

**Strictly Confidential: (For Internal and Restricted use only)**  
**Secondary School Examination Comptt-2021** 064)  
**Marking Scheme – SUBJECT NAME (SUBJECT CODE \_\_\_\_\_)**  
**(PAPER CODE 63)**

**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 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 marks be awarded to them. In class-X, 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, marks should be awarded.
4. 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. 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.
5. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
6. 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.
7. 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.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10. A full scale of marks \_\_\_\_\_ (example 0-100 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. 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).
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-

- Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totaling of marks awarded on a reply.
  - 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.
  - 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.
13. 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.
14. Any unassessed 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.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. 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.
17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

**MARKING SCHEME**  
**HOME SCIENCE (064)**


**CLASS-XII**

**CODE 69**  
**SET-4**

**GENERAL INSTRUCTIONS:-**

- a. The marking scheme carries only suggested value points to the answers.
- b. These are only guidelines and do not constitute the complete answers.
- c. The students can have their own expression and if the expression is correct the marks be awarded accordingly.
- d. The candidate would be permitted to obtain photo copy 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.
- e. All the head examiners/additional head examiners/examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect (X) should be marked on the incorrect answers and awarded '0' marks.

**MARKING SCHEME**  
**CLASS XII HOME SCIENCE**

Q. No.	ANSWERS	MARKS
	SECTION A (OBJECTIVE TYPE)	
1.	D. Occupancy	1
2.	C. Creche for young children	1
3.	B. Mobile Medicare centers	1
4.	A. Isaac Singer OR B. Levis Strauss	1
5.	A. Accented neutral	1
6.	A. Stunting OR B. Wasting	1
7.	C. extract water from clothes	1
8.	B. 10 to 60 seconds	1
9.	machine and environment OR rewards/motivation/incentive/appreciation/any other(Any two)	1 OR $\frac{1}{2} + \frac{1}{2} = 1$
10.	HIV/AIDS	1
11.	Warli Painting- Maharashtra OR Coconut craft- Kerala <b>For the Visually Impaired Candidates</b> Bamboo craft OR Channapatna dolls	$\frac{1}{2} + \frac{1}{2} = 1$       1
12.	Standard mark found in pure gold jewellery Hall mark  	1
13.	Two main objectives of SEWA are- (Any two) 1. To achieve full employment /financial independence 2. Makes women self-reliance/women empowerment (Any other)	$\frac{1}{2} \times 2 = 1$
14.	Meat/Milk products/Eggs/Fish/Chicken (Any two) OR Canning	$\frac{1}{2} \times 2 = 1$ OR 1
15.	<b>SECTION B (Case study-based questions)</b> C. Number of consumers visiting a store	1
16.	A. ISI	1
17.	B. iii and iv	1
18.	D. ii, v and iii	1
19.	B. Rich in oxalates OR D. Sodium	1
20.	B. Khichri	1

	OR D. Strained daal soup							
21.	A. difficulty in chewing	1						
<b>SECTION C</b>								
22.	<p>Briefly explain the two aspects of care and maintenance of fabrics.</p> <p><b>Two aspects of care and maintenance of fabrics are-</b> (Any two)</p> <ol style="list-style-type: none"> <li>1. Keeping the material free of physical damage/rectifying any damage that may have occurred during its use.</li> <li>2. Retaining/ refreshing the appearance in terms of removal of stains and dirt</li> <li>3. Retaining the textural and visual characteristics (Any other)</li> </ol>	1x2 =2						
23.	<p>Mention any two challenges faced by handicrafts industry. In what two ways is the government trying to help revive this industry?</p> <p><b>Challenges faced by handicraft industry</b> (Any two)</p> <ol style="list-style-type: none"> <li>1. Lack of funds</li> <li>2. Lack of awareness</li> <li>3. Lack of demand</li> <li>4. Inadequate marketing services</li> </ol> <p>(Any other)</p> <p><b>Government can help</b> (Any two)</p> <ol style="list-style-type: none"> <li>1. Skill training</li> <li>2. Innovative ideas</li> <li>3. Financial support</li> <li>4. Loan</li> </ol> <p>(Any other)</p>	<p>½ x2= 1</p> <p>½ x2= 1</p>						
24 (a)	<p>Explain the role of HACCP in ensuring food safety and quality</p> <p><b>Role of HACCP is to -</b> (Any four)</p> <ol style="list-style-type: none"> <li>(i) identify hazards in time</li> <li>(ii) prevent mishaps beforehand</li> <li>(iii) assess chances of occurrence of hazards</li> <li>(iv) critical control points- checks hazards at procuring /buying</li> <li>(v) check quality during manufacturing</li> <li>(vi) check hazards at distribution</li> <li>(vii) define measures for control</li> </ol> <p>(Any Other)</p>	½ x4=2						
<b>OR</b>								
24 (b)	<p>Differentiate between CODEX and ISO.</p> <p>(Any Two)</p> <table border="0"> <tr> <td><b>S. No</b></td> <td><b>CODEX</b></td> <td><b>ISO</b></td> </tr> <tr> <td>1</td> <td>Used to develop National Regulations</td> <td>International Organisation</td> </tr> </table>	<b>S. No</b>	<b>CODEX</b>	<b>ISO</b>	1	Used to develop National Regulations	International Organisation	1x2=2
<b>S. No</b>	<b>CODEX</b>	<b>ISO</b>						
1	Used to develop National Regulations	International Organisation						

	<p>2 Slow to change</p> <p>3 Describes minimal acceptable standards</p> <p>4 Mandatory as per certification requirements</p> <p>(Any other)</p>	<p>Standards reviewed every 5 years</p> <p>Describes current standard industrial practices</p> <p>Completely voluntary in nature</p>	
25 (a).	<p>Write any four salient features of development communication.</p> <p><b>Four salient features of development communication -</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. It is oriented to socio-economic development and happiness of the people and community at large.</li> <li>2. It aims at giving information and educating the community.</li> <li>3. It combines suitable mass media and interpersonal communication channels for greater impact.</li> <li>4. It is based on the audience characteristics and their environment.</li> </ol> <p>(Any other)</p> <p style="text-align: center;"><b>OR</b></p>		$\frac{1}{2} \times 4 = 2$
25 (b)	<p>What do you understand by a campaign? Why are they effective?</p> <p><b>Campaign</b></p> <p>It is a combination of the usage of different communication methods and materials such as meetings, tours, newspaper articles, leaflets and exhibitions about a theme for a predefined period of time.</p> <p>(Any other)</p> <p><b>Campaign is effective-</b> (Any two)</p> <ol style="list-style-type: none"> <li>1. Use of dramatics /entertainment ensures attention and interest so it lasts in the memory of the people and stimulates action.</li> <li>2. It creates conducive environment for adoption of practices.</li> </ol> <p>(Any other)</p>		<p>1</p> <p><math>\frac{1}{2} \times 2 = 1</math></p>
26.	<p>Which four skills would you check before hiring an early childhood professional?</p> <p><b>Four skills before hiring an early childhood professional- He/she should-</b> (Any Four)</p> <ol style="list-style-type: none"> <li>1. Have interest in children and their development.</li> <li>2. Have knowledge about the needs and capabilities of young children.</li> <li>3. Have capacity and motivation for interacting with children.</li> <li>4. Have skills for creative and interesting activities with children in all areas of development.</li> <li>5. Be energetic and prepared for physical activity for long periods of time.</li> <li>6. Have enthusiasm for activities like story-telling, exploration, nature and social interaction etc.</li> <li>7. Have willingness and interest in answering children's queries.</li> <li>8. Have the capacity for understanding individual differences.</li> </ol> <p>(Any other)</p>		$\frac{1}{2} \times 4 = 2$

27.

You are a clinical therapist in a hospital. Which four activities would you adopt for nutritional care of patients?

**Four activities adopted for nutritional care of patients-** (Any four)

 $\frac{1}{2} \times 4 = 2$ 

1. Assessing the nutritional status.
2. Diagnosis of nutritional problems.
3. Planning and prioritising nutrition interventions to meet nutritional needs.
4. Evaluating nutritional care outcomes and making changes if necessary.

(Any other)

28.

The primary objective of early childhood care and education is the holistic development of the child and preparation for school. Justify this statement with the help of three examples each.

**Holistic development**

(Any three)

 $\frac{1}{2} \times 3 = 1\frac{1}{2}$ 

1. Motor development- outdoor games/building blocks/ sand plays/ scribbling, drawing, colouring develop eye-hand coordination and muscle development
2. Social development- various games like house house/role play etc encourage sharing / good habits
3. Emotional development: learn to express themselves and manage emotions
4. Cognitive development: variety of activities such as puzzles, music, sand/ painting provide stimulus to the brain
5. Language development- e.g., nursery rhymes help them to pick new words

(Any other)

**Preparedness for school**

(Any three)

 $\frac{1}{2} \times 3 = 1\frac{1}{2}$ 

1. Learns to sit in one place
2. Learn basic shapes/ colours/numbers
3. Learn to listen
4. Cooperate and share
5. Get into routine

(Any other)

29 (a)

Differentiate between the laundry procedures of hotel and hospital laundries.

(Any three)

S.No	HOTEL LAUNDRY	HOSPITAL LAUNDRY
1	Looks and finish are important	Hygiene and Disinfection are important
2	Starching, ironing and folding are taken care of	Washing and cleaning are taken care of
3	Lesser workload	More workload
4	Deals with multiple types of fabrics	Deals primarily with cotton fabrics

 $1 \times 3 = 3$ 

(Any other)

	OR										
29 (b)	<p>(i) How do the clothes get cleaned by agitation and tumbling methods in washing machines?</p> <p>(Any two)</p> <table border="1"> <thead> <tr> <th>S.No</th><th>AGITATION MACHINE</th><th>TUMBLING MACHINE</th></tr> </thead> <tbody> <tr> <td>1</td><td>The agitator has blades which rotate or oscillate to cause the current in the washing tub.</td><td>Washing takes place in a horizontally placed cylinder which is perforated and revolves in a partially filled tub. With each revolution the clothes are carried to the top and then dropped in the water.</td></tr> <tr> <td>2</td><td>Water moves through the clothes</td><td>Clothes move through the water.</td></tr> </tbody> </table> <p>(Any other)</p> <p>(ii) Which type of drier would you choose for your home? Why?</p> <p>Drier with air of relatively low temperature.  <b>Reason-</b> The temperature and humidity of the room stays normal.</p> <p>(Any other with suitable justification)</p>	S.No	AGITATION MACHINE	TUMBLING MACHINE	1	The agitator has blades which rotate or oscillate to cause the current in the washing tub.	Washing takes place in a horizontally placed cylinder which is perforated and revolves in a partially filled tub. With each revolution the clothes are carried to the top and then dropped in the water.	2	Water moves through the clothes	Clothes move through the water.	<p>1+1=2</p> <p><math>\frac{1}{2} + \frac{1}{2} = 1</math></p>
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2	Water moves through the clothes	Clothes move through the water.									
30.	<p>a) Illustrate any two ways of creating rhythm in sari and blouse dress, with the help of diagram.</p> <p><b>Two ways of creating rhythm in sari and blouse dress, with the help of diagram-</b>            (Any two with diagram)</p> <ol style="list-style-type: none"> <li>1. Repetition(colour/laces/print)</li> <li>2. Cordation /Gradation (colour/size of motifs)</li> <li>3. Radiation (puffed sleeves of blouse/sari pleats)</li> <li>4. Parallelism(pleats)</li> </ol> <p>(Any other)</p> <p>b) Suggest a suitable print and texture of a salwar kameez for a girl who is short in height.</p> <p><b>Print and texture of a salwar kameez for a girl who is short in height-</b>            (Any one point for each)            Print- Small            Texture-            1. Flowing out</p>	<p><math>\frac{1}{2} \times 2 = 1</math></p> <p><math>\frac{1}{2} \times 2 = 1</math></p>									

	<p>2. Coarse (Any other)</p> <p>c) Briefly explain any four factors that you keep in mind while selecting colours for your dress.</p> <p><b>Four factors that you keep in mind while selecting colours for your dress-</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. Occasion</li> <li>2. Age</li> <li>3. Climate/Season</li> <li>4. Occupation</li> <li>5. Figure</li> <li>6. Fashion</li> <li>7. Personal reason</li> <li>8. Skin colour/complexion</li> </ol> <p>(Any other)</p>	$\frac{1}{2} \times 4 = 2$
31(a)	<p>All children are vulnerable, but some children are more vulnerable in India. What can be its four reasons? In what four ways does SOS Village help these children?</p> <p><b>Reasons for children being vulnerable are-</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. Abandoned children, street children who are without any home or settled place.</li> <li>2. Mentally or physically challenged who have no support or look after them.</li> <li>3. Abused, tortured for the purpose of sexual abuse or illegal acts.</li> <li>4. Drug abuse or trafficking.</li> <li>5. Children who are living in challenging conditions.</li> </ol> <p>(Any other)</p> <p><b>The four ways in which SOS Village help these children are as follows-</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. Long term care</li> <li>2. Stable family environment.</li> <li>3. Children are supported individually until they become independent young adults.</li> <li>4. They live like a family and experience love and relationships which helps children to recover from traumatic experiences.</li> <li>5. They are integrated with the local community and contribute to the social life.</li> </ol> <p>(Any other)</p> <p style="text-align: center;"><b>OR</b></p>	$\frac{1}{2} \times 4 = 2$          $\frac{1}{2} \times 4 = 2$
31 (b)	<p>Identify any four causes of youth being vulnerable in India. In what four ways does Nehru Yuva Kendra help these youth?</p> <p><b>Four causes of youth being vulnerable in India are as follows-</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. It is a period of rapid growth and many biological changes occur in</li> </ol>	$\frac{1}{2} \times 4 = 2$

	<p>his/her body which have an impact on their sense of wellbeing and identity.</p> <ol style="list-style-type: none"> <li>It is a period when an individual is preparing to take on adult roles.</li> <li>Peer pressure and pressure to excel in an increasingly competitive world.</li> <li>Difficult circumstances like victims of trafficking, orphans and street children.</li> <li>Lack of positive support from the family</li> </ol> <p>(Any other)</p> <p><b>Nehru Yuva Kendra helps youth in the following ways-</b> (Any four)</p> <ol style="list-style-type: none"> <li>Involved in programmes such as adult education, establishments of youth clubs, organisation of work camps, youth leadership training programmes, vocational training, promotion of rural sports and games, etc.</li> <li>Contribute to the development in the rural areas.</li> <li>Organise activities such as non-formal education, social service camps, development of sports activities /cultural and recreational programmes, etc.</li> <li>Development of functionally efficient, economically productive and socially useful youth.</li> <li>Development of self-reliance secularism, socialism, democracy, scientific temper, etc.</li> </ol> <p>(Any other)</p>	<p><math>\frac{1}{2} \times 4 = 2</math></p>
32	<p>Identify four ways Staphylococcus can cause illness in your family. Suggest any four ways to your cook to prevent this infection.</p> <p><b>Four ways Staphylococcus can cause illness:</b> (Any four)</p> <ol style="list-style-type: none"> <li>If food is stored in danger zone (<math>5^{\circ} - 60^{\circ} \text{C}</math>) /food not hot or cold enough</li> <li>Uncovered food</li> <li>Sneezing over the food</li> <li>Licking the food</li> <li>If food handler is suffering from cold/cough</li> <li>Food handler is suffering from diarrhoea/skin problems like boils, pus</li> <li>Hair not properly covered</li> </ol> <p>(Any other)</p> <p><b>Suggestions to the cook-</b> (Any four)</p> <ol style="list-style-type: none"> <li>Wash the hands before cooking</li> <li>Wash the vegetables and fruits before cooking</li> <li>Store the food in safe zone (below <math>5^{\circ} \text{C}</math> or above <math>60^{\circ} \text{C}</math>)</li> <li>Use the spoon to taste the food</li> <li>Cover hair while cooking</li> <li>Keep the nails short</li> <li>Cover cuts/ wounds/boils</li> <li>Do not handle the food if suffering from cold/ diarrhoea</li> </ol> <p>(Any other)</p>	<p><math>\frac{1}{2} \times 4 = 2</math></p> <p><math>\frac{1}{2} \times 4 = 2</math></p>
33.	<p>Suresh has got appointed as an assistant housekeeper. Who all will work under him? What responsibilities would he assign to each one of them?</p>	

	<p><b>Personnel who work under assistant housekeeper-</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. Desk control supervisor</li> <li>2. Floor supervisor</li> <li>3. Room attendant</li> <li>4. Public area supervisor</li> <li>5. Florist/Gardner</li> <li>6. Linen room/uniform room supervisor</li> </ol> <p><b>Responsibilities he assigns to each one of them-</b> (Any four with one responsibility of each)</p> <p><i>Desk control supervisor</i></p> <ul style="list-style-type: none"> <li>• Coordinates with front office for information on departure of guests</li> <li>• Gets vacated rooms cleaned and hand over cleaned rooms</li> <li>• Guests and staff can contact this desk to receive or transmit information any time</li> </ul> <p><i>Floor supervisor</i></p> <ul style="list-style-type: none"> <li>• Responsible for cleanliness and maintenance of guest rooms, corridors, and staircase and floor pantries.</li> </ul> <p><i>Room attendant</i></p> <ul style="list-style-type: none"> <li>• Does actual cleaning of guest rooms and bath rooms.</li> <li>• Housemen perform the heavy cleaning activities such as vacuuming, mopping, sweeping, shifting of furniture.</li> </ul> <p><i>Public Area Supervisor</i></p> <ul style="list-style-type: none"> <li>• Responsible for maintaining cleanliness of the public areas (Main entrance, corridor, offices, banquet halls, restaurants, etc.)</li> <li>• Gets work done through Housemen</li> </ul> <p><i>Florist/Gardner</i></p> <ul style="list-style-type: none"> <li>• Maintains garden and does flower arrangement in various parts of the hotel.</li> </ul> <p><i>Linen room/uniform room supervisor</i></p> <ul style="list-style-type: none"> <li>• Responsible for supply, acquisition, storage, issue and cleanliness of the linen and uniforms required in various parts of the hotel</li> </ul> <p>(Any other)</p>	<p><math>\frac{1}{2} \times 4=2</math></p> <p><math>\frac{1}{2} \times 4=2</math></p>
<p>34.</p>	<p>What do you understand by the following foods? Give one example of each.</p> <ol style="list-style-type: none"> <li>a) Formulated foods</li> <li>b) Synthetic foods</li> <li>c) Food derivatives</li> <li>d) Medical foods</li> <li>e) Manufactured foods</li> </ol> <p>1. <b>Formulated foods-</b> These are products prepared by mixing and processing of individual ingredients to result in relatively shelf-stable</p>	<p><math>1 \times 5=5</math></p>

	<p>food products such as bread, biscuits, ice cream, cakes.</p> <ol style="list-style-type: none"> <li><b>Synthetic foods-</b> These are products that are manufactured through microbial or chemical synthesis such as enzymes used in industry, nutrients such as vitamins.</li> <li><b>Food derivative-</b> In industry, components of foods may be obtained from the raw product through purification, for example, sugar from sugarcane or oil from oil seeds.</li> <li><b>Medical foods-</b> These are the foods used in dietary management of disease, for example- low sodium salt, lactose free milk.</li> <li><b>Manufactured foods-</b> In such food products, the original characteristics of the raw products are lost and some basic methods of preservation are used using various ingredients such as salt, sugar, oil or even chemical preservatives. Example pickles, jams, squashes, papad, wadis.</li> </ol>	
35.	<p>As a health worker, you noticed that most of the children in the village have pale yellowish skin.</p> <p><b>(a)What do you think they are suffering from?</b></p> <p>Anaemia</p> <p><b>(b) Mention any three additional consequences on their health, if they are not given timely treatment.</b></p> <p><b>Three additional consequences on their health are-</b> (Any three)</p> <ol style="list-style-type: none"> <li>Breathlessness on slight exertion</li> <li>Fatigue/lethargy</li> <li>General pallor/ paleness of conjunctiva of eyes, tongue and nail beds and soft palate/</li> <li>Low attention span/ low memory/ lack of concentration.</li> </ol> <p>(Any others)</p> <p><b>(c) Make their parents aware of nutrition-based and diet-based strategies so that they can improve the health of their children.</b></p> <p><b>Nutrition based strategies:</b> (Any two)</p> <p>Iron and folic acid tablets/ deworming tablets</p> <p><b>Diet based Strategies:</b> (Any two)</p> <p>Food fortification/dietary diversification and modification – production of low-cost vegetables/ home gardening /breast feeding and correct weaning practices/nutrition education/health education.</p> <p>(Any other)</p> <p><b>(d) What two government programmes are operational in our country, for such children?</b></p> <p><b>Government programmes</b> (Any two)</p> <ul style="list-style-type: none"> <li>ICDS</li> </ul>	<p>½ mark</p> <p>½ x 3= 1½</p> <p>½ x2= 1</p> <p>½ x2= 1</p> <p>½ x2= 1</p>

	<ul style="list-style-type: none"> <li>• Nutrient deficiency control programme-National Anaemia control programme</li> <li>• Food supplementation programme-Mid day meal program</li> <li>• Poshan Abhiyan /NNP</li> </ul> <p>(Any other)</p>	
36.(a)	<p>(i)Merchandising is done at which three levels? Explain in detail.</p> <p><b>Merchandising is done at following three levels -</b></p> <p><b>1.Retail organisation-</b></p> <ol style="list-style-type: none"> <li>1. Merchandise moves from the fashion designer's /wholesalers to retail stores to customers</li> <li>2. Ensures variety of merchandise available to customer at reasonable prices</li> </ol> <p>(Any other)</p> <p><b>2.Buying Agency Merchandising-</b></p> <ol style="list-style-type: none"> <li>1. Identify vendors, negotiate costs, check in process -quality and perform pre shipment quality inspection.</li> <li>2. They keep regular control over quality during production and save time.</li> </ol> <p>(Any other)</p> <p><b>3.Export House Merchandising -</b></p> <ol style="list-style-type: none"> <li>1. Buyer merchandiser -Act as a link between the buyer and the manufacturer they have the responsibility of ensuring that the product is developed as per the requirements of the buyer.</li> <li>2. Production merchandiser – They are link between production and buyer merchants that the product produced in time according to requirement of the buyer</li> </ol> <p>(Any other)</p> <p>(ii)What two skills should a merchandiser possess, to be successful?</p> <p><b>Skills</b> (Any two)</p> <ol style="list-style-type: none"> <li>1. Forecasting skills</li> <li>2. Creative skills</li> <li>3. Analytical skills</li> <li>4. Negotiation skills</li> </ol> <p>(Any other)</p> <p style="text-align: center;"><b>OR</b></p>	<p>1</p> <p>1</p> <p>1</p> <p>1x2=2</p>
36 (b)	<p>i)What do you understand by target market?</p> <p><b>Target market-</b> It is defined as category of consumers one is targeting at for selling the product.</p>	1

	<p>(ii) In what four ways can the market be segmented? Explain in detail.</p> <p><b>Market can be segmented in various ways -</b> (Any four)</p> <ol style="list-style-type: none"> <li>1. <b>Demographic Segmentation</b> is on the basis of Population, Age, Sex, Occupation, Education and Income.</li> <li>2. <b>Geographic Segmentation</b> is on the basis of cities, states and regions. Climate of various places may vary and it plays an important role in selection of clothes.</li> <li>3. <b>Psychographic Segmentation</b> is on the basis of lifestyle like social activities, interests, leisure pursuits, needs and wants.</li> <li>4. <b>Behavioural Segmentation</b> is on the basis of opinion on specific products or services.</li> </ol> <p>(Any other)</p>	<p><b>1X4=4</b></p>
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