UGC NET Home Science 26th June Shift 1

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Q1. Arrange the following signs of Vitamin A deficiency in the correct chronological order of appearance:

A. Bitot's spots
B. Night blindness
C. Corneal xerosis
D. Corneal scarring
E. Conjunctival xerosis

(a) B → E → A → C → D
(b) E → B → A → C → D
(c) B → A → E → C → D
(d) B → A → C → E → D

S1. Ans.(a)

Sol. The correct sequence of clinical signs of Vitamin A deficiency begins with **night blindness**, followed by **conjunctival xerosis**, **Bitot's spots**, **corneal xerosis**, and finally, **corneal scarring**. This progression reflects the pathophysiological impact of prolonged Vitamin A deficiency on the eye, from functional disturbances to irreversible structural damage.

Information Booster

Vitamin A deficiency impacts the eye in a defined and progressive sequence:

1. **Night Blindness:**
   This is the earliest and reversible symptom, resulting from the impaired formation of rhodopsin in retinal rods.

2. **Conjunctival Xerosis:**
   Characterized by dryness of the conjunctiva due to loss of mucus-secreting epithelial cells.
3. **Bitot's Spots:**
   These foamy, white patches on the conjunctiva indicate keratinized epithelium, typically seen after conjunctival xerosis.
4. **Corneal Xerosis:**
   Dryness of the cornea, leading to a dull and rough surface, suggests deeper epithelial damage.
5. **Corneal Scarring (Keratomalacia):**
   A severe stage involving softening, ulceration, and scarring of the cornea, often resulting in blindness.

This sequence is categorized by the WHO into **Xerophthalmia classifications** (XN, X1A, X1B, X2, X3A/B, XS), which public health professionals use for monitoring and intervention planning.

Q2. Identify the options that correctly represent stages in Sigmund Freud's psychosexual theory of development:

A. Oral
B. Anal
C. Hand
D. Genital
E. Stomach
(a) A, B, D
(b) A, B, E
(c) A, D, E
(d) B, D, C

S2. Ans.(a)

Sol. A (Oral), **B (Anal)**, and **D (Genital)** are actual stages in Freud's psychosexual theory. **C (Hand)** and **E (Stomach)** are not identified as distinct stages or erogenous zones in Freud's model.

Information Booster

Freud's psychosexual stages describe how personality develops through childhood by focusing the libido on specific erogenous zones:

1. **Oral Stage (0–1 year):**
   The mouth is the focus. Infants derive pleasure from sucking, feeding, and oral stimulation.
2. **Anal Stage (1–3 years):**
   Focus is on the anus, with pleasure derived from toilet training and control over bodily functions.
3. **Phallic Stage (3–6 years):**
   Focus on the genitals. Children become aware of anatomical sex differences and experience the Oedipus or Electra complex.
4. **Latency Stage (6–12 years):**
   Sexual impulses are repressed, and focus shifts to socialization and learning.
5. **Genital Stage (12+ years):**
   Sexual urges reawaken and are directed toward peers, leading to adult intimacy and identity.

The correct choices in the question—**Oral, Anal, Genital**—represent distinct stages linked to erogenous zones that Freud emphasized.

Q3. Arrange the following stages of cognitive development proposed by Jean Piaget in the correct chronological order:

A. Concrete Operational
B. Sensorimotor
C. Formal Operational
D. Preoperational
(a) B → D → A → C
(b) B → A → D → C
(c) D → B → A → C
(d) A → B → D → C

S3. Ans.(a)

Sol. The correct order of Piaget's cognitive development stages is:
Sensorimotor → Preoperational → Concrete Operational → Formal Operational,
which corresponds to:
B → D → A → C

Information Booster

Jean Piaget proposed a **stage theory of cognitive development**, stating that children progress through a series of four universal stages in a fixed order. Each stage represents a qualitatively different type of thinking:

1. **Sensorimotor Stage (0–2 years):**
   Infants understand the world through sensory experiences and physical interactions. Major achievement: **object permanence**.
2. **Preoperational Stage (2–7 years):**
   Children begin using language and symbols but lack logical operations. Thinking is **egocentric**, and they struggle with conservation.
3. **Concrete Operational Stage (7–11 years):**
   Children develop logical thinking about **concrete events**. They understand concepts like **conservation, reversibility**, and **classification**.
4. **Formal Operational Stage (11 years and up):**
   The ability to think **abstractly, hypothetically**, and **systematically** develops. Adolescents can form and test hypotheses.

These stages must occur in this order; a child cannot skip a stage, though the rate of progression may vary.

Q4. Match the column

List I (Textile Name)	List II (Technique)
A. Kantha	1. Printing
B. Brocade	2. Woven
C. Kalamkari	3. Tie and Dye
D. Patola	4. Embroidery

Options
(a) A–4, B–2, C–1, D–3
(b) A–1, B–4, C–2, D–3
(c) A–3, B–1, C–2, D–4
(d) A–2, B–3, C–1, D–4

S4. Ans.(a)

Sol. The correct matching is:

Textile	Correct Technique
A. Kantha	4. Embroidery
B. Brocade	2. Woven
C. Kalamkari	1. Printing
D. Patola	3. Tie and Dye

Information Booster

- **Kantha (Embroidery):**
  Originating from Bengal, Kantha is a traditional form of **hand embroidery** using simple running stitches to repurpose old saris into quilts, dupattas, and garments. It often tells folk stories through motifs.
- **Brocade (Woven):**
  Brocade is a **richly woven** fabric, typically of silk with metallic threads, creating raised floral or geometric designs. It is created using special looms and does **not involve embroidery or printing**.
- **Kalamkari (Printing):**
  This refers to **hand-painted or block-printed** textile art from Andhra Pradesh and Telangana. Natural dyes and traditional motifs (mythological or floral) are used.
- **Patola (Tie and Dye):**
  Patola is a double **ikat (tie and dye)** technique from Gujarat. Threads are resist-dyed before weaving. It is highly symmetrical and labor-intensive.

Q5. Arrange the following processes involved in cotton yarn production in the correct sequence:
A. Drawing
B. Roving
C. Ginning
D. Spinning
E. Harvesting

Options:
(a) E → C → A → B → D
(b) E → C → B → A → D
(c) C → E → A → D → B
(d) E → C → D → A → B

S5. Ans.(a)

Sol. The correct sequence is:

E. Harvesting → C. Ginning → A. Drawing → B. Roving → D. Spinning

Explanation:
The process begins with **Harvesting**, where cotton is picked from the field. Then comes **Ginning**, where cotton fibers (lint) are separated from seeds. Next, in **Drawing**, multiple slivers are combined and stretched to align the fibers and improve uniformity. After drawing, the fibers go through **Roving**, where the sliver is further attenuated and given a slight twist to form a soft strand. Finally, in **Spinning**, the roving is twisted into strong yarn that is ready for weaving or knitting.

Information Booster
Each step in yarn manufacturing plays a specific role:

- **Harvesting (E):** The first step in the cotton value chain. Quality of cotton is influenced by the method (manual or mechanical).
- **Ginning (C):** This process separates the cotton lint from the seed. Proper ginning improves fiber length and reduces contamination.
- **Drawing (A):** This is a **fiber alignment process**. Multiple slivers are drawn into a single sliver to even out mass variations. It's vital for consistency in yarn.
- **Roving (B):** In this pre-spinning process, the drawn sliver is slightly twisted and made thinner. This makes it manageable for the final spinning process.
- **Spinning (D):** The final stage where strong, continuous yarn is produced. Spinning involves drafting and twisting the roving to the desired thickness and strength.

Q6. Match List I (Stages of Grief – Kübler-Ross Model) with List II (Correct Stage Number in Sequence):

List I (Stage Name)	List II (Stage Number)
A. Denial	1. First
B. Anger	2. Second
C. Bargaining	3. Third
D. Acceptance	5. Fifth

Options:
(a) A–1, B–2, C–3, D–5
(b) A–2, B–1, C–3, D–5
(c) A–3, B–2, C–1, D–5
(d) A–1, B–3, C–2, D–5

S6. Ans.(a)
Sol. The correct sequence of the **Kübler-Ross five stages of grief** is:

Stage Name	Order
Denial	1st Stage
Anger	2nd Stage
Bargaining	3rd Stage
Depression	4th Stage *(not in this question)*
Acceptance	5th Stage

Information Booster

The **Kübler-Ross Model** outlines five emotional stages a person goes through when dealing with grief or terminal illness. While they may not occur in the exact same way for everyone, the **typical progression** is:

1. **Denial (Stage 1):**
   Temporary defense mechanism; "This isn't happening."
2. **Anger (Stage 2):**
   Frustration and helplessness; "Why me?"
3. **Bargaining (Stage 3):**
   Seeking ways to reverse or postpone the inevitable.
4. **Depression (Stage 4):**
   Deep sadness and reflection on the impending or experienced loss.
5. **Acceptance (Stage 5):**
   A peaceful resignation and readiness to move forward.

Q7. Identify the option that includes only intelligences proposed by Howard Gardner in his Theory of Multiple Intelligences:

List of Intelligences:

A. Spatial
B. Emotional
C. Musical
D. Bodily-Kinesthetic
E. Technological

Options:

(a) A, B, C
(b) A, C, D
(c) B, D, E
(d) A, D, E

S7. Ans.(b)

Sol. Howard Gardner proposed a model that describes intelligence as multiple dimensions of human capability. In this question:

- **A. Spatial** – ✓ Part of Gardner's model
- **C. Musical** – ✓ Part of Gardner's model
- **D. Bodily-Kinesthetic** – ✓ Part of Gardner's model

Thus, **option (b)** is correct.

Information Booster

Howard Gardner's Multiple Intelligences Theory broadens the traditional understanding of intelligence beyond IQ. He identified the following intelligences:

1. **Linguistic** – sensitivity to spoken and written language
2. **Logical-Mathematical** – ability to reason and solve problems
3. **Spatial** – ability to visualize with the mind's eye
4. **Musical** – skill in performance, composition, and appreciation of musical patterns

5. **Bodily-Kinesthetic** – control over body motions and handling objects skillfully
6. **Interpersonal** – ability to understand and interact with others
7. **Intrapersonal** – capacity to understand oneself
8. **Naturalistic** – ability to identify patterns in nature
9. **Existential** (tentative) – sensitivity to deep philosophical questions

Q8. Which of the following substances are commonly used as food antioxidants?

A. TBHQ (Tertiary Butylhydroquinone)
B. BHA (Butylated Hydroxyanisole)
C. Propyl Gallate
D. Sodium Nitrite
E. Calcium Propionate

Options:

(a) A, B, C
(b) A, C, D
(c) B, C, E
(d) A, D, E

S8. Ans.(a)

Sol. Option (a) A, B, C is correct. These are all commonly used **synthetic antioxidants** in the food industry to **prevent oxidative spoilage** in fats and oils:

- **A. TBHQ (Tertiary Butylhydroquinone)**
- **B. BHA (Butylated Hydroxyanisole)**
- **C. Propyl Gallate**

These antioxidants help extend the **shelf life** of food by inhibiting lipid oxidation.

Information Booster

Full Forms and Functions:

- **A. TBHQ (Tertiary Butylhydroquinone):**
  A **synthetic antioxidant** that helps prevent oxidative spoilage in **oils, fats**, and **processed foods**, especially in products like **snack foods** and **frying oils**.
- **B. BHA (Butylated Hydroxyanisole):**
  A commonly used **lipid-soluble antioxidant** in **cereals, baked goods, snacks**, and **gum** to inhibit oxidation and prevent rancidity.
- **C. Propyl Gallate:**
  Often used with **BHA** and **BHT** to prevent oxidation in **oils** and **emulsions**. It is a **phenolic antioxidant** that helps preserve the flavor and nutritional quality of fats.

Additional Knowledge

- **D. Sodium Nitrite:**
  Preservative and color fixative used primarily in **processed meats** like sausages, bacon, and ham. While it prevents bacterial growth, it is **not an antioxidant**.
- **E. Calcium Propionate:**
  This is a **preservative** used in **baked goods** to inhibit mold growth. It **does not act as an antioxidant** but helps preserve shelf life by preventing microbial spoilage.

Q9. What is the normal range for hemoglobin levels in non-pregnant women in grams per liter (g/L)?

Options:

(a) 100–120 g/L

(b) 110–130 g/L

(c) 120–140 g/L

(d) 130–150 g/L

S9. Ans.(b)

Sol. The normal range for **hemoglobin levels in non-pregnant women** is typically **110–130 g/L**.

Information Booster

When measured in **grams per liter (g/L)**, the normal range for **hemoglobin levels in non-pregnant women** is between **110–130 g/L**, which corresponds to **11–13 g/dL** (since 1 g/dL = 10 g/L). Hemoglobin levels are an important indicator of overall health, particularly for assessing anemia or other blood-related conditions.

Additional Knowledge

Hemoglobin is essential for transporting oxygen from the lungs to the tissues and returning carbon dioxide to the lungs for exhalation. The **normal range for non-pregnant women** is typically **110–130 g/L**, which corresponds to **11–13 g/dL**.

Factors affecting hemoglobin levels include:

- **Dietary intake**: Adequate iron, folate, and vitamin B12 are essential to maintain normal levels.
- **Menstrual cycle**: Blood loss during menstruation can temporarily lower hemoglobin levels.
- **Chronic diseases**: Conditions like chronic kidney disease, blood loss, or nutritional deficiencies can lead to lower hemoglobin levels.

Q10. Arrange the following stages of language development in infants in the correct order:

A. Cooing

B. Crying

C. Babbling

D. Holophrase

E. Telegraphic Speech

Options:

(a) A → B → C → D → E

(b) B → A → C → E → D

(c) B → C → A → D → E

(d) B → A → C → D → E

S10. Ans.(d)

Sol. The correct sequence of language development in infants is:

B → A → C → D → E, which corresponds to:

Crying → Cooing → Babbling → Holophrase → Telegraphic Speech

Information Booster

The stages of **language development** in infants follow a predictable pattern, although individual variation exists. Here's what each stage involves:

1. **Crying (B):**
   The first **form of communication** from birth, infants use crying to express their **needs** (hunger, discomfort, tiredness).
2. **Cooing (A):**
   Occurs around **6–8 weeks**. Babies begin making **vowel-like sounds** (e.g., "oo," "ah") to communicate happiness and engagement. This is an early form of **pre-linguistic vocalization**.
3. **Babbling (C):**
   Starts around **4–6 months**. Babies combine consonant and vowel sounds (e.g., "ba-ba," "da-da"). This is important for **later speech development** and is a precursor to actual words.
4. **Holophrase (D):**
   Occurs around **12 months**. Babies use **one word** to represent an entire sentence or thought (e.g., saying "milk" to mean "I want milk").
5. **Telegraphic Speech (E):**
   Occurs around **18–24 months**. Children start combining **two or more words** to form simple sentences, omitting less essential words (e.g., "want cookie" or "big truck").

Q11. Arrange the following stages of fetal development in the correct order:

A. Fertilization
B. Blastocyst Formation
C. Embryonic Stage
D. Fetal Stage
E. Implantation

Options:

(a) A → B → E → C → D
(b) A → E → B → C → D
(c) A → B → E → D → C
(d) A → B → C → E → D

S11. Ans.(b)

Sol. The correct sequence of fetal development is:

A → E → B → C → D, which corresponds to:

Fertilization → Implantation → Blastocyst Formation → Embryonic Stage → Fetal Stage

Information Booster

1. **Fertilization (A):**
   - The **sperm** and **egg** fuse to form a **zygote**, marking the beginning of the pregnancy.
2. **Implantation (E):**
   - The **blastocyst** (developed after fertilization) attaches itself to the **lining of the uterus**. This process begins around **6-7 days after fertilization**.
3. **Blastocyst Formation (B):**
   - The fertilized egg undergoes several divisions to form the **blastocyst**, a ball of cells, which will later differentiate into the **embryo** and **placenta**.

4. **Embryonic Stage (C):**
   - This stage occurs from **2 weeks to 8 weeks** after fertilization. **Organ development** is most rapid during this period, and key structures such as the **heart**, **spinal cord**, and **brain** begin to form.
5. **Fetal Stage (D):**
   - After 8 weeks, the **fetal stage** begins. During this stage, the baby grows rapidly, with the organs maturing, bones hardening, and more recognizable **physical features** developing.

Q12. Arrange the following stages of Tuckman's group development model in the correct order:

A. Storming
B. Forming
C. Norming
D. Performing
E. Adjourning

Options:

(a) B → A → C → D → E
(b) B → C → A → D → E
(c) B → A → D → C → E
(d) A → B → C → D → E

S12. Ans.(a)

Sol. The correct sequence of Tuckman's group development model is:
B → A → C → D → E, which corresponds to:
Forming → Storming → Norming → Performing → Adjourning

Information Booster

1. **Forming (B):**
   - The initial stage where group members get acquainted with each other. At this stage, the group's goals and roles are not clearly established, and there is **polite behavior** and **uncertainty** about the group dynamics.
2. **Storming (A):**
   - The second stage where conflicts arise as group members start to express differing opinions and ideas. **Tensions and disagreements** may occur as individuals assert their opinions and attempt to establish their place in the group.
3. **Norming (C):**
   - The group begins to **resolve conflicts** and establish **norms** for working together. Group members start to develop a sense of cohesion and mutual respect. Cooperation increases, and the group starts to find a balance in roles and expectations.
4. **Performing (D):**
   - In this stage, the group reaches its optimal **performance level**. Members work together effectively toward achieving the group's goals. The group is mature, functional, and can solve problems independently with minimal supervision.
5. **Adjourning (E):**
   - The final stage where the group disbands after achieving its goals. This phase involves **closure**, reflection, and often a sense of **accomplishment**. The group may dissolve after completing the task, or it may transition into another phase or project.

Q13. The triangular part of a garment that is added to improve fit or shape is called:
Options:
(a) Dart
(b) Pleat
(c) Tuck
(d) Gathers
S13. Ans.(a)
Sol. A **dart** is a triangular piece of fabric that is sewn into a **garment to create shape and improve its fit**. It is commonly used in the bust, waist, or back areas of a garment. Darts allow for the garment to contour to the body's natural curves, giving it a more tailored look. The shape of the dart helps eliminate excess fabric and improves the overall fit of the garment.
Information Booster
Darts are an **essential technique in garment construction**. They not only improve the fit but also contribute to the aesthetic and comfort of a piece of clothing. The precise positioning and stitching of darts allow a garment to follow the body's natural lines without being tight or uncomfortable. Darts can be single-point or double-pointed (French darts) depending on the design and the area of the garment. They are most frequently used in women's clothing, such as blouses, dresses, and skirts, but can be applied to both men's and women's wear.
Additional Knowledge

- **Option (b) Pleat**: A pleat is a fold of fabric, typically even, that is sewn or pressed into place. Pleats add texture and fullness to garments but are used primarily for decorative purposes or to provide ease of movement. They do not contour or shape the body like darts do.
- **Option (c) Tuck**: A tuck is a type of fold or pleat that is stitched into the fabric. Tucks are generally smaller and used to gather the fabric without altering the overall fit. They also provide texture or design detailing but don't significantly change the garment's fit like darts.
- **Option (d) Gathers**: Gathers are created by pulling the fabric together with a thread to create fullness. This technique is used to add volume or decorative texture to garments, such as skirts or sleeves. Gathers differ from darts because they do not contour the garment to the body but instead add fullness for aesthetic purposes.

Q14. Match the following garment construction techniques in List I with their corresponding styles or types in List II:

List I (Garment Part)	List II (Type/Style)
A. Pleats	1. Raglan
B. Collar	2. Mandarin
C. Sleeves	3. Knife
D. Pocket	4. Patch

Options:

(a) A-3, B-2, C-1, D-4

(b) A-1, B-3, C-2, D-4

(c) A-3, B-1, C-2, D-4

(d) A-2, B-1, C-3, D-4

S14. Ans.(a)

Sol. The correct match is:

Garment Part	Type/Style
A. Pleats	3. Knife
B. Collar	2. Mandarin
C. Sleeves	1. Raglan
D. Pocket	4. Patch

Information Booster

1. **Pleats (A):**
   Knife pleats are **folds of fabric** that are pressed in the same direction. They are often used in **skirts, dresses,** or **trousers** to add fullness or for decoration. **Knife pleats** are the most common type of pleat.
2. **Collar (B):**
   Mandarin collars are **short, stand-up collars** that do not fold over. They are popular in **Chinese-style garments** or **modern jackets**.
3. **Sleeves (C):**
   Raglan sleeves are **diagonal sleeves** that extend in one piece to the neckline, typically used in **sportswear** or **casual garments**. Raglan sleeves offer **greater mobility**.
4. **Pocket (D):**
   Patch pockets are **external pockets** sewn onto the surface of a garment, as opposed to being integrated into the seams. They are often used in **jackets**, **shirts**, or **trousers** for added convenience.

Q15. Arrange the following pant lengths in the correct order from shortest to longest:

A. Capri

B. Shorts

C. Bermudas

D. Classic

Options:

(a) B → A → C → D

(b) A → B → C → D

(c) B → C → A → D

(d) C → B → A → D

S15. Ans.(c)

Sol. The correct order from **shortest to longest** is:

B → C → A → D, which corresponds to:

Shorts → Bermudas → Capri → Classic

1. **Shorts (B):**
   Shorts are the **shortest** of the four options, typically ending above the knee or at the knee. They are the most casual option and are often worn for activities like sports or hot weather.
2. **Bermudas (C):**
   Bermudas are longer than shorts and typically **end just above the knee**.
3. **Capri (A):**
   Capri pants are typically **mid-calf length** and offer a balance between a casual look and some additional coverage. They are longer than bermudas but shorter than full-length pants.
4. **Classic (D):**
   Classic pants, or full-length pants, are the **longest** of the group, extending from the **waist to the ankle**. These are typically worn in formal settings, business environments, or cooler weather.

Q16. Which of the following communication models emphasizes a circular process with continuous feedback, and which one emphasizes the overlap of fields of experience between the sender and receiver?

(a) Osgood's - Schramm's Model

(b) Shannon-Weaver Model

(c) Berlo's SMCR Model

(d) Lasswell's Model

S16. Ans.(a)

Sol. Osgood's - Schramm's Model emphasizes **circular communication** and **continuous feedback**, where both sender and receiver play active roles. It also highlights the **overlap of fields of experience**, meaning effective communication happens when both share common understanding and knowledge.

Information Booster

- **Circular Process**: Sender and receiver exchange roles, providing feedback continuously.
- **Fields of Experience**: Shared knowledge between sender and receiver for effective communication.

Additional Knowledge

- **Shannon-Weaver**: **Linear** model with no feedback.
- **Berlo's SMCR**: Focuses on **source**, **message**, **channel**, and **receiver**, but is **linear**.
- **Lasswell's**: Also **linear**; focuses on the components of communication without feedback.

Q17. Which of the following amendments to the Constitution of India is related to the Panchayati Raj System?

(a) 72nd Amendment

(b) 73rd Amendment

(c) 71th Amendment

(d) 74th Amendment

S15. Ans.(b)

Sol. The **73rd Amendment** to the Constitution of India, enacted in **1992**, is specifically related to the **Panchayati Raj System**. This amendment aimed to establish a constitutional framework for the decentralization of power to local self-governments, ensuring that **Panchayats** (village, intermediate, and district-level bodies) are constitutionally recognized and strengthened. It mandates the establishment of **three-tier Panchayati Raj** institutions at the **village**, **intermediate**, and **district levels** in rural areas. The amendment also provides for **direct elections** to local bodies, the reservation of seats for **women**, **Scheduled Castes (SCs)**, and **Scheduled Tribes (STs)**, and the establishment of **State Election Commissions** to conduct elections at the Panchayat level.

Information Booster

The **73rd Amendment** is a landmark in the process of decentralization in India, reinforcing the idea of **grassroots democracy**. It empowers local communities by ensuring their participation in decision-making processes at the village and district levels. It also made it mandatory for **States** to devolve powers and responsibilities to Panchayats, ensuring that they function as institutions of **self-government**. This amendment has played a crucial role in strengthening local governance and promoting **rural development**.

Q18. Which of the following dates is Energy Conservation Day celebrated in India?

(a) March 22

(b) April 18

(c) June 5

(d) December 14

S16. Ans.(d)

Sol. Energy Conservation Day is celebrated on **December 14** in India. This day aims to create **awareness** about the **importance of energy conservation** and **efficiency**. It emphasizes the need to reduce **energy consumption** and adopt **energy-efficient practices** to ensure **sustainable use** of resources.

Information Booster

Energy Conservation Day in India is observed to promote responsible **energy usage** and to address the challenges related to **energy scarcity** and **environmental impact**. The **Ministry of Power** organizes various activities to educate the public about the benefits of **energy conservation**, encouraging **individuals**, **businesses**, and **institutions** to take steps toward reducing **energy consumption**. This day also highlights the role of **energy efficiency** in combating **climate change** and preserving **natural resources** for future generations.