



Series €FGHE



Set-4

प्रश्न-पत्र कोड
Q.P. Code

69

रोल नं.

Roll No.

परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।

Candidates must write the Q.P. Code on the title page of the answer-book.

गृह विज्ञान (सैद्धान्तिक)
HOME SCIENCE (Theory)

निर्धारित समय : 3 घण्टे

Time allowed : 3 hours

अधिकतम अंक : 70

Maximum Marks : 70

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 19 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 35 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 19 printed pages.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 35 questions.
- Please write down the serial number of the question in the answer-book before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.



सामान्य निर्देश :

निम्नलिखित निर्देशों को ध्यानपूर्वक पढ़िए और उनका सख्ती से पालन कीजिए :

- (i) सभी प्रश्न अनिवार्य हैं ।
- (ii) इस प्रश्न-पत्र में 35 प्रश्न हैं ।
- (iii) प्रश्न-पत्र को तीन खण्डों में विभाजित किया गया है — खण्ड क, ख तथा ग ।
- (iv) खण्ड क में प्रश्न संख्या 1 से 18 (बहुविकल्पीय प्रश्न) हैं और प्रत्येक प्रश्न 1 अंक का है ।
- (v) खण्ड ख में प्रश्न संख्या 19 से 25 प्रत्येक 2 अंक के तथा प्रश्न संख्या 26 से 29 प्रत्येक 3 अंक के हैं ।
- (vi) खण्ड ग में प्रश्न संख्या 30 से 33 प्रत्येक 4 अंक के तथा प्रश्न संख्या 34 और 35 प्रत्येक 5 अंक के हैं ।
- (vii) कुछ प्रश्नों में आंतरिक विकल्प दिए गए हैं ।
- (viii) जहाँ भी आवश्यक हो, उपयुक्त उदाहरणों के साथ अपने उत्तरों का समर्थन कीजिए ।

खण्ड क

1. रेड रिबन एक्सप्रेस (आर.आर.ई.) परियोजना के क्रियान्वयन में निम्नलिखित में से किसका सहयोग नहीं था ? 1
 - (a) यूनिसेफ
 - (b) यूनेस्को
 - (c) नेहरू युवा केन्द्र संगठन
 - (d) नाको
2. महिला मजदूरों की समस्याओं का निपटारा करने के लिए _____ मंत्रालय में महिला प्रकोष्ठों की स्थापना की गई । 1
 - (a) शिक्षा
 - (b) गृह
 - (c) महिला एवं बाल विकास
 - (d) श्रम एवं रोज़गार
3. _____ लंबी पैदल यात्रा (हाइकिंग) तथा जोखिम भरे खेलों में भाग लेने वाले व्यक्तियों को आतिथ्य प्रदान करता है । 1
 - (a) लॉज/आवास
 - (b) रिज़ॉर्ट/सैरगाह
 - (c) सुसज्जित शिविर/कैंप
 - (d) मोटल



General Instructions :

Read the following instructions carefully and strictly follow them :

- (i) **All** questions are **compulsory**.
- (ii) This question paper contains **35** questions.
- (iii) The question paper is divided into **three** sections – **Section A, B and C**.
- (iv) **Section A** has questions no. **1 to 18** (Multiple Choice Questions) of 1 mark each.
- (v) **Section B** has questions no. **19 to 25** of 2 marks each and questions no. **26 to 29** of 3 marks each.
- (vi) **Section C** has questions no. **30 to 33** of 4 marks each and questions no. **34 and 35** of 5 marks each.
- (vii) Internal choices are given in some questions.
- (viii) Support your answers with suitable examples wherever required.

Section A

1. Implementation of Red Ribbon Express (RRE) project was **not** supported by which of the following ? 1
 - (a) UNICEF (b) UNESCO
 - (c) NYKS (d) NACO
2. Women cells have been created in Ministry of _____ to look at the problems of women workers. 1
 - (a) Education (b) Home Affairs
 - (c) Women and Child Development (d) Labour and Employment
3. _____ provides hospitality to people who go hiking, undertake adventure sports, etc. 1
 - (a) Lodge (b) Resort
 - (c) Furnished camp (d) Motel



4. आयशा 'लड़कियों की सुरक्षा' के लिए एक अभियान चला रही है। इस अभियान के लिए उसे लघु फिल्म बनानी है जिसके लिए उसे कैमरे की तकनीकों तथा वीडियो उत्पादन के बारे में जानना आवश्यक है। निम्नलिखित में से कैमरा उपकरण को सही ढंग से परिचालित करने के लिए आवश्यक कौशल की पहचान कीजिए :

1

- (a) सर्जनात्मक कौशल
- (b) संज्ञानात्मक कौशल
- (c) तकनीकी कौशल
- (d) भाषा तथा कंप्यूटर कौशल

5. उस रंग सुमेल/योजना का नाम बताइए जिसमें केवल उदासीन रंगों का उपयोग किया जाता है।

1

- (a) विभाजित पूरक
- (b) एकवर्णी
- (c) अवर्णी
- (d) त्रयात्मक

6. दिए गए चित्र में हस्तशिल्प को पहचानिए और उस राज्य का नाम बताइए जहाँ यह लोकप्रिय है।

1



निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्र.सं. 6 के स्थान पर है।
कठपुतली किस राज्य की पारंपरिक हस्तशिल्प है ?

- (a) पंजाब
- (b) उत्तर प्रदेश
- (c) राजस्थान
- (d) गोआ



4. Ayesha is running a campaign on 'Girl Safety'. For effective communication, she has to prepare a short film for which knowledge of camera techniques and video production is required. Identify the skill needed to operate camera equipment correctly from the following : 1
- (a) Creative skills
(b) Cognitive skills
(c) Technical skills
(d) Language and computer skills
5. Name the colour harmony/scheme where only neutral colours are used. 1
- (a) Split Complementary (b) Monochromatic
(c) Achromatic (d) Triadic
6. Identify the handicraft in the given picture and name the State where it is popular. 1



*The following question is for the **Visually Impaired Candidates**, only in lieu of Q. No 6 :*

Puppets are traditional handicraft of which State ?

- (a) Punjab (b) Uttar Pradesh
(c) Rajasthan (d) Goa



7. आपकी माँ चाँदी की चूड़ियाँ खरीदना चाहती हैं। उन पर कौन-सा मानकीकरण चिह्न उन्हें देखना चाहिए ? 1

- | | |
|--------------------|---------------|
| (a) एफ.एस.एस.ए.आई. | (b) हॉलमार्क |
| (c) वूलमार्क | (d) आई.एस.आई. |

8. वे क्षमताएँ जो लोगों को समुचित तरीकों से व्यवहार करने योग्य बनाती हैं, विशेष रूप से उन परिस्थितियों में जो उनके लिए चुनौतीपूर्ण होती हैं, क्या कहलाती हैं ? 1

- | | |
|------------------|------------------|
| (a) मनोवृत्तियाँ | (b) जीवन कौशल |
| (c) मूल्य | (d) शारीरिक श्रम |

9. निम्नलिखित का मिलान कीजिए : 1

- | | |
|-------------------------------------|---------|
| i. राष्ट्रीय युवा नीति | 1. 2014 |
| ii. प्रथम एस.ओ.एस. बाल गाँव | 2. 2005 |
| iii. राष्ट्रीय पाठ्यचर्या रूपरेखा | 3. 1964 |
| iv. वृद्धजनों के लिए राष्ट्रीय नीति | 4. 1999 |

सही विकल्प चुनिए :

- | |
|------------------------------------|
| (a) i – 4, ii – 3, iii – 2, iv – 1 |
| (b) i – 3, ii – 4, iii – 1, iv – 2 |
| (c) i – 1, ii – 3, iii – 2, iv – 4 |
| (d) i – 3, ii – 1, iii – 4, iv – 2 |

10. निम्नलिखित का मिलान कीजिए : 1

- | | |
|-------------------------------|-------------------|
| i. खाद्य तथा पेय पदार्थ विभाग | 1. स्वागती |
| ii. फ्रंट ऑफिस | 2. लेखाकार |
| iii. गृहव्यवस्था विभाग | 3. शेफ़-डे-पार्टी |
| iv. सहायक सेवा विभाग | 4. कमरा परिचर |

सही विकल्प चुनिए :

- | |
|------------------------------------|
| (a) i – 3, ii – 1, iii – 4, iv – 2 |
| (b) i – 1, ii – 2, iii – 3, iv – 4 |
| (c) i – 2, ii – 3, iii – 1, iv – 4 |
| (d) i – 3, ii – 4, iii – 2, iv – 1 |



7. Your mother wants to purchase silver bangles. Which standardization mark should she look for in them ? 1
- (a) FSSAI (b) Hallmark
(c) Woolmark (d) ISI
8. Abilities that enable people to behave in healthy ways, particularly in situations that challenge them are known as : 1
- (a) Attitudes (b) Life skills
(c) Values (d) Physical labour
9. Match the following : 1
- | | |
|---------------------------------------|---------|
| i. National Youth Policy | 1. 2014 |
| ii. First SOS Children's Village | 2. 2005 |
| iii. National Curriculum Framework | 3. 1964 |
| iv. National Policy for Older Persons | 4. 1999 |
- Choose the correct option :
- (a) i – 4, ii – 3, iii – 2, iv – 1
(b) i – 3, ii – 4, iii – 1, iv – 2
(c) i – 1, ii – 3, iii – 2, iv – 4
(d) i – 3, ii – 1, iii – 4, iv – 2
10. Match the following : 1
- | | |
|---------------------------------|-------------------|
| i. Food and Beverage department | 1. Receptionist |
| ii. Front Office | 2. Accountant |
| iii. Housekeeping department | 3. Chef-de-partie |
| iv. Support service department | 4. Room attendant |
- Choose the correct option :
- (a) i – 3, ii – 1, iii – 4, iv – 2
(b) i – 1, ii – 2, iii – 3, iv – 4
(c) i – 2, ii – 3, iii – 1, iv – 4
(d) i – 3, ii – 4, iii – 2, iv – 1



11. ऊपर से कपड़े डालने वाली धुलाई मशीन में वस्त्र धुलाई की विधियों को पहचानिए ।

1

- (i) आलोड़न
- (ii) अवपातन
- (iii) कैलेंडरिंग
- (iv) स्पंदन

सही विकल्प चुनिए :

- | | |
|------------------|-------------------|
| (a) (i) और (ii) | (b) (i) और (iv) |
| (c) (ii) और (iv) | (d) (ii) और (iii) |

12. राघव विकास संचार के क्षेत्र में जीविका बनाना चाहता है । निम्नलिखित में से कौन-से विकल्प वह चुन सकता है ?

1

- (i) अनुसंधान छात्र (रिसर्च स्कॉलर)
- (ii) रेडियो जॉकी
- (iii) टी.वी. एंकर
- (iv) दृश्य व्यापार डिज़ाइनर

सही विकल्प चुनिए :

- | | |
|-------------------------|------------------------|
| (a) (i), (ii) और (iv) | (b) (i), (iii) और (iv) |
| (c) (ii), (iii) और (iv) | (d) (i), (ii) और (iii) |

13. स्वर्णिम माध्य का अनुपात वस्त्र के माप के अनुसार निम्नलिखित अनुपातों पर आधारित होता है :

1

- (i) 1 : 2 : 4
- (ii) 2 : 4 : 10
- (iii) 5 : 8 : 13
- (iv) 3 : 5 : 8

सही विकल्प चुनिए :

- | | |
|------------------|-------------------|
| (a) (i) और (ii) | (b) (iii) और (iv) |
| (c) (i) और (iii) | (d) (ii) और (iv) |



11. Identify the methods of washing clothes in a top-loading washing machine. 1

- (i) Research Scholar
- (ii) Tumbling
- (iii) Calendering
- (iv) Pulsation

Choose the correct option :

- | | |
|-------------------|--------------------|
| (a) (i) and (ii) | (b) (i) and (iv) |
| (c) (ii) and (iv) | (d) (ii) and (iii) |

12. Raghav wants to pursue a career in the field of Development Communication. Which of the following options may he choose ? 1

- (i) Research Scholar
- (ii) Radio Jockey
- (iii) T.V. Anchor
- (iv) Visual Merchandiser

Choose the correct option :

- | | |
|--------------------------|-------------------------|
| (a) (i), (ii) and (iv) | (b) (i), (iii) and (iv) |
| (c) (ii), (iii) and (iv) | (d) (i), (ii) and (iii) |

13. Proportion of Golden Mean with respect to garment size is represented by the following ratios : 1

- (i) 1 : 2 : 4
- (ii) 2 : 4 : 10
- (iii) 5 : 8 : 13
- (iv) 3 : 5 : 8

Choose the correct option :

- | | |
|-------------------|--------------------|
| (a) (i) and (ii) | (b) (iii) and (iv) |
| (c) (i) and (iii) | (d) (ii) and (iv) |



केस स्टडी-आधारित प्रश्न

अनुच्छेद को ध्यानपूर्वक पढ़िए और प्रश्न संख्या 14 से 18 तक के उत्तर दीजिए ।

जन स्वास्थ्य पोषण, अध्ययन का वह क्षेत्र है जो अच्छे स्वास्थ्य को बढ़ावा देने से संबंधित है । इस उद्देश्य के लिए यह पोषण संबंधी रोगों/समस्याओं का समाधान करने वाली सरकारी नीतियों और कार्यक्रमों के ज़रिए लोगों के इन पोषक संबंधी रोगों/समस्याओं का समाधान करता है । जन स्वास्थ्य आहार विशेषज्ञ/व्यावसायिक जनसंख्या (अर्थात् बड़ी संख्या में लोगों के लिए सामूहिक कार्रवाई की आवश्यकता हो) को प्रभावित करने वाली समस्याओं के समाधान के लिए बड़े पैमाने पर सुनियोजित और बहुविषयक पद्धतियों का उपयोग करते हैं । अतः यह क्षेत्र बहुविषयक प्रकृति का है और जीवन विज्ञान तथा सामाजिक विज्ञान विषयों की बुनियाद पर टिका हुआ है । यह पोषण के अन्य क्षेत्रों जैसे — नैदानिक पोषण और आहारिकी से भिन्नता रखता है, क्योंकि इसके लिए समुदाय/जनता, विशेष रूप से अतिसंवेदनशील समूहों की समस्याओं के समाधान के लिए व्यावसायिकों की आवश्यकता होती है ।

14. सूक्ष्म-पोषकों की कमी को _____ कहते हैं ।

1

- | | |
|--------------|-------------|
| (a) गलगण्ड | (b) अरक्तता |
| (c) छिपी भूख | (d) मोटापा |

15. वैयक्तिक स्तर पर विभिन्न बीमारियों के पोषण प्रबंधन करने वाले व्यावसायिकों को क्या कहते हैं ?

1

- नैदानिक पोषण विशेषज्ञ
- जन स्वास्थ्य पोषण विशेषज्ञ
- चिकित्सा प्रतिनिधि
- चिकित्सीय पोषण उपचारक
- आहार विशेषज्ञ

सही विकल्प चुनिए :

- (i), (ii), (iii)
- (i), (iii), (iv)
- (i), (iii), (v)
- (i), (iv), (v)



Case Study-Based Questions

Read the passage carefully and answer the questions no. 14 to 18.

Public Health Nutrition is the field of study that is concerned with promotion of good health through prevention of nutrition related illnesses/problems in the population and the government policies and programmes that are aimed at solving these problems. Public Health nutritionists/professionals use large scale, organised and multidisciplinary approaches to solve the problems that affect the population, i.e., large number of people for whom group action is necessary. Therefore, this field is multidisciplinary in nature and is built on the foundation of biological and social sciences. It differs from other fields of nutrition, e.g. clinical nutrition and dietetics, because the professionals are required to address problems of community/public, specially the vulnerable groups.

14. Micronutrient deficiency is called _____. 1
- (a) Goitre (b) Anemia
(c) Hidden hunger (d) Obesity
15. Professionals who deal with nutritional management of illness of an individual are referred to as : 1
- (i) Clinical Nutritionist
(ii) Public Health Nutritionist
(iii) Medical Representative
(iv) Medical Nutrition Therapist
(v) Dietitian
- Choose the correct option :
- (a) (i), (ii), (iii)
(b) (i), (iii), (iv)
(c) (i), (iii), (v)
(d) (i), (iv), (v)



16. निम्नलिखित में से कौन-सी स्थिति उत्पन्न होती है जब एक व्यक्ति के शरीर का भार उसकी आयु के अनुरूप उचित भार से कम होता है ? 1
- (a) अत्यधिक भार (b) अल्पभारी
(c) क्षयकारी (d) बौनापन
17. जन स्वास्थ्य पोषण किससे संबंधित है ? 1
- (i) वैयक्तिक स्तर पर अच्छे स्वास्थ्य को बढ़ावा देना
(ii) जनसंख्या स्तर पर अच्छे स्वास्थ्य को बढ़ावा देना
(iii) वैयक्तिक पोषण-संबंधी बीमारियों/समस्याओं की रोकथाम
(iv) सामुदायिक स्तर पर पोषण-संबंधी बीमारियों/समस्याओं की रोकथाम
(v) समग्र पोषण के लिए कार्यनीतियों की योजना बनाना और लागू करना
- सही विकल्प चुनिए :
- (a) (i), (iii), (iv)
(b) (ii), (iii), (v)
(c) (i), (ii), (iv)
(d) (ii), (iv), (v)
18. निम्नलिखित में से कौन-सा स्वास्थ्य देखभाल के तृतीयक स्तर का उदाहरण **नहीं** है ? 1
- (a) अखिल भारतीय आयुर्विज्ञान संस्थान
(b) प्राथमिक स्वास्थ्य केन्द्र
(c) मेडिकल कॉलेज के अस्पताल
(d) विशिष्ट अस्पताल

खण्ड ख

19. 'युवाओं' के व्यापक संवर्ग में चार ऐसे समूहों के नाम लिखिए जो विशेष रूप से संवेदनशील हैं । 2
20. पादपरसायन, चिकित्सीय खाद्य-पदार्थों से किस प्रकार भिन्न हैं ? 2



16. Which of the following condition results when an individual's body weight is less than adequate weight for his/her age ? 1
- (a) Overweight (b) Underweight
(c) Wasting (d) Stunting
17. What is Public Health Nutrition concerned with ? 1
- (i) Promotion of good health at individual level
(ii) Promotion of good health at population level
(iii) Prevention of individual nutrition-related illnesses/problems
(iv) Prevention of community-related nutritional illnesses/problems
(v) Planning and implementing strategies for holistic nutrition
- Choose the correct option :
- (a) (i), (iii), (iv)
(b) (ii), (iii), (v)
(c) (i), (ii), (iv)
(d) (ii), (iv), (v)
18. Which of the following is **not** an example of tertiary health care ? 1
- (a) All India Institute of Medical Sciences
(b) Primary Health Centre
(c) Medical College Hospital
(d) Specialised Hospitals

Section B

19. Within the broad category 'Youth', write names of four groups who are especially vulnerable. 2
20. How are phytochemicals different from medical foods ? 2



21. (क) उन चार स्तंभों की सूची बनाइए जिन पर सुकार्यिकी का विज्ञान व्यवस्थित है । 2

अथवा

- (ख) सामाजिक उद्यमियों को 'सामाजिक उत्प्रेरक' क्यों कहा जाता है ? एक उद्यमी की कोई दो विशेषताएँ लिखिए । 2

22. (क) आहार चिकित्सा के किन्हीं चार उद्देश्यों को सूचीबद्ध कीजिए । 2

अथवा

- (ख) आहार विशेषज्ञ/नैदानिक पोषण विशेषज्ञ किन चार तरीकों द्वारा रोगी की पोषण स्थिति का मूल्यांकन करते हैं ? 2

23. (क) "सामुदायिक रेडियो" से आप क्या समझते हैं ? 2

- (ख) देश के विकास में इसकी दो महत्वपूर्ण भूमिकाओं का वर्णन कीजिए । 2

24. (क) विनिर्मित खाद्य तथा फॉर्मूलाबद्ध खाद्य में अंतर स्पष्ट कीजिए । प्रत्येक का एक उदाहरण दीजिए । 2

अथवा

- (ख) (i) अत्यधिक जोखिम वाले खाद्यों से आप क्या समझते हैं ? एक उदाहरण दीजिए ।

- (ii) जीवाणुओं की वृद्धि के लिए तापमान की किस परास (रेंज) को खतरे का क्षेत्र कहा जाता है ? 2

25. 'अंतर्राष्ट्रीय फैशन में फ्रांस का प्रभुत्व 18वीं शताब्दी के प्रारंभ में शुरू हुआ ।' औद्योगिक क्रांति से पूर्व फैशन में हुए किन्हीं दो विकासों का उल्लेख कीजिए । 2

26. (क) राष्ट्रीय पाठ्यचर्या रूपरेखा (एन.सी.एफ.) के ई.सी.सी.ई. पर प्रकाशन के अनुसार, ई.सी.सी.ई. के किन्हीं छह मार्गदर्शी सिद्धांतों की सूची बनाइए । 3

अथवा

- (ख) फातिमा बानो अपने तीन-वर्षीय बच्चे को विद्यालय पूर्व केंद्र में भेजना चाहती हैं । समझाइए कि उन्हें एक अच्छे विद्यालय पूर्व केंद्र में कौन-कौन से छह गुण देखने चाहिए । 3

27. मनदीप एक रेडीमेड पैट और कमीज़ खरीदना चाहता है । वह किन दो तरीकों से उसमें अनुरूपता ला सकता है ? समझाइए । 3



21. (a) List four pillars on which the science of ergonomics is set. 2

OR

- (b) Why are social entrepreneurs called 'social catalysts'? Write any two characteristics of an entrepreneur. 2

22. (a) Enlist any four objectives of Diet Therapy. 2

OR

- (b) Which four methods are used by a dietitian/clinical nutritionist to assess the nutritional status of a patient? 2

23. (a) What do you understand by the term "Community Radio"? 2

- (b) Describe its two important roles in the development of the country. 2

24. (a) Differentiate between manufactured foods and formulated foods. Give one example each. 2

OR

- (b) (i) What do you understand by High Risk Foods? Give one example.
(ii) Which temperature range is called the Danger Zone for growing of bacteria? 2

25. 'France's dominance over international fashion began in the early 18th century.' Mention any two developments in fashion until the Industrial Revolution. 2

26. (a) As per National Curriculum Framework (NCF) publication on ECCE, enlist any six guiding principles of ECCE. 3

OR

- (b) Fatima Bano wants to send her three-year-old child to a preschool. Explain to her the six attributes that she should look for in a good preschool. 3

27. Mandeep wants to buy a readymade pant and shirt. Explain two ways by which he can bring harmony in it. 3



28. जूलिया अपना एक छोटा होटल खोलना चाहती है ।

- (क) सर्वप्रथम वह अपने कर्मचारियों को अतिथि चक्र के बारे में समझाना चाहती है ।
उसके कर्मचारियों को अतिथि चक्र की चार अवस्थाएँ समझाइए ।
- (ख) वह अपने होटल में किन दो प्रकार से पर्यावरण संरक्षण और पारिस्थितिक अनुकूलता को सुनिश्चित करेगी, उसकी सूची बनाइए ।

3

29. खाद्य मानकों, गुणवत्ता और व्यापार से संबंधित निम्नलिखित अंतर्राष्ट्रीय संस्थानों का पूरा नाम दीजिए ।

3

- (क) सी.ए.सी.
(ख) आई.एस.ओ.
(ग) डब्ल्यू.टी.ओ.

खण्ड ग

30. (क) आपको अपने विद्यालय में 'राष्ट्रीय उपभोक्ता दिवस' पर एक भाषण देना है । किन चार उपभोक्ता अधिकारों और चार उपभोक्ता दायित्वों को आप अपने भाषण में सम्मिलित करेंगे, उनका उल्लेख कीजिए ।

2+2=4

अथवा

- (ख) (i) प्रकाश एक अर्ध-सरकारी उपभोक्ता संगठन में कार्यरत है । उपभोक्ताओं के हित में उसके संगठन को कौन-सी चार महत्वपूर्ण भूमिकाएँ निभानी चाहिए, बताइए ।
- (ii) दिल्ली और अहमदाबाद प्रत्येक में स्थित कोई एक उपभोक्ता संगठन का नाम लिखिए । उनके द्वारा प्रकाशित पत्रिकाओं के नाम भी बताइए ।

2+2=4

31. (क) (i) मार्च 2018 में शुरू किए गए पोषण अभियान के कोई दो अल्पावधि हस्तक्षेपों की सूची बनाइए ।

- (ii) अपने देश में चल रहे पोषण अभियान के अतिरिक्त अन्य कोई चार पोषण कार्यक्रमों का उल्लेख कीजिए ।

2+2=4

अथवा



- 28.** Julia wants to set up her own small hotel.
- (a) She wants to make her employees understand the Guest cycle first. Explain the four stages of guest cycle for her employees.
 - (b) List two environmental conservation and eco-friendly practices which she will ensure in her hotel. 3
- 29.** Give full forms of the following international organisations dealing with food standards, quality and trade. 3
- (a) CAC
 - (b) ISO
 - (c) WTO

Section C

- 30.** (a) You have to give a speech on 'National Consumers Day' in your school. Mention which four consumer rights and four consumer responsibilities you will incorporate in your speech. 2+2=4

OR

- (b) (i) Prakash is working in a semi-government consumer organization. State four important roles his organization should be performing in the interest of consumers.
 - (ii) Name any one consumer organization based each in Delhi and Ahmedabad. Also name the magazines which they publish. 2+2=4
- 31.** (a) (i) Enlist any two short-term interventions of POSHAN Abhiyaan which was launched in March 2018.
- (ii) Mention any four nutritional programmes operating in our country, other than POSHAN Abhiyaan. 2+2=4

OR



- (ख) (i) संशोधित आहार से आप क्या समझते हैं ?
 (ii) तरलता में परिवर्तन के आधार पर, तीन प्रकार के आहार कौन-से हैं ? प्रत्येक आहार का एक उदाहरण दीजिए । 1+3=4

32. (क) फैशन उद्योग में, 'फ़ैड्स' का क्या अर्थ है ? एक उदाहरण दीजिए ।
 (ख) फैशन उद्योग में व्यापार के तीन स्तरों की विवेचना कीजिए । 1+3=4

33. (क) पाँच-वर्षीय बंटी रेलवे स्टेशन पर अपने माता-पिता से बिछड़ गया है । रेलवे कर्मि उसे किस प्रकार के बालगृह में भेजेंगे ?
 (ख) संवेदनशील बच्चों के लिए सरकार द्वारा चलाए जा रहे दो अन्य प्रकार के बालगृहों को संक्षेप में समझाइए ।
 (ग) उस अधिनियम का नाम बताइए जो गैर-सामाजिक गतिविधियों में संलग्न बच्चों के लिए बनाया गया है । 1+2+1=4

34. (क) खाद्य प्रसंस्करण और प्रौद्योगिकी उद्योग में लगे हुए रेसीपी विकास व्यावसायिकों में कौन-से पाँच आवश्यक ज्ञान और कौशल होने चाहिए ? विस्तार से बताइए । 5

अथवा

- (ख) आविषालुता तथा संकट को परिभाषित कीजिए । तीन प्रकार के खाद्य संकटों को उदाहरण देकर समझाइए । 1+1+3=5

35. (क) आपका मित्र फैशन डिज़ाइनर बनना चाहता है । इस क्षेत्र में सफलता पाने के लिए उसमें कौन-से तीन प्राथमिक कौशल होने चाहिए ?
 (ख) उसे औपचारिक तथा अनौपचारिक संतुलन में अंतर दर्शाकर समझाइए । 3+2=5

दृष्टिबाधित परीक्षार्थियों के लिए

- (ख) चित्र बनाने की आवश्यकता नहीं है ।



- (b) (i) What do you understand by modified diets ?
(ii) Based on changes in consistency, what are the three types of diets ? Give one example of each diet. $1+3=4$

- 32.** (a) In fashion industry, what is the meaning of the term 'Fads' ? Give one example.
(b) Discuss the three levels of merchandising in fashion industry. $1+3=4$
- 33.** (a) Five-year-old Bunty is separated from his parents at the railway station. Which type of children's home will the railway personnel send him to ?
(b) Briefly explain two other kinds of children's homes run by the Government for vulnerable children.
(c) Name the law enacted for children involved in anti-social activities. $1+2+1=4$
- 34.** (a) Which five knowledge and skills are required by a recipe development professional involved in Food Processing and Technology industry ? Elaborate in detail. 5

OR

- (b) Define Toxicity and Hazard. Explain three types of hazards in foods with examples. $1+1+3=5$
- 35.** (a) Your friend wants to become a fashion designer. Enumerate three primary skills that he should possess, in order to be successful.
(b) Illustrate and explain to him the difference between formal and informal balance. $3+2=5$

For Visually Impaired Candidates

- (b) No need to draw diagrams.

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2023
SUBJECT NAME -HOME SCIENCE (SUBJECT CODE -064) (PAPER CODE-69)

General Instructions: -

| | |
|-----------|--|
| 1 | You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. |
| 2 | “Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website, etc. may invite action under various rules of the Board and IPC.” |
| 3 | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded. |
| 4 | The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly. |
| 5 | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators. |
| 6 | Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing. |
| 7 | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly. |
| 8 | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly. |
| 9 | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” . |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once. |

| | |
|----|---|
| 11 | A full scale of marks 70 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it. |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper. |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past: -</p> <ul style="list-style-type: none"> ● Leaving answer or part there of unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded. |
| 14 | While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks. |
| 15 | Any un assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously. |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “Guidelines for spot Evaluation” before starting the actual evaluation. |
| 17 | Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words. |
| 18 | The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme. |

CLASS XII HOME SCIENCE (2022-2023)

MARKING SCHEME

| Q. No. | EXPECTED ANSWER/VALUE POINTS | Marks |
|------------------|--|----------------------------|
| SECTION A | | |
| 1. | (b) UNESCO | 1 |
| 2. | (d) Labour and Employment | 1 |
| 3. | (c) Furnished camp | 1 |
| 4. | (c) Technical skills | 1 |
| 5. | (c) Achromatic | 1 |
| 6. | Shola craft, Odisha or West Bengal 1 mark should be awarded for attempting the question as options are not provided. For the Visually Impaired Candidates- (c) Rajasthan | 1 |
| 7. | (b) Hallmark | 1 |
| 8. | (b) Life skills | 1 |
| 9. | (c) i 1, ii 3, iii 2, iv 4 | 1 |
| 10. | (a) i 3, ii 1, iii 4, iv 2 | 1 |
| 11. | 1 mark should be awarded for attempting the question as correct option is not provided in English medium. | 1 |
| 12. | (d) (i), (ii) and (iii) | 1 |
| 13. | (b) (iii) and (iv) | 1 |
| 14. | (c) Hidden hunger | 1 |
| 15. | (d) (i), (iv), (v) | 1 |
| 16. | (b) Underweight | 1 |
| 17. | (d) (ii), (iv), (v) | 1 |
| 18. | (b) Primary Health Centre | 1 |
| SECTION B | | |
| 19. | Within the broad category 'Youth', write names of four groups who are especially vulnerable. Names of four Youth groups who are especially vulnerable- 1. Rural and Tribal Youth 2. Out-of-school Youth 3. Adolescents, particularly female adolescents 4. Youth with disabilities 5. Youth under specially difficult circumstances like victims of trafficking, orphans and street children Any other, Any four | $\frac{1}{2} \times 4 = 2$ |
| 20. | How are phytochemicals different from medical foods? Phytochemicals (Bioactive compounds) They are non-nutrient constituents present in foods that have physiological or biological activity and influence health. | 1+1=2 |

| | | |
|--------|--|---|
| | <p>Medical foods</p> <p>They are those products that are specially manufactured for persons with specific needs. Such foods are regulated and can be used only with a doctor's prescription for the specific dietary management of a disease or condition. Example-Lactose free milk, Low sodium salt, etc.</p> <p>Any other, Any one difference</p> | |
| 21.(a) | <p>List four pillars on which the science of ergonomics is set.</p> <p>Four pillars of ergonomics-</p> <ol style="list-style-type: none"> 1. Anthropometry (body size and measurements) 2. Biomechanics (musculoskeletal activities and forces exerted) 3. Physiology 4. Industrial psychology <p style="text-align: center;">OR</p> | <p>$\frac{1}{2} \times 4 = 2$</p> <p style="text-align: center;">OR</p> |
| (b) | <p>Why are social entrepreneurs called 'social catalyst?'</p> <p>Social entrepreneurs are called 'social catalysts' as they-</p> <ol style="list-style-type: none"> 1. focus on social good 2. achieve large scale social benefits 3. work for underserved/neglected/ disadvantaged people 4. help those who lack financial resources 5. create/bring social changes 6. bring sustainable development /improvements 7. bring development in social fields of education/health care/economic development /environment/arts/any other 8. does not work for profits but for social benefits and impact <p>Any other, Any one</p> <p>Write any two characteristics of an entrepreneur.</p> <p>Two characteristics of an entrepreneur-</p> <ol style="list-style-type: none"> 1. Willingness to work hard 2. Knowledge and skills for planning and implementation 3. Skills of management of finances, materials, personnel and time 4. Having the courage to take calculated risks 5. Ability and preparedness to handle many tasks simultaneously 6. Ability to learn and acquire the necessary skills for the tasks at hand 7. Ability to deal with tough issues and find the solutions 8. Being realistic and not expecting easy solutions 9. Ability to cope with set-backs, challenges and failures 10. Ability to develop partnerships, and able networking 11. Ability to negotiate, strategise and prioritise 12. Being flexible and able to handle crises 13. Have good communication skills <p>Any other, Any two</p> | <p>1</p> <p>$\frac{1}{2} \times 2 = 1$</p> |

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| <p>22.(a)</p> | <p>Enlist any four objectives of Diet Therapy.</p> <p>Four objectives of Diet Therapy are-</p> <ol style="list-style-type: none"> 1. formulation of the diet to meet the needs of the patient taking into consideration her or his food habits 2. modification of the existing diets to ameliorate the disease condition and to keep it under control 3. correction of nutritional deficiencies 4. prevention of short-term and long-term complications in case of chronic diseases 5. education and counselling of the patient regarding the need to adhere to the prescribed diet <p>Any other, Any four</p> <p style="text-align: center;">OR</p> <p>(b) Which four methods are used by a dietitian/clinical nutritionist to assess the nutritional status of a patient?</p> <p>Four methods used by a dietitian/clinical nutritionist to assess the nutritional status of a patient-</p> <ol style="list-style-type: none"> 1. Obtaining detailed information on health, diet, personal and medication histories/Clinical assessment 2. Anthropometric measurements (Height, weight, head and chest circumference) 3. Relating the information on laboratory tests and physical measurements with the above and the physician's diagnosis/Biochemical assessment 4. Interpreting all of the above to identify potential nutritional deficiencies and risk of future deficiencies/Disease Identification | <p>½X4=2</p> <p style="text-align: center;">OR</p> <p>½X4=2</p> |
| <p>23.(a)</p> | <p>What do you understand by the term “Community Radio”?</p> <p>Community radio is/has –</p> <ol style="list-style-type: none"> 1. an initiative of Ministry of Information and Broadcasting 2. also known as local radio 3. by the community, for the community and about the community 4. interactive format 5. run and managed by local people/ usually trained by NGO 6. people's medium 7. used for local community/people 8. local dialect/language 9. participatory content development 10. set up with small investment 11. not for profit 12. used for broadcasting in limited areas <p>Any other, Any one</p> | <p>1</p> |

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| (b) | <p>Describe its two important roles in the development of the country.</p> <p>Its two important roles -</p> <ol style="list-style-type: none">1. support local programmes of development2. give opportunity to participate and express people’s views/becomes the voice of people3. promote social change4. give opportunity to display their talents5. catalyst for people's development6. develop career/creates employment opportunities in DCJ7. help communities in voicing their problems and finding solutions <p>Any other, Any two</p> | $\frac{1}{2} \times 2 = 1$ | | | | | | |
| 24.(a) | <p>Differentiate between manufactured foods and formulated foods. Give one example each.</p> <table><tr><td>Manufactured foods</td><td>Formulated foods</td></tr><tr><td>In such products, the original characteristics of the raw products are lost and some basic methods of preservation are used, often using various ingredients such as salt, sugar, oil or even chemical preservatives.</td><td>These are products prepared by mixing and processing of individual ingredients to result in relatively shelf stable food products.</td></tr><tr><td>Examples- pickles, jams, marmalades, squashes, papads, wadis.</td><td>Examples- bread, biscuits, ice cream, cakes, kulfi.</td></tr></table> <p>Any other, Any one difference with one example for each</p> <p style="text-align: center;">OR</p> | Manufactured foods | Formulated foods | In such products, the original characteristics of the raw products are lost and some basic methods of preservation are used, often using various ingredients such as salt, sugar, oil or even chemical preservatives. | These are products prepared by mixing and processing of individual ingredients to result in relatively shelf stable food products. | Examples- pickles, jams, marmalades, squashes, papads, wadis. | Examples- bread, biscuits, ice cream, cakes, kulfi. | $\frac{1}{2} \times 4 = 2$ |
| Manufactured foods | Formulated foods | | | | | | | |
| In such products, the original characteristics of the raw products are lost and some basic methods of preservation are used, often using various ingredients such as salt, sugar, oil or even chemical preservatives. | These are products prepared by mixing and processing of individual ingredients to result in relatively shelf stable food products. | | | | | | | |
| Examples- pickles, jams, marmalades, squashes, papads, wadis. | Examples- bread, biscuits, ice cream, cakes, kulfi. | | | | | | | |
| (b) | <p>(i) What do you understand by High-Risk Foods? Give one example.</p> <p>High- Risk Foods They are protein rich foods attacked by bacteria.</p> <p>Example- Meat, fish, poultry, eggs and dairy products</p> <p>Any other, Any one example</p> <p>(ii) Which temperature range is called the Danger Zone for growing of bacteria?</p> <p>Temperature range 5°C - 60°C</p> | <p style="text-align: center;">OR</p> <p>1</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> | | | | | | |

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| 25. | <p>‘France’s dominance over international fashion began in the early 18th century.’ Mention any two developments in fashion until the Industrial Revolution.</p> <p>Development in fashion until the Industrial Revolution-</p> <ol style="list-style-type: none"> 1. Support from the royal court 2. Development of silk industries in France 3. Many of the French cities were supplying the court with silk fabrics, ribbons and laces 4. Clothes were handmade / hand sewn 5. Clothes were custom made <p>Any other, Any two</p> | 1X2=2 |
| 26.(a) | <p>As per National Curriculum Framework (NCF) publication on ECCE, enlist any six guiding principles of ECCE.</p> <p>Six guiding principles of ECCE-</p> <ol style="list-style-type: none"> 1. Play as the basis for learning 2. Art as the basis of education 3. Recognition of the special features of children’s thinking 4. Primacy of experience rather than expertise (i.e., experiential learning is emphasised) 5. Experience of familiarity and challenge in everyday routines 6. Mix of formal and informal interactions 7. Blend of textual and cultural sources 8. Use of local materials, art and knowledge 9. Developmentally appropriate practices, flexibility and plurality 10. Health, well-being and healthy habits <p>Any six</p> <p style="text-align: center;">OR</p> <p>(b) Fatima Bano wants to send her three-year-old child to a preschool. Explain to her the six attributes that she should look for in a good preschool.</p> <p>Six attributes that she should look for in a good preschool-</p> <ol style="list-style-type: none"> 1. Safe and secure environment 2. Clean and hygienic environment 3. Play way method of learning 4. Child centered approach 5. First Aid / Medical Facilities 6. Loving and Trained teachers/staff 7. Variety of play materials / Recreational Facilities 8. Informal education 9. Optimal learning environment 10. Prepares for formal school 11. Availability of additional support for children with special needs or difficult circumstances/ Inclusive education <p>Any other, Any six</p> | <p>½X6=3</p> <p style="text-align: center;">OR</p> <p>½X6=3</p> |

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| <p>27.</p> | <p>Mandeep wants to buy a readymade pant and shirt. Explain two ways by which he can bring harmony in it.</p> <p>Two ways by which harmony can be created-</p> <ol style="list-style-type: none"> 1. By texture-Texture and accessories should be in accordance with each other. For perfect harmony, both shirt and pant should be of same texture. Example-Cotton shirt with cotton pant. 2. By shape-By using same lines and shapes in a garment, by matching prints, angles of lines and colours to maintain the continuity of the design. Example- Collar, cuff, pocket and hem should be of the same shape. 3. By colour-Using any colour scheme/harmony. Example-Colour of both shirt and pant should blend together according to any colour scheme. <p>Any other, Any two</p> | <p>1½+1½= 3</p> |
| <p>28.</p> | <p>Julia wants to set up her own small hotel.</p> <p>(a) She wants to make her employees understand the Guest cycle first. Explain the four stages of guest cycle for her employees.</p> <p>Four stages of guest cycle-</p> <ol style="list-style-type: none"> 1. Pre -arrival Stage -quoting rates for a guest, reserving a room. 2. Arrival Stage-The guest actually arrives and registers or Checks- in. 3. Occupancy Stage -providing services as per the guest's requirements, ensuring security of the guest, coordination of various guest services, ensuring guest satisfaction. 4. Departure Stage -This is the final stage where the guest is ready to leave/ move out or Check-out of the accommodation, Guest history including feedback from the guest is obtained. <p>(b) List two environmental conservation and eco-friendly practices which she will ensure in her hotel.</p> <p>Two environmental conservation and eco-friendly practices to be ensured in the hotel-</p> <ol style="list-style-type: none"> 1. using 100 percent organic cotton bed sheets 2. using chemical free laundry cycle 3. using agents which are non- toxic, water-based, hypoallergenic and biodegradable 4. urging the guest to reuse towels so that resources like water, electricity, detergent used for laundering can be saved 5. use of energy- efficient light bulbs in rooms can help save electricity 6. rain water harvesting 7. use of solar energy 8. avoid single use plastic 9. plantation of trees/maintaining hotel lawns 10. composting from hotel's kitchen waste <p>Any other. Any two</p> | <p>½X4=2</p> <p>½X2=1</p> |

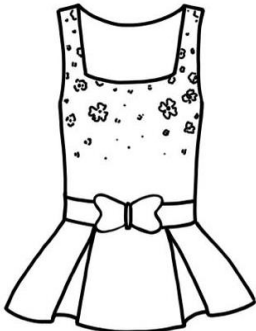
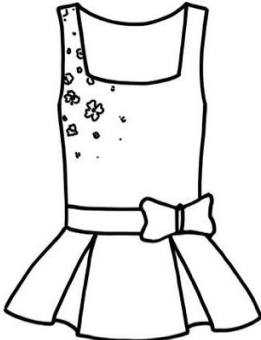
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| 29. | <p>Give full forms of the following international organisations dealing with food standards, quality and trade.</p> <p>(a) CAC (b) ISO (c) WTO</p> <p>Full forms –</p> <p>(a) CAC- Codex Alimentarius Commission (b) ISO-International Organisation for Standardisation (c) WTO-World Trade Organisation</p> | 1X3=3 |
| SECTION C | | |
| 30.(a) | <p>You have to give a speech on ‘National Consumers Day’ in your school. Mention which four consumer rights and four consumer responsibilities you will incorporate in your speech.</p> <p>Four consumer rights-</p> <ol style="list-style-type: none"> 1. Right to Safety 2. Right to Choose 3. Right to be Informed 4. Right to be Heard 5. Right to seek Redressal 6. Right to Consumer Education <p>Any four</p> <p>Four consumer responsibilities-</p> <p>Consumer should-</p> <ol style="list-style-type: none"> 1. regularly update their knowledge of various laws made by the government. 2. be honest in all their dealings and must pay for all their purchases. 3. do a market survey and compare the prices. 4. feel free to choose from variety available as per their needs and requirements. 5. read all the information given on the label/ brochure. 6. buy products with standardisation marks. 7. keep receipts and other relevant documents of purchase. 8. read and understand all terms and conditions, liabilities, service charges etc. before purchasing services like insurance, credit cards, bank deposits etc. 9. have increased awareness about various national and international consumer organisations. <p>Any other, Any four</p> <p style="text-align: center;">OR</p> | <p>$\frac{1}{2}$X4=2</p> <p>$\frac{1}{2}$X4=2</p> <p style="text-align: center;">OR</p> |
| (b) | <p>(i) Prakash is working in a semi-government consumer organization. State four important roles his organization should be performing in the interest of consumers.</p> | |

| | <p>Four important roles of consumer organization-</p> <ol style="list-style-type: none"> 1. Creating consumer awareness 2. Disseminating information through magazines, booklets, newsletters, buying guides, audio visual material etc. 3. Providing legal advice 4. Comparative testing of products 5. Conducting product recall 6. Handling Consumer complaints and grievances 7. Organising public meetings 8. Empowering consumers and consumer movement 9. Bringing out publications in Consumer interests 10. Setting up of libraries and documentation centres 11. Act as vigilance group <p>Any other, Any four</p> <p>(ii) Name any one consumer organization based each in Delhi and Ahmedabad. Also name the magazines which they publish.</p> <table border="1" data-bbox="223 810 1311 925"> <thead> <tr> <th>Place</th><th>Consumer Organization</th><th>Magazine</th></tr> </thead> <tbody> <tr> <td>Delhi</td><td>VOICE</td><td>Consumer Voice</td></tr> <tr> <td>Ahmedabad</td><td>CERC</td><td>Insight</td></tr> </tbody> </table> | Place | Consumer Organization | Magazine | Delhi | VOICE | Consumer Voice | Ahmedabad | CERC | Insight | <p>½X4=2</p> <p>½X4=2</p> |
|----------------------|--|---|-----------------------|----------|-------|-------|----------------|-----------|------|---------|---|
| Place | Consumer Organization | Magazine | | | | | | | | | |
| Delhi | VOICE | Consumer Voice | | | | | | | | | |
| Ahmedabad | CERC | Insight | | | | | | | | | |
| <p>31.(a)</p> | <p>(i) Enlist any two short-term interventions of POSHAN Abhiyaan which was launched in March 2018.</p> <p>Two short-term interventions of POSHAN Abhiyaan-</p> <ol style="list-style-type: none"> 1. Integrated Child Development Services (ICDS) to cover all vulnerable children in the age group of 0-6 years and all pregnant and lactating mothers 2. Fortification of essential foods (salt fortified with iodine) 3. Production and popularisation of low-cost nutritious foods from indigenous and locally available raw materials by involving women in this activity 4. Control of micronutrient deficiencies among vulnerable groups by supplementing these nutrients, distributing free tablets, etc. <p>Any two</p> <p>(ii) Mention any four nutritional programmes operating in our country, other than POSHAN Abhiyaan.</p> <p>Four nutritional programmes operating in our country other than Poshan Abhiyaan-</p> <ol style="list-style-type: none"> 1. ICDS 2. Nutrient Deficiency Control programmes- <ul style="list-style-type: none"> • National Prophylaxis Programme for Prevention of Blindness due to Vitamin A deficiency • National Nutritional Anemia Prophylaxis Programme • National Iodine Deficiency Disorder Control Programme | <p>1X2=2</p> <p>½X4=2</p> | | | | | | | | | |

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| | <p>3. Food Supplementation Programmes-</p> <ul style="list-style-type: none"> • Mid-Day Meal Programme <p>4. Food Security Programmes-</p> <ul style="list-style-type: none"> • Public Distribution System • Antodaya Anna Yojana • Annapurna Scheme • National Food for Work Programme <p>5. Self-employment and wage employment schemes</p> <p>Any other, Any four</p> <p style="text-align: center;">OR</p> <p>(b)</p> <p>(i)What do you understand by modified diets?</p> <p>Modified diets are those that are adjusted to meet the medical needs of a patient or special requirements of an individual.</p> <p>(ii)Based on changes in consistency, what are the three types of diets? Give one example of each diet.</p> <p>Three types of diets based on changes in consistency-</p> <ol style="list-style-type: none"> 1. Clear liquid diet <ul style="list-style-type: none"> • very thin in consistency • given just after surgery • Free from fibre and less in spices <p>Examples- Coconut water, clear soups/juices (without pulp), etc.</p> 2. Liquid diet <ul style="list-style-type: none"> • fluid in consistency at room temperature • advised to person who are unable to chew or swallow • Very less in fibre and spices <p>Example- Soup, fruit juice, milk, buttermilk, etc.</p> 3. Semi-solid diet <ul style="list-style-type: none"> • includes food in semi solid state • less in fibre and spices <p>Example- Thin custard, thin porridge, etc.</p> 4. Soft diet <ul style="list-style-type: none"> • lightly seasoned and less fibrous • easy to chew and digest <p>Examples-Khichdi, porridge, custard, dalia, etc.</p> 5. Mechanical soft diet <ul style="list-style-type: none"> • includes soft, mashed and pureed food • advised for elderly/infants/person with problems in chewing • easily digestible – no harsh fibre, less oily and spicy <p>Example- Stewed fruits, mashed and boiled vegetables, etc.</p> <p>Any three with one example for each</p> | <p>OR</p> <p>1</p> <p>1X3=3</p> |
| 32. | <p>(a)In fashion industry, what is the meaning of term “Fads”? Give one example.</p> | |

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| | <p>Fads are short-lived fashion which can come and go in a single season. They lack the design strength to hold consumer attention for long. Example- Hot pants, baggy pants, unmatched buttons, etc.</p> <p>Any other, Any one example</p> <p>(b) Discuss the three levels of merchandising in fashion industry.</p> <p>Three levels of merchandising in fashion industry-</p> <ol style="list-style-type: none"> 1. Retail organization merchandising <ul style="list-style-type: none"> • It is the business that moves the fashion world from designer's showroom to retail sales floor and into the hand of consumers. • Ensures that adequate amount of merchandise is on hand and sold at prices that consumers are willing to pay. 2. Buying Agency Merchandising <ul style="list-style-type: none"> • Acts as procurement office for the buyers. • Keeps a regular control over quality during production process. • Provides services for buying consultancy. • Profitable for exporters-saves cost and time. 3. Export House Merchandising <p>Two types of merchandising in an export house -</p> <ol style="list-style-type: none"> a) Buyer merchandiser- <ul style="list-style-type: none"> ❖ acts as a link between the buyer and the manufacturer. ❖ ensures the requirements of the buyer. b) Production merchandiser- <ul style="list-style-type: none"> ❖ acts as a link between production and buyer merchants. ❖ ensures that the production goes according to the schedule and requirements of the buyer. <p>Any one point for each level</p> | <p>½X2=1</p> <p>1X3=3</p> |
| 33. | <p>(a) Five-year-old Bunty is separated from his parents at the railway station. Which type of children's home will the railway personnel send him to?</p> <p>Observation Home</p> <p>(b) Briefly explain two other kinds of children homes run by the Government for vulnerable children.</p> <p>Two other kinds of children homes run by the Government for vulnerable children-</p> <ol style="list-style-type: none"> 1. Special homes- where juveniles (children under 18 years of age) found guilty in terms of violation of law, are placed in custodial care. 2. Juvenile/Children's homes- where children whose families are not traceable, or are unfit/ dead or simply unwilling to take the child back stay. The government is responsible for providing room, boarding, education and vocational training. | <p>1</p> <p>1X2=2</p> |

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| | <p>(c) Name the law enacted for children involved in anti-social activities.</p> <p>Juvenile Justice (Care and Protection of Children) Act</p> | 1 |
| 34.(a) | <p>Which five knowledge and skills are required by a recipe development professional involved in Food Processing and Technology industry? Elaborate in detail.</p> <p>Five knowledge and skills required by a recipe development professional involved in Food Processing and Technology industry are-</p> <ol style="list-style-type: none"> 1. Expertise in cooking 2. Knowledge of nature and properties of food 3. Uses of ingredients, measuring and weighing them accurately 4. Designing, analysing and adapting a basic recipe 5. Food handling skills 6. Food production following hygiene and safety norms 7. Handling tools and equipments accurately 8. Innovations in product design and preparation according to consumer perceptions 9. Use of Information Technology for contemporary production <p>Any other, Any five</p> | 1X5=5 |
| | OR | OR |
| (b) | <p>Define Toxicity and Hazard. Explain three types of hazards in foods with examples.</p> <p>Toxicity</p> <p>It is the capacity of a substance to produce harm or injury of any kind under any conditions.</p> <p>Hazard</p> <p>It is the relative probability that harm or injury will result when substance is not used in a prescribed manner and quantity.</p> <p>Three types of hazards in foods with examples –</p> <ol style="list-style-type: none"> 1. Physical Hazard- Any physical material not normally found in food which causes illness or injury. Example- wood, stones, hair, bidi, cigarettes, buttons, nails, etc. 2. Chemical Hazard - Chemical or deleterious substances which may be intentionally or un-intentionally added to foods. Example- pesticides, chemical residues, food colours, preservatives, toxic metals, etc. 3. Biological Hazards- Living organisms which include microbiological organisms associated with food that cause diseases. They may be of two types - <ul style="list-style-type: none"> • Visible-Example-worms, fly, cockroach, weevil, etc. • Invisible-Example-bacteria, virus, yeast, mould, protozoa, etc. <p>Three hazards with any one example for each</p> | <p>1</p> <p>1</p> <p>1X3=3</p> |

| 35. | <p>(a) Your friend wants to become a fashion designer. Enumerate three primary skills that he should possess, in order to be successful.</p> <p>Apart from flair/ knowledge of fashion three primary skills required to become successful fashion designer are -</p> <ol style="list-style-type: none"> 1. Forecasting ability/should be able to predict fashion trends/awareness of market trends 2. Analytical ability/must keep abreast of the economy/should understand how styles fit into budget 3. Communication ability/should be able to negotiate with the manufacturer and sell their fashion choices to the consumer/ Writing skills <p>Any other, Any three</p> <p>(b) Illustrate and explain to him the difference between formal and informal balance.</p> <table border="1" data-bbox="220 734 1375 1039"> <thead> <tr> <th>S.No.</th><th>Formal Balance</th><th>Informal Balance</th></tr> </thead> <tbody> <tr> <td>1.</td><td>It is symmetrical balance.</td><td>It is asymmetrical balance.</td></tr> <tr> <td>2.</td><td>Same on each side of a central vertical line.</td><td>Not same on either side of a central vertical line.</td></tr> <tr> <td>3.</td><td>Tends to get monotonous</td><td>Does not get monotonous</td></tr> <tr> <td>4.</td><td>It is less expensive</td><td>It can be expensive</td></tr> <tr> <td>5.</td><td>It gives feeling of stability and formality.</td><td>It is used to correct figure problems.</td></tr> </tbody> </table> <p>Any other, Any one difference</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Formal Balance</p> </div> <div style="text-align: center;">  <p>Informal Balance</p> </div> </div> <p>Any other suitable illustration</p> | S.No. | Formal Balance | Informal Balance | 1. | It is symmetrical balance. | It is asymmetrical balance. | 2. | Same on each side of a central vertical line. | Not same on either side of a central vertical line. | 3. | Tends to get monotonous | Does not get monotonous | 4. | It is less expensive | It can be expensive | 5. | It gives feeling of stability and formality. | It is used to correct figure problems. | <p>1X3=3</p> <p>1</p> <p>1</p> |
|-------|--|---|----------------|------------------|----|----------------------------|-----------------------------|----|---|---|----|-------------------------|-------------------------|----|----------------------|---------------------|----|--|--|--------------------------------|
| S.No. | Formal Balance | Informal Balance | | | | | | | | | | | | | | | | | | |
| 1. | It is symmetrical balance. | It is asymmetrical balance. | | | | | | | | | | | | | | | | | | |
| 2. | Same on each side of a central vertical line. | Not same on either side of a central vertical line. | | | | | | | | | | | | | | | | | | |
| 3. | Tends to get monotonous | Does not get monotonous | | | | | | | | | | | | | | | | | | |
| 4. | It is less expensive | It can be expensive | | | | | | | | | | | | | | | | | | |
| 5. | It gives feeling of stability and formality. | It is used to correct figure problems. | | | | | | | | | | | | | | | | | | |
| | <p>For Visually Impaired Candidates- (b) No need to draw diagrams.</p> | <p>1X2=2</p> | | | | | | | | | | | | | | | | | | |