# 

****

**TEMPLATE 5**

**University of Kerala  
UoK -FYUGP  
Pedagogical Approaches and Evaluation - 2024**

# 

**SET 1**

|  |  |  |
| --- | --- | --- |
| **University of Kerala** | | |
| **Discipline: Home Science** |  | **Time: 1 Hour 30 Minutes (90 Mins.)** |
| **Course Code: UK1DSCHSC100** |  | **Total Marks: 42** |
| **Course Title: Fundamentals of Sustainable Living I** |  |  |
| **Type of Course: DSC** |  |  |
| **Semester: 1** |  |  |
| **Academic Level: 100-199** |  |  |
| **Total Credit: 4, Theory: 4 Credit**  **(Applicable for 4 Credit Course with 1 Credit Practical Also)** |  |  |

**Part A. 6 Marks. Time: 6 Minutes**

**Objective Type. 1 Mark Each. Answer All Questions (Cognitive Level: Remember/Understand)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qn.**  **No.** | **Question** | **Cognitive**  **Level** | **Course Outcome (CO)** |
| **1.** | \_.. .............. **is the element that defines the surface quality of an object, whether it is smooth, rough, soft, or hard.** | **Remember** | **CO3** |
| **2.** | **The state of complete physical, mental and social well-being and not merely the absence of disease or infirmity is known as ……………** | **Remember** | **CO1** |
| **3.** | **Rice and potato can be classified as ………………..rich foods.** | **Understand** | **CO2** |
| **4.** | **The diet which provides all the nutrients in the required amounts and proper proportions is described as …………….** | **Understand** | **CO1** |
| **5.** | **Indicate the principle used to draw attention to a particular area or element in a design.** | **Understand** | **CO4** |
| **6.** | **Identify the term for a dress style with a fitted bodice ending just below the bust and a gathered skirt.** | **Understand** | **CO5** |

**Part B. 8 Marks. Time: 24 Minutes**

**Short Answer. 2 Marks Each. Answer All Questions (Cognitive Level: Understand/Apply)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qn.**  **No.** | **Question** | **Cognitive Level** | **Course Outcome (CO)** |
| **7.** | **Classify nutrients into different groups.** | **Understand** | **CO1** |
| **8.** | **Differentiate textile fibers based on their origin with examples.** | **Understand** | **CO3** |
| **9.** | **Explain My Plate with an illustration** | **Apply** | **CO2** |
| **10.** | **Explain the key characteristics of abstract design in interior designing.** | **Apply** | **CO2** |

**Part C. 28 Marks. Time: 60 Minutes**

**Long Answer. 7 marks each. Answer all 4 Questions, choosing among options within each question.**

**(Cognitive Level: Apply/Analyse/Evaluate/Create)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qn.**  **No.** | **Question** | **Cognitive**  **Level** | **Course Outcome (CO)** |
| **11a**  **11 b** | **Explain the fundamental principles of meal planning.**  **Prepare a meal plan for a vegetarian so that he/she receives all the necessary nutrients. Give examples of foods you would include in such a meal plan.**  **Or**  **Explain how the principles of balance and rhythm are applied to create a cohesive and visually appealing living room . Provide specific examples of how each principle can be implemented in a living room design.** | **Apply**  **Apply** | **CO2**  **CO4** |
| **12 a**  **12 b** | **Develop key messages you would include while designing an awareness class for a community on how different factors affect RDA.**  **Or**    **Illustrate the role of fashion accessories in enhancing personal style and functionality with specific examples.** | **Apply**  **Apply** | **CO2**  **CO6** |
| **13 a.**    **13 b.** | **Explain how a designer might draw inspiration from nature. How can they achieve this, with specific design elements and materials ?**    **Or**  **Explain the principles and objectives of diet therapy. Suggest a menu plan applying the principles of diet therapy for an undernourished child. List specific foods mentioning their benefits.** | **Apply**  **Apply** | **CO6**  **CO2** |
| **14 a.**  **14 b** | **Explain how the principle of emphasis can be used to highlight a specific area in a living room. Describe the techniques you would use**    **Or**  **A school-going child has a habit of eating snacks like chips, biscuits, pastries and puffs . Modify this unhealthy snacking habit and choose alternative snacks that contain body building and protective foods . Justify your selection of the new snack.** | **Apply**  **Apply** | **CO4**  **CO2** |

|  |  |  |
| --- | --- | --- |
| **Cognitive Level** | **Marks** | **Percentage** |
| Remember | 2 | 4.8 |
| Understand | 8 | 19.0 |
| Apply | 32 | 76.2 |
| Analyse | - | - |
| Evaluate | - | - |
| Create | - | - |
| **TOTAL** | **42** | **100** |

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | **Marks** | **Percentage** |
| CO1 | 4 | 9.52 |
| CO2 | 19 | 45.24 |
| CO3 | 3 | 7.14 |
| CO4 | 1 | 2.38 |
| CO5 | 1 | 2.38 |
| CO6 | 14 | 33.33 |
| **TOTAL** | **42** | **100** |

# 