

<p style="text-align: center;">Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary School Examination, 2026 (XIIth) SUBJECT NAME - HOME SCIENCE(064) (Q.P. CODE - 69)</p>	
General Instructions: -	
1.	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2.	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.
3.	“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.”
4.	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.
5.	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.
6.	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 no books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
7.	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.
8.	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.

9.	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.
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"> ● 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.	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for spot Evaluation” before starting the actual evaluation.
16.	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.
17.	If a candidate attempts both alternatives/options in a question where only one option/alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18.	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
HOME SCIENCE (Subject Code-064)
(PAPER CODE: 69)

Q. No.	EXPECTED ANSWER / VALUE POINTS	Marks
	SECTION A (Multiple Choice Questions)	
1.	(B) To provide family-based, long-term care to orphaned and abandoned children.	1
2.	(C) Invisible microbiological hazard	1
3.	(A) White frock with red belt	1
4.	(D) Sarva Shiksha Abhiyan (Now Samagra Shiksha)	1
5.	(C) Promotion of adventure	1
6.	(B) Couture	1
7.	(B) They are high in protein, which bacteria prefer.	1
8.	(D) 15 – 29 years	1
9.	(B) Ahmedabad	1
10.	(C) Combination of bottom drain and spin	1
11.	(C) Ergonomics	1
12.	(A) i – 3, ii – 4, iii – 1, iv – 2	1
13.	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	1
14.	(C) (A) is true, but (R) is false.	1
	SECTION B (Very Short and Short Answer Questions)	
15.	<p>(a) A child of which age is called a toddler and how was this term derived ?</p> <p>Age of toddler -</p> <p>2 to 3 years</p> <p>Term is derived from -</p> <p>Jumpy walk</p>	<p>1</p> <p>1</p>

	<p style="text-align: center;">OR</p> <p>(b) Which institutional setting provides substitute care for young children? Mention any one facility provided by it.</p> <p>Institutional setting providing substitute care for young children -</p> <ol style="list-style-type: none"> 1. Day care Centre 2. Crèche 3. <p>Any other, Any one</p> <p>Facilities provided -</p> <ol style="list-style-type: none"> 1. Safety and supervision / Secure environment / CCTV surveillance 2. Loving and trained staff / helpers 3. First Aid / Medical Facilities 4. Feeding support 5. Toilet training 6. Language development and communication skills 7. Optimal learning environment / Activities for holistic development 8. Non-formal / Informal education 9. Recreational facilities - Play area, swings etc. / Variety of play materials 10. Resting facilities - Mats / beds etc. 11. Child friendly infrastructure 12. Clean and hygienic environment 13. Well lit and ventilated 14. Availability of additional support for children with special needs / in difficult circumstances <p>Any other, Any one</p>	<p style="text-align: center;">OR</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>
16.	<p>(a) Parineeta has completed her internship for her Postgraduate Diploma in Dietetics and is now searching for jobs in hospitals as a dietitian. Suggest two other career options she may consider.</p> <p>Career options for a Dietitian -</p> <ol style="list-style-type: none"> 1. Dietitian with physicians / health clubs / gymnasiums / wellness centres / slimming clinics 2. Dietitian in catering services for schools / hostels / industrial canteens 3. Teaching and Academics 4. Researcher 5. Consultant in companies developing therapeutic foods and supplements 6. Food service manager / provider in healthcare and institutional settings 	1X2=2

	<p>7. Entrepreneur developing and supplying specialty foods such as medical foods, nutraceuticals, tube feeds etc.</p> <p>8. Freelance dietitian</p> <p>9. Nutrition marketing</p> <p>10. Technical writer / Blog writer / Content creator</p> <p>11. Contributor to public policy and nutrition programmes</p> <p>12. Developer of dietary guidelines and nutrition education materials</p> <p>Any other, Any two</p> <p style="text-align: center;">OR</p> <p>(b) Sonali is an integral part of the medical team in a district hospital. She assesses the nutritional status of patients admitted there and keeps records. Which two methods would she be using to assess the patients' nutritional status?</p> <p>Methods used to assess the patients' nutritional status -</p> <ol style="list-style-type: none"> 1. Obtaining detailed information on health, diet, personal and medication history / Clinical assessment 2. Anthropometric measurements (Height, weight, head and chest circumference) 3. Relating the information on laboratory tests such as blood, stool, urine etc. 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>Any two</p>	<p style="text-align: center;">OR</p> <p>1X2=2</p>
17.	<p>(a) What is Public Health Nutrition? How is this field different from Clinical Nutrition and Dietetics?</p> <p>Public Health Nutrition -</p> <ol style="list-style-type: none"> 1. A field of study that is concerned with promotion of good health through prevention of nutrition-related illnesses / problems in the population 2. It deals with government policies and programmes aimed at solving nutritional problems 3. It uses large scale, organised and multidisciplinary approaches to solve the problems that affect the population for whom group action is necessary 4. This field is multidisciplinary in nature and is built on the foundations of biological and social sciences 5. It is a special body of knowledge derived from the nutritional, biological, behavioural, social and managerial sciences 6. It is the art and science of promoting health and preventing diseases, 	<p style="text-align: center;">1</p>

	<p>prolonging life through the organised efforts / actions of society</p> <ol style="list-style-type: none"> 7. This field identifies the nutritional problems and their magnitude, understand how and why these problems occur, plan strategies and actions to implement them and evaluate their impact 8. It recognises that nutritional problems are not just linked to food but to a variety of interacting and interrelated factors at various levels <p>Any other, Any one</p> <p>Public Health Nutrition differs from Clinical Nutrition and Dietetics -</p> <ol style="list-style-type: none"> 1. In Public Health Nutrition professionals are required to address nutritional problems of the community / public unlike in Clinical Nutrition and Dietetics 2. In Public Health Nutrition the focus is on the population and specially the vulnerable groups, not on individuals 3. Public Health Nutrition uses large scale, organised and multidisciplinary approaches, unlike Clinical Nutrition and Dietetics which deals with nutritional management of patients with established disease 4. Public Health Nutrition involves group action unlike Clinical Nutrition and Dietetics <p>Any other, Any one</p> <p style="text-align: center;">OR</p> <p>(b) Which term is used to refer to micronutrient deficiency ? Name any two important micronutrients whose deficiency is a public health concern.</p> <p>Term used to refer to micronutrient deficiency -</p> <p>Hidden Hunger</p> <p>Important micronutrients whose deficiency is a public health concern -</p> <ol style="list-style-type: none"> 1. Iron 2. Iodine 3. Vitamin A 4. Riboflavin (Vitamin B2) 5. Vitamin B12 6. Folic Acid 7. Vitamin D 8. Calcium 9. Zinc <p>Any other, Any two</p>	<p>1</p> <p>OR</p> <p>1</p> <p>½x2=1</p>
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18.	<p>Sarabjot is concerned about the elderly people living in his colony. In the annual meeting with the residents of the colony, what two reasons would he give to convince them that the elderly are a vulnerable group?</p> <p>Reasons that elderly are a vulnerable group -</p> <ol style="list-style-type: none"> 1. Deteriorating health / Illness / Decreased physiological reserves 2. Ageing and weaker defence mechanisms lead to disabilities such as low vision, deafness, loss of mobility etc. 3. Loneliness / isolation and a sense of being a burden on others leads to depression / anxiety 4. Financially dependent on others 5. Feeling of stress 6. Lack of family support from own children / Misbehaviour by family members 7. Fragmentation of the traditional family system / Change in traditional value system 8. Inability to care for oneself 9. City lifestyle challenges / Small family size and nuclear families / Lack of free time to care for the aged / Limited living space / High cost of living / Long working hours 10. Changing concepts and values / Emphasis on privacy / space / independence / materialism / focus on self 11. Inadequate emotional and social support <p>Any other, Any two</p>	1X2=2
19.	<p>Daniel, an ECCE- trained teacher, is teaching counting to Grade I students using creative techniques such as rhyme, singing and dancing. Identify two other skills that he could use in his classroom.</p> <p>Skills of an ECCE - trained teacher -</p> <ol style="list-style-type: none"> 1. .Organising creative and interesting activities with children in all areas of development / Using play-way methods / Communication and expression through voice modulation 2. Enthusiasm for activities that blend textual and experiential resources like story-telling / exploration / nature related / social interaction 3. An interest in children and their development 4. Knowledge about the needs and capabilities of young children 5. Capacity and motivation for interacting with children 6. Willingness and interest in answering children's queries 7. Capacity for understanding individual differences 8. Be energetic and prepared for physical activity for considerably long periods of time 9. Being adaptive / flexible 	1X2=2

	<div>10. Proficiency in continuous and informal assessment</div> <div>11. Awareness of the community and cultural environment</div> <div>12. Classroom management skills</div> <div>13. Observation skills</div> <div>14. Problem solving skills</div> <div>Any other, Any two</div>													
20.	<div>Mention two aspects that affect the care and maintenance of fabrics.</div> <div>Aspects that affect the care and maintenance of fabrics -</div> <div><div>1. Keeping the material free of physical damage and rectifying any damages that may have occurred during its use.</div><div>2. Retaining or refreshing the appearance in terms of removal of stains and dirt and retaining textural and visual characteristics.</div></div> <div>Any other, Any two</div>	<div>1X2=2</div>												
21.	<div>Present one similarity and one difference between Print media and Information and Communication Technologies as methods of Development Communication.</div> <div>Similarity-</div> <table><tr><th>S.No</th><th>Print media and Information and Communication Technologies</th></tr><tr><td>1.</td><td>Both use written content / images to convey messages and information</td></tr><tr><td>2.</td><td>Both can be accessed or carried to different locations</td></tr><tr><td>3.</td><td>Both are used for development communication</td></tr><tr><td>4.</td><td>Both are mediums of continuous education and spread awareness</td></tr><tr><td>5.</td><td>Both are mediums of mass communication / Both reach out to large number of people</td></tr></table> <div>Any other, Any one</div>	S.No	Print media and Information and Communication Technologies	1.	Both use written content / images to convey messages and information	2.	Both can be accessed or carried to different locations	3.	Both are used for development communication	4.	Both are mediums of continuous education and spread awareness	5.	Both are mediums of mass communication / Both reach out to large number of people	<div>1</div>
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22.	<p>Yasmeen wants to get zari polishing on her old lehanga from a laundry. From which suitable laundry should she get it done? How is this laundry different from a household laundry?</p> <p>Suitable laundry -</p> <ol style="list-style-type: none"> 1. Commercial laundry 2. Dry-cleaning shop <p>Any one</p>	1																								

Commercial laundry is different from household laundry in following ways-

1+1=2

S.No	Commercial laundry / Dry-cleaning shop	Household laundry
1.	Quantum of clothes is more (100 kg or more)	Quantum of clothes is less (5-10 kg)
2.	Have a system of keeping records	No records required
3	Separate sections such as inspection, sorting, drying, ironing etc.	No separate sections
4	Also takes care of special articles such as blankets, carpets etc.	Takes care of articles of daily use
5.	Bigger equipment in large numbers such as hydro-extractors, flatbed for ironing, roller ironing etc. are used	Equipment used are buckets, tubs, brushes, washing machine etc.
6.	Have arrangements for dyeing and special finishes like calendering etc.	Routine finishes like starching, blueing is done
7.	Requires trained personnel	Usually done by family members or house help
8.	More expensive	Less expensive

Any other, Any one difference

<p>23.</p>	<p>(a) Briefly describe any three consumer rights as laid down under the Consumer Protection Act.</p> <p>Consumer rights as laid down under the Consumer Protection Act -</p> <p>1.Right to Safety-</p> <ul style="list-style-type: none"> ● Refers to the right to be protected against hazardous effect that may be caused to the health / life of a consumer ● Specifies that the consumer has the right to be protected against products, production processes and services which are hazardous to health or life <p>2.Right to be Informed-</p> <ul style="list-style-type: none"> ● Means the right to be informed about the quality, quantity, potency, purity, standard and price of goods and services ● Protect the consumers against unfair trade practices <p>3.Right to Choose-</p> <ul style="list-style-type: none"> ● Implies that every buyer has the right to have access to products of varying quality and quantities, prices, size and design ● Ensures availability at competitive prices ● Gives freedom to choose according to the needs and wants <p>4.Right to be heard-</p> <ul style="list-style-type: none"> ● Means that consumers' interests will receive due consideration at appropriate forums ● Includes the right to be represented in various forums that are working to ensure consumer welfare ● To enable consumers to exercise this right, both the state and voluntary agencies are expected to provide such forums <p>5.Right to seek redressal-</p> <ul style="list-style-type: none"> ● Every consumer has the right to seek redressal against unfair trade practices or unscrupulous exploitation ● Includes the right to fair settlement of genuine grievances ● Involves the right to receive compensation for faulty goods and services <p>6.Right to Consumer Education-</p> <ul style="list-style-type: none"> ● Refers to every person's right to acquire knowledge and skill to be an informed consumer ● Able to make wise decisions while purchasing goods and hiring services ● Implies that the consumer should be educated enough to be able to solve the problem <p>Any three</p>	<p>1x3=3</p> <p>OR</p>
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	<p>(b) After being trained in the area of consumer education and protection, in which three areas can an individual develop a career ?</p> <p>Areas for Career Development in Consumer Education and Protection -</p> <ol style="list-style-type: none"> 1. Work in government organisations like Bureau of Indian Standards, Directorate of Marketing and Inspection, etc. 2. Work in voluntary consumer organisations 3. Work in the Consumer division of corporate houses 4. Work with market research organisations 5. Start one's own consumer organisation 6. Work in National Consumer Helpline 7. Work as consultants to consumer clubs being run by schools and colleges 8. Freelance consultant for redressal guidance 9. Work with the Department of Audio-visual Publicity as content developer / Vlog creators 10. Work as an analyst in consumer testing laboratories 11. Become consumer activists 12. Journalism related to consumer affairs 13. With some additional training can work in areas related to financial management, insurance and share market etc. <p>Any other, Any three</p>	1x3=3
24.	<p>(a) On the completion of 11 years of the Beti Bachao, Beti Padhao (BBBP) scheme, local leaders in the community are organising a public meeting to raise awareness about its best practices and objectives. Highlight any three key objectives of this scheme that may have contributed to changing mindsets of people.</p> <p>Objectives of Beti Bachao, Beti Padhao (BBBP) scheme -</p> <ol style="list-style-type: none"> 1. Improve Sex Ratio at Birth (SRB) / Child Sex Ratio (CSR) 2. Eliminate gender biased sex selection / Prevent female foeticide 3. Ensure survival and protection of the girl child 4. Ensure gender equality and women empowerment / Break gender stereotypes 5. Improvement in the percentage of deliveries in hospitals / institutions 6. Enroll girls at secondary education level and skill based education 7. To check dropout rate among girls at secondary and higher secondary levels 8. Raising awareness about safe Menstrual Hygiene Management (MHM) 9. Ensure quality education of the girl child 10. Ensure safety, identity, dignity and security of girl child <p>Any other, Any three</p>	1X3=3

	<p style="text-align: center;">OR</p> <p>(b) Traditional handloom weaver, Champa Devi is in distress due to low source of income as their weaving craft is vanishing slowly. Encourage her by informing any three efforts / initiatives by the Government of India to revive their occupation.</p> <p>Efforts / Initiatives by the Government of India to revive traditional occupation -</p> <ol style="list-style-type: none"> 1. Design innovations 2. Preservation and refinement strategies 3. Use of eco-friendly raw materials 4. Better packaging techniques 5. Establishment of training facilities 6. Conservation of traditional knowledge 7. Protection of Intellectual Property Rights (IPR) 8. Promote direct sales through fairs / exhibitions/ Haat 9. Financial assistance / subsidies 10. Recognition through awards / prizes 11. Marketing and branding support 12. Promotion of sales through e-commerce platforms 13. Export promotion schemes <p>Any other, Any three</p>	<p style="text-align: center;">OR</p> <p style="text-align: right;">1X3=3</p>
25.	<p>The media club of your school is preparing a Public Service Announcement on 'Swachh Bharat Abhiyan'. As a team member, which three key features of Public Service Announcement will you follow while creating this message?</p> <p>Key features of Public Service Announcement -</p> <ol style="list-style-type: none"> 1. Brief 10–60 seconds message 2. Generally broadcast in between programmes 3. Generally presented in the form of jingles 4. Provide information or suggestions for action 5. Basically advertisement of some idea or a message for public good 6. Catchy slogan(s) 7. Repeated broadcasts 8. Simple language 9. Cost effective 10. Wider reach 11. Effective and memorable presentation 12. Focussed on increasing awareness <p>Any other, Any three</p>	1X3=3

	<p align="center">SECTION C (Long Answer Questions)</p>	
26.	<p>The Housekeeping department in a hotel is primarily responsible for providing a healthy environment by ensuring cleanliness and hygiene.</p> <p>(a) Which two personnel are responsible for cleaning various surfaces and materials in the hotel ?</p> <p>Personnel responsible for cleaning various surfaces and materials in the hotel -</p> <ol style="list-style-type: none"> 1. Executive Housekeeper 2. Assistant Housekeeper 3. Floor Supervisor 4. Desk Control Supervisor 5. Room Attendant 6. Public Area Supervisor 7. Housemen 8. Linen Room / Uniform Room Supervisor <p>Any other, Any two</p> <p>(b) Name any two cleansing agents used by them.</p> <p>Cleansing agents -</p> <ol style="list-style-type: none"> 1. Water 2. Ammonia 3. Vinegar 4. Soaps and Detergents 5. Washing Soda 6. Abrasives 7. Polishes 8. Acids 9. Toilet cleaner 10. Disinfectant / Sanitizer <p>Any other, Any two</p> <p>(c) Which two eco-friendly practices would be adopted by the Housekeeping staff for environmental conservation?</p>	<p>½x2=1</p> <p>½x2=1</p>

	<p>Eco-friendly practices to be adopted by the Housekeeping staff for environmental conservation -</p> <ol style="list-style-type: none"> 1. Use of 100% organic cotton bedsheets, linens, towels etc. 2. Adoption of a chemical-free laundry cycle 3. Use of non-toxic, water-based, hypoallergenic and biodegradable cleaning agents etc. 4. Display of cards in hotel rooms urging the reuse of towels, thereby promoting saving of water, electricity and detergent used for laundering. 5. Use of solar panels and energy-efficient light bulbs 6. Installation of rainwater harvesting systems and prevention of water wastage 7. Segregation of waste into biodegradable and non-biodegradable 8. Recycling and reuse of containers, paper and plastic items / Avoid single use plastic 9. Composting from hotel waste 10. Plantation of trees / maintaining hotel lawns <p>Any other, Any two</p>	<p>1X2=2</p>
<p>27.</p>	<p>(a) An NGO working in a resettlement area wants to combat public nutrition problem by providing a healthy snack to children living there.</p> <p>(i) Anticipate which strategy will it use to meet the nutritional needs of these children.</p> <p>Strategy -</p> <p>Diet or food-based</p> <p>(ii) Provide any two advantages and any one disadvantage of using this strategy.</p> <p>Advantages -</p> <ol style="list-style-type: none"> 1. Preventive and comprehensive strategy that uses food as a tool to overcome nutritional deficiencies 2. Prevent micro-nutrient deficiencies / Provide multiple micro-nutrients simultaneously 3. Sustainable with long-term benefits 4. Highly cost effective 5. Ensures wide coverage 6. Can be adapted to different cultural and dietary traditions 7. Safe / No risk of overdose or toxicity 8. Improves food security <p>Any other, Any two</p>	<p>1</p> <p>1x2=2</p>

	<p>Disadvantages -</p> <ol style="list-style-type: none"> 1. Requires research participation of the food industry 2. Does not create awareness in the population about the importance of nutrition and nutrients 3. Does not lead to long-term dietary / behavioural changes 4. Require changes in eating behaviour 5. Require changes in agricultural policies 6. Require economic development to be feasible <p>Any other, Any one</p> <p style="text-align: center;">OR</p> <p>(b)Some of the states in India, like Andhra Pradesh and Tamil Nadu, continue to face the problem of ‘Iodine Deficiency Disorders (IDD)’ due to inadequate dietary intake of iodine by the people.</p> <p>(i) Recognise the hormone whose secretion decreases due to iodine deficiency.</p> <p>Thyroxine / Thyroid hormone</p> <p>(ii) Mention any three symptoms seen in individuals suffering from IDD.</p> <p>Symptoms seen in individuals suffering from IDD -</p> <ol style="list-style-type: none"> 1. Enlarged thyroid gland (Goitre) / Swelling in the neck area 2. In children - Cretinism / Dwarfism / Stunted physical and mental growth 3. During pregnancy - Mental retardation / Congenital abnormalities in the foetus / Still 4. births / Abortion 5. Hypothyroidism 6. Impaired mental function <p>Any other, Any three</p>	<p>1</p> <p>OR</p> <p>1</p> <p>1X3=3</p>
28.	<p>In the fashion industry, fashion professionals conceptualise unique designs to meet consumer demands.</p> <p>(a) Discuss any two roles of a fashion merchandiser.</p>	

29.	<p>(a) Define phytochemicals.</p> <p>Phytochemicals -</p> <p>These are non-nutrient constituents present in foods that have physiological or biological activity and influence health, they are also called as Bioactive compounds.</p> <p>(b) List any three skills that a professional clinical nutritionist / dietitian must possess.</p> <p>Skills that a professional clinical nutritionist / dietitian must possess-</p> <ol style="list-style-type: none"> 1. Assessing nutritional status / Physiological changes in disease conditions 2. Planning and modifying diets 3. Understanding of food microbiology, food safety, quality assurance, food laws 4. Technical and Operational Skills / Ability to operate and maintain equipment 5. Food Service Management Skills 6. Knowledge of quantity food production 7. Administrative and Managerial Skills / Basic understanding of bookkeeping, accounting, record keeping, personnel management etc. 8. Diet counselling and communication skills 9. Patient Care Skills 10. Cultural Sensitivity / Ability to adapt to cultural milieu / Understands food taboos / Overcome food fads and myths 11. Research and Analytical Skills / Laboratory and experimental research / Skills in surveying patient and population 12. Knowledge of epidemiology / Understanding patterns of prevalence and incidence of nutritional disorders and diseases <p>Any other, Any three</p>	<p>1</p> <p>1X3=3</p>
30.	<p>(a) Frozen peas and canned fruits are preserved foods. Elaborate any other three ways by which processed foods can be classified on the basis of extent and type of processing.</p> <p>Classification of processed foods on the basis of extent and type of processing -</p> <p>1. Minimally processed foods-</p> <ul style="list-style-type: none"> ● These are processed as little as possible in order to retain the quality of fresh foods ● Generally used processes are Cleaning / Trimming / Shelling / Cutting / Slicing / Storage at low temperature (refrigeration) 	<p>1x3=3</p>

- Example: Shelled peas, cut vegetables etc.

2.Manufactured foods-

- In such products, the original characteristics of the raw products are lost
- Basic methods of preservation are used along with various ingredients such as salt, sugar, oil or chemical preservatives etc.
- Example: Pickles, jams, marmalades, squashes, papads, wadis etc.

3.Formulated foods-

- These products are prepared by mixing and processing of individual ingredients
- They result in relatively shelf-stable food products
- Example: Bread, biscuits, ice cream, cakes, kulfi etc.

4.Food derivatives-

- Components of foods that may be obtained from the raw product through purification
- Example: Sugar from sugarcane or oil from oilseeds etc.
- Food derivatives may be processed further such as conversion of oil to vanaspati ghee (hydrogenation)

5.Functional foods-

- These are foods that can have a beneficial effect on human health
- Example: Probiotics etc.

6.Medical foods-

- These are used in dietary management of diseases
- Example: Low sodium salt and lactose-free milk etc.

Any other, Any three

(b) Give any two examples of non-perishable foods.

Examples of Non-perishable Foods -

1. Rice
2. Wheat
3. Pulses
4. Oilseeds
5. Sugar
6. Whole spices

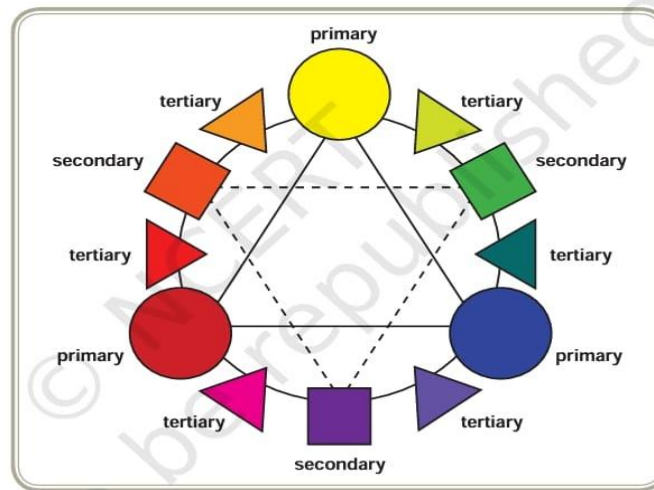
Any other, Any two

½x2=1

- Example:
Blue + Yellow = Green
Blue + Red = Purple
Red + Yellow = Orange

3. Tertiary colours -

- These are made by mixing one primary and one secondary colour adjacent to each other on the colour wheel
- Example:
Red + Orange = Red Orange
Red + Purple = Red Purple
Yellow + Green = Yellow Green
Yellow + Orange = Yellow Orange
Blue + Green = Blue Green
Blue + Purple = Blue Purple



Note- Marks should be awarded if the answer is explained through a suitable diagram / illustration.

OR

(b) Principles of design are the rules that govern how design elements are combined in the most appropriate way. Name any four principles of design used to produce an appealing dress and briefly describe any three of them.

Principles of design-

1. Proportion
2. Balance
3. Emphasis
4. Rhythm
5. Harmony / Unity

Any other, Any four

OR

1/2x4=2

Brief description -**1X3=3****1.Proportion-**

- Relation of one part of an object to another
- Generally based on the Golden Mean (Example:skirt-top 3:5:8, shirt-pant 5:8:13)
- Elements are skillfully blended so that divisions are not easily apparent
- It can be created by following :
 - Colour : Using contrasting colours as per Golden Mean
 - Texture : Balancing light and heavy fabrics according to body type
 - Shape / Form : The size and positioning of motifs or print in a dress are in proportion to the size of the wearer

2.Balance-

- Equal distribution of visual weight from the centre of the garment
- Considers line, form, colour and texture
- Needs to be balanced both vertically (from centre line) and horizontally (from top to bottom)
- It can be achieved by following :
 - Formal / Symmetrical : Both sides are identical / Gives stability and dignity / May get monotonous
 - Informal / Asymmetrical : Both sides are different / Adds variety and interest / Does not get monotonous
 - Horizontal : Corrects figure problems by using elements of design
 - Radial : Design radiates from a centre point (Example: gathers, circular yokes)

3.Emphasis-

- Focal point of the garment / Area that attracts the viewer's eye
- Creates centre of interest by focussing attention on a specific area
- Emphasize positive features or camouflage figure problems
- It can be created by following:
 - Contrasting colours
 - Unusual shapes
 - Lines
 - Textures
 - Accessories

4.Rhythm-

- Creating a pattern by which the eye can flow through the garment
- Gives visual unity
- It can be created by following:
 - Repetition: By repeating line,colour,embroidery, laces, buttons, piping etc.
 - Gradation (Cordation) : By gradual increase or decrease in size of motifs, lines, colours, textures etc.

- Radiation: Eyes move in an organised way from a central point such as gathers in waist, yoke etc.
- Parallelism: elements lie parallel such as tucks in yoke, knife pleats in skirts etc.

5. Harmony / Unity -

- Created when all elements of design come together to give a pleasing effect
- Critical for producing marketable designs
- It can be created by following:
 - Shape: When all areas of a garment reflect the same shape such as in a collar, cuff, hem and pockets all are curved in a dress
 - Texture: Using the right kind of texture consistently across the garment such as silk kurta salwar with silk dupatta

Any three

Note- Marks should be awarded if the answer is explained through a suitable diagram / illustration.