 6290374037</p> <p>These test kits have Manuals where process of administration, scoring and interpretations are mentioned in details.</p> <p>The tests can be administered in groups as well as individually.</p> <p>Answer sheets of the tests should be distributed among the students.</p> <p>They will fill up accordingly and teacher will teach them how to score and interpret by referring to the manual.</p>	<ul style="list-style-type: none"> • Introduction – Brief write up on the domain that is being evaluated through the test (e.g. – Cognitive or Social development) • Objectives of using the test • Preliminaries – Name, Age, Sex of the subject, Date and time of testing. • Materials required – Name of the test, pen/pencil • Description of the test – (From the manual) • Procedure • Result and Interpretation • Conclusion
2.	Preparing a Report on Socio-Economical and Emotional Problems of an Elderly (Age - Above 60 Years) at Home or Neighbourhood by using a Structured Questionnaire.	<ul style="list-style-type: none"> • A structured questionnaire will be prepared by the teacher by discussing with students in the practical class. • The questionnaire should be Yes/No type • This should include personal details, educational and financial information, 	<ul style="list-style-type: none"> • Introduction- Brief write up on the problems of elderly • Objectives of the report • Preliminaries – Name, Age, Sex of the subject, Date and time of testing. • Materials required –

		<p>some social problems (interpersonal relationships) and emotional problems of stress/anxiety/depression/loneliness etc.</p> <ul style="list-style-type: none"> • The printed format of the questionnaire should be distributed to the students • Students will be instructed to administer this questionnaire to an elderly person 	<p>Self-designed structured questionnaire</p> <ul style="list-style-type: none"> • Procedure • Interpretation- Detailed analysis of the obtained responses • Conclusion (suggestions)
3.	<p>Learning to Fill Different Bank Forms: Account Opening forms (Saving, Current, Recurring), Withdrawal Forms, Money Deposit Slip; Cheques.</p>	<p>The students will be provided the photocopy of different bank forms: Account Opening forms (Saving, Current, Recurring), Withdrawal Forms, Money Deposit Slip; Cheques. Teacher will guide the students to fill up the forms.</p>	<p>The filled up forms should be attached in the copy and the procedure should be written.</p>
4.	<p>Textile Designing: Preparation of Any One Article using Applied Textile Design Techniques (Tie and Dye/ Batik Printing/ Block Printing/ Fabric Painting/ Using Different Stitches</p>	<p>Students will apply Textile Design Techniques (Tie and Dye/ Batik Printing/ Block Printing/ Fabric Painting/ Using Different Stitches) on a piece of cloth.</p>	<p>Mention the particular design which has been applied. A sample of this design has to be attached.</p>

SEMESTER - IV

SL NO.	TOPICS	GUIDELINES IN CLASS	WRITE UPS IN PRACTICAL COPY
5.	<p>Preparation of a Nutritious School Tiffin for an Adolescent; Measuring it's Food Value using Food Value Chart of ICMR.</p>	<p>Students will make any one healthy and tasty tiffin like Veg/ Egg Chowmin, Paratha etc. The materials should be provided by the school or purchased by the students.</p> <p>After preparation, students will calculate the carbohydrate, protein, fat and calorie present in the tiffin by using the chart of ICMR.</p>	<p>Preparation Procedure-</p> <ul style="list-style-type: none"> • Necessary Food Items • Equipments • Procedure • Calculation of Nutritional Value

6.	<p>Preparation of a Nutritious Dish for a Pregnant/ Nursing Mother; Measuring it's Food Value using Food Value Chart of ICMR.</p>	<p>Students will make any one healthy and tasty dish like Dalia, Vegetable/ Chicken Soup, Vegetable Curry etc. The materials should be provided by the school or purchased by the students.</p> <p>After preparation, students will calculate the carbohydrate, protein, fat and calorie present in the tiffin by using the chart of ICMR.</p>	<p>Preparation Procedure-</p> <ul style="list-style-type: none"> • Necessary Food Items • Equipments • Procedure • Calculation of Nutritional Value
7.	<p>Market survey of Any Five Processed Foods with their Packaging and Label Information.</p>	<p>Students will be provided the packet of any five processed food, and teacher will guide them to identify their packaging and level information.</p>	<ul style="list-style-type: none"> • Aim: To prepare a label for a product with the following quality marks <ul style="list-style-type: none"> a) ISI b) FPO c) Agmark • Objective: <ul style="list-style-type: none"> (1) To identify the information that needs to be printed or engraved on a product, (2) To develop a label for a product on the basis of the relevant information needed by a consumer to make a correct choice while buying. • Materials required: Pen, Paper, Colours • Procedure: <ul style="list-style-type: none"> 1. Identify the product with quality mark on it, for example – Electric product like Electric fan with ISI mark/ Fruit product like jam with FPO mark/ Agriculture Product like Wheat flour with Agmark 2. Make a list of the information that has to be put on the label of the product you have selected. Refer the following list of information: <ul style="list-style-type: none"> a) Name of the product. b) Trade and Brand name c) Manufacturer's name and

			<p>address</p> <p>d) Ingredients/Contents</p> <p>e) Use of the product</p> <p>f) Direction for use of the product.</p> <p>g) Precaution to be taken while using the product.</p> <p>h) Date of manufacture and date of expiry for the perishable products.</p> <p>i) Guarantee period</p> <p>j) Product price, MRP</p> <p>• Conclusion</p>
8.	<p>Develop a Leaflet/Pamphlet for Consumer Education and Protection on any one of the following:</p> <p>a) Consumer Protection Act (CPA)</p> <p>b) Consumer Responsibilities</p> <p>c) Consumer Organization</p> <p>d) Consumer Problem</p>	<p>Teacher will guide the students to Develop a Leaflet/Pamphlet for Consumer Education and Protection on any one of the mentioned items.</p>	<p>Students will mention about the item and write the procedure of developing the item.</p>