



GOVERNMENT OF KARNATAKA  
KARNATAKA STATE PRE-UNIVERSITY EDUCATION EXAMINATION BOARD  
II YEAR PUC EXAMINATION - 2017  
SCHEME OF VALUATION

NS

Subject Code : 67

Subject : Home science

Qn. No.		Marks
Q1:	Part-A	
1.	Types of Balance: Formal balance, Informal Balance.	1
2.	Hue: It indicates the name of a colour and is practically synonymous with the word itself. (eg) Red, Blue.	1
3.	The period of late childhood years is 6-12 years.	1
4.	Substages of Adolescence: • Early adolescence - 10/11 - 13 years • Middle adolescence - 14 - 16 years • Late adolescence - 17 - 18/20 years.	1
5.	Printing is another part of wet processing technology. Printed fabrics are defined as those that are decorated by a motif, pattern or design applied to the fabric after it has been constructed.	1

Qn. No.		Marks
6.	Mechanical finishes: Calendaring, Singeing, Napping & Tentering.	1
7.	The selection of clothing should be done on the basis of age, season, income, occasion and fashion.	1
8.	A group of people with shared economic & political beliefs, who form institutions, use technology, and give aesthetic & conceptual value of their behaviour.	1
9.	Community development facilitator represent government, social service agencies, religious organisations and other institutions.	1
10.	Types of Leaders: Democratic, Autocratic, Laissez-faire type leaders, Formal & Informal leaders. A head, Ahead and the Head of group, Professional & lay leaders, Political, Religious, social and Academic leaders,	

Qn. No.		Marks
	Elected, selected or nominated leaders,	1
	Popular & unpopular leaders.	
<u>Part - B</u>		
<u>Question 2:</u>		
11.	Saving institutions: • Bank • LIC • Post office • chit fund.	2
12.	Consumer Protection Acts: • Drugs & cosmetics Act • Prevention of Food Adulteration Act. • Essential commodities Act. • standard weights and measures Act. • Fruit Product Order (FPO). • Monopolies & Restrictive Trade Practices • consumer Protection Act (COPRA) • Bureau of Indian standards Act-ISI	2
[any five]		
13.	Soft diet: A diet that is soft in texture and consistency easy to chew & digest with very little fibre, oil, spices & condiments. Foods such as milk, fruit juices, boiled egg, cheese, custard puddings.	2

Qn. No.		Marks
14.	<p>Sub stages of adulthood:</p> <p>Early adulthood - 18 - 20/40 years</p> <p>Middle adulthood - 40 - 60 years</p> <p>Late adulthood - 60 years &amp; above.</p>	2
15.	<p>Semi Perishable foods: The processed or convenience foods which can be stored for a week to a couple of months at room temperature can be termed as semi perishable foods.</p> <p>Baked foods, roasted, popped or toasted cereals &amp; legumes, dehydrated foods, canned foods, frozen foods are examples</p>	2
16.	<p>ISI marks : Pressure cookers, electric and gas stoves, fans, biscuits etc.</p>	2
17.	<p>Characteristics of community Development:</p> <ul style="list-style-type: none"><li>• Benefits to be shared by all people</li><li>• Local efforts based on felt needs.</li><li>• Assistance from outside.</li><li>• Imposition from outside to be avoided.</li></ul>	2

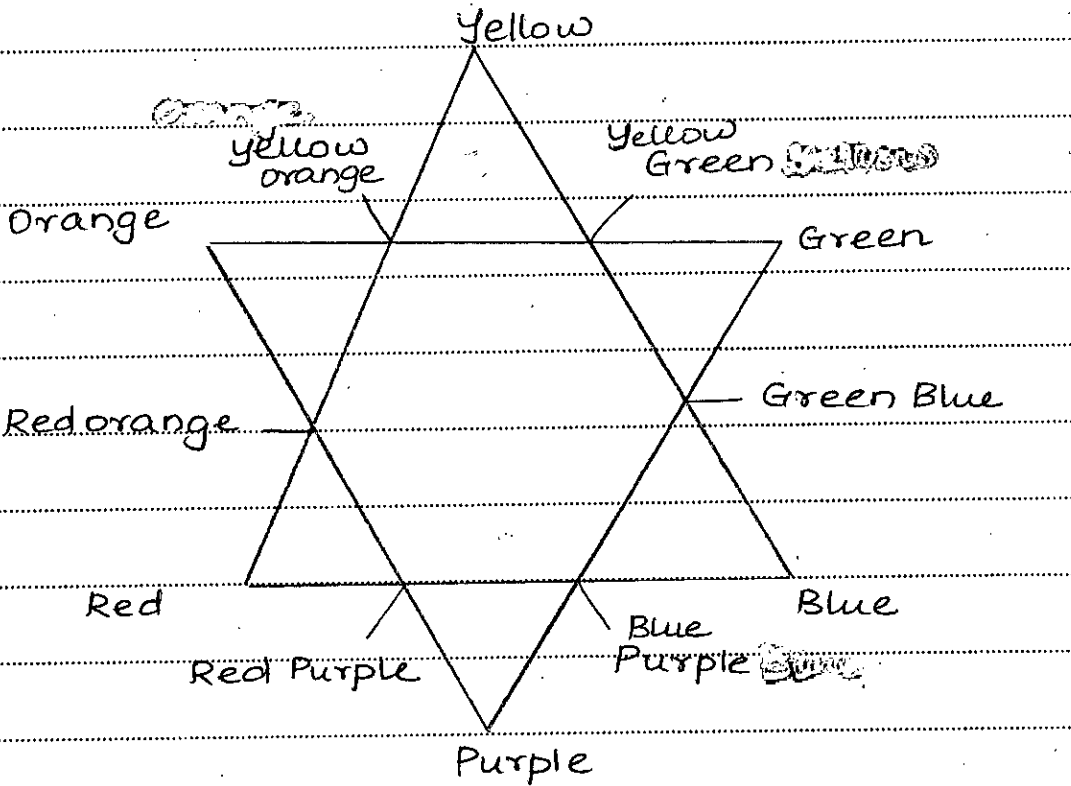
Qn. No.		Marks
18.	<p>Different types of food losses:</p> <ul style="list-style-type: none"><li>◦ Direct &amp; indirect losses</li><li>◦ Damage</li><li>◦ Weight loss</li><li>◦ Quality loss</li><li>◦ Seed viability loss</li><li>◦ Commercial loss.</li></ul>	2
<u>Part C</u>		
<u>Question 3:</u>		
19.	<p>kinds of Bank deposits:</p> <ul style="list-style-type: none"><li>◦ Current account</li><li>◦ savings Bank account</li><li>◦ Fixed deposit</li><li>◦ Recurring deposit [Explain any two]</li></ul>	3
20.	<p>Responsibilities of a consumer:</p> <ul style="list-style-type: none"><li>◦ consumer should demand bills/ receipts.</li><li>◦ should not misuse the freedom of right to choose.</li><li>◦ He should be ready to purchase less</li><li>◦ He should not ignore or remain silent if being cheated.</li></ul>	3

Qn. No.		Marks
	<ul style="list-style-type: none"> <li>• Should not be easily carried away or influenced by sales talks</li> <li>• Should carefully follow the instructions before use.</li> <li>• Should conserve resources.</li> </ul> <p>[Explain briefly]</p>	3
21.	<p>Integrated child development service scheme [ICDS]:</p> <ul style="list-style-type: none"> <li>- Instrumental in improving health of mothers &amp; children below 6 years by providing health &amp; nutrition education, health services, supplementary foods &amp; pre school education.</li> <li>- ICDS scheme was started on 2 Oct 1975.</li> <li>- provide preschool education, combat the vicious cycle of malnutrition, morbidity, mortality &amp; reduced learning capacity.</li> <li>- objectives of ICDS</li> </ul> <p>[Explain briefly]</p>	3
22.	<p>Physical development of a school child:</p> <ul style="list-style-type: none"> <li>• Height</li> <li>• weight</li> </ul>	

Qn. No.		Marks
	<ul style="list-style-type: none"><li>• Body proportions</li><li>• Muscle-Fat ratio</li></ul>	3
	[Explain briefly]	
23.	Need of sexuality education for adolescents:	
	<ul style="list-style-type: none"><li>• Helps to develop better body image.</li></ul>	
	<ul style="list-style-type: none"><li>• To understand boy-girl relationships</li></ul>	
	<ul style="list-style-type: none"><li>• To cope with newly felt sexual urges.</li></ul>	
	<ul style="list-style-type: none"><li>• To deal with sexual abuse.</li></ul>	
	<ul style="list-style-type: none"><li>• To prevent incidences like sexually transmitted diseases.</li></ul>	
	<ul style="list-style-type: none"><li>• To develop positive attitude towards human sexuality. Develop good self esteem.</li></ul>	3
	[Explain briefly]	
24.	Characteristics of Late Adulthood:	
	<ul style="list-style-type: none"><li>• Late adulthood is a period of decline</li></ul>	
	<ul style="list-style-type: none"><li>• There are individual differences in the effects of ageing.</li></ul>	
	<ul style="list-style-type: none"><li>• Late adulthood is judged by different criteria.</li></ul>	
	<ul style="list-style-type: none"><li>• Ageing requires many role changes.</li></ul>	
	<ul style="list-style-type: none"><li>• The desire for rejuvenation is widespread in old age.</li></ul>	3

Qn. No.		Marks
25.	<p>keypoints for selecting clothing for pre school child: <span style="float: right;">(3)</span></p> <ul style="list-style-type: none"><li>• Number of cloths</li><li>• Fitting</li><li>• Quality</li><li>• Allowance for growth</li><li>• Self-help features.</li><li>• Ease of care. [Explain all]</li></ul>	3
26.	<p>CDF as a guide:</p> <ul style="list-style-type: none"><li>• Help the community to establish &amp; find means of achieving goals.</li><li>• Take initiatives in working with the people.</li><li>• Be objective about conditions in the community.</li><li>• Associate with the community as a whole.</li><li>• Learn to interpret his role.</li></ul> <p style="text-align: center;"><u>Part D</u></p> <p><u>Question 4:</u></p>	3
27.	<p>Principles of Design: Proportion, Balance, Rhythm,</p>	5



Qn. No.		Marks
	Emphasis, Harmony [Explain any four]	
28.	 <p>Primary, secondary &amp; Tertiary colours [Explain] Colour wheel</p>	5
29.	<p>Dietary guidelines for infants:</p> <ul style="list-style-type: none"> <li>• soon after birth, the infant should be given colostrum &amp; exclusively breast fed for first six months.</li> <li>• After six months, liquids such as milk, fruit juice, dal water, soups to be introduced.</li> <li>• After he gets used to liquids,</li> </ul>	5

Qn. No.		Marks
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semi solid supplements such as cooked, mashed fruits & vegetables, cereals & pulses to be introduced.

- Solid foods can be given when the baby starts teething.
- In one year, the child should be able to eat food along with other family members. [Explain briefly]

30. Food groups: A food group is a collection of foods that share similar nutritional properties.

	<u>Food Group</u>	<u>Main Nutrients</u>
I	Cereals, Grains & Products: Rice, wheat, Ragi, Bajra, Maize, etc.	Energy, Protein, Invisible fat, Vitamin B <sub>1</sub> , B <sub>2</sub> , Folic acid, Iron, Fibre.
II	Pulses & Legumes: Bengal gram, Black gram, etc.	Energy, Protein, Invisible fat, Vitamin B <sub>1</sub> , B <sub>2</sub> , Folic acid, calcium, Iron, Fibre.
III	Milk & Meat products: Milk: Milk, curd, Skimmed milk etc. Meat: chicken, liver, fish, egg, meat	Protein, fat, Vitamin B <sub>12</sub> calcium. Carotenoids, Vitamin C, Fibre.

Qn. No.		Marks
IV	<p>Fruits &amp; Vegetables.</p> <p>Fruits: Mango, Guava, Tomato, papaya, etc. Carotenoids, Vitamin C, fibre.</p> <p>Vegetables (Green leafy): Amaranth, spinach, Drumstick, etc. Carotenoids, Vitamin B<sub>2</sub>, Folic acid, calcium, Iron, Fibre.</p> <p>Other vegetables: Carrot, Brinjal, Ladies finger etc. Carotenoids, Folic acid, calcium, fibre.</p>	
V	<p>Fats &amp; sugars:</p> <p>Fats: Butter, ghee, cooking oil etc. Energy, Fat, Essential fatty acids.</p> <p>Sugars: Sugar, Jaggery Energy.</p>	5
31.	<p>Bisi Oota:</p> <ul style="list-style-type: none"> <li>• Government of Karnataka implemented mid day meal in 2001.</li> <li>• For educationally &amp; economically backward north-eastern districts of state.</li> <li>• Later extended to other districts.</li> <li>• This scheme serves bisi oota during lunch hour to government &amp; government aided schools.</li> <li>• This has improved attendance, nutritional status of the child &amp; reduced dropout rate.</li> </ul>	

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	<p>Anna Bhagya:</p> <ul style="list-style-type: none"> <li>◦ Launched in 2013 by karnataka govt.</li> <li>◦ Supplies rice at ₹.1 per kg to nearly 10 million below poverty line families.</li> <li>◦ Families get a max of 30kg rice per month depending on the number of members in the family. [Explain]</li> </ul>	5
32.	<p>Characteristics of late childhood years:</p> <ul style="list-style-type: none"> <li>◦ Boys &amp; girls have seperate interests</li> <li>◦ Peers become important</li> <li>◦ Like to take decisions on their own.</li> <li>◦ Need a warm friendly relationship with others.</li> <li>◦ span of attention is long &amp; can concentrate for a longer period of time</li> <li>◦ Need to belong to a gang &amp; to have best friends of same age &amp; sex.</li> </ul>	5
33.	<p>Common health problems of late adulthood:</p> <ul style="list-style-type: none"> <li>◦ Hypertension</li> <li>◦ Cardio vascular problems</li> <li>◦ Chronic diseases - Diabetes, Arthritis etc.</li> <li>◦ Digestive disturbances</li> <li>◦ Sleep problems</li> <li>◦ Nutritional deficiencies</li> </ul>	5

Qn. No.		Marks
	<ul style="list-style-type: none"><li>◦ Hearing loss</li><li>◦ Memory loss etc.</li></ul>	
34.	<p>Methods of Dyeing:</p> <ul style="list-style-type: none"><li>◦ Stock dyeing</li><li>◦ Yarn or skein dyeing</li><li>◦ Piece dyeing [Explain all]</li></ul>	5
35.	<p>Emotional Development of adolescents:</p> <ul style="list-style-type: none"><li>◦ Adolescents experience all the emotions like children.</li><li>◦ the way of expression may be different.</li><li>◦ experience emotional instability.</li><li>◦ are emotional - highs &amp; lows</li><li>◦ emotions are intense, uncontrolled and irrational.</li><li>◦ End of adolescence, able to regulate the emotional expression.</li><li>◦ Have to learn to clear up the pent up or negative emotions by disclosing their attitudes, feelings &amp; personal problems with the significant adults in their life.</li></ul>	5

Qn. No.		Marks
36.	<p>Chikankari:</p> <ul style="list-style-type: none"><li>• Lucknow is cradle of chikankari</li><li>• Motifs - grains like rice &amp; millets, flowers, leaves etc.</li><li>• Fabrics used - muslins &amp; cotton</li><li>• Colours used - white or pastel shades</li><li>• Stitches used - back stitch, herring bone running stitch.</li></ul> <p>Phulkari - Punjab:</p> <ul style="list-style-type: none"><li>• Phulkari means flower (Phul) work (kari)</li><li>• These were conventional ceremonial shawls worn by Hindu bride.</li><li>• Motifs - floral patterns but geometric patterns are also used.</li><li>• Material - Khadder - red, Maroon or brown.</li><li>• Thread - silk colours - white, red, yellow or green.</li></ul>	5
37.	The requirements to become a leader:	
	<ul style="list-style-type: none"><li>• Being responsible, open to feedback</li><li>• Having a listening ear</li><li>• Being a role model</li><li>• Being reliable, passionate</li></ul>	

Qn. No.		Marks
	<ul style="list-style-type: none"><li>• Ability to motivate people to achieve community goals.</li><li>• Capable of meeting the expectation of others</li><li>• Using people's experiences to achieve community goals.</li><li>• Adjusting in different situations</li><li>• A good communicator</li><li>• Has the ability to take right decisions at the right time.</li><li>• Ability to analyse the situation.</li><li>• Leadership is a process of influencing members of community &amp; their activities towards the goal &amp; solving a problem.</li></ul>	5

