

S. Chand's

Exam Success Series

UGC-NET/JRF/SET TEACHING AND RESEARCH APTITUDE (General Paper - I)

SECOND EDITION



S. CHAND



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EXAM SUCCESS SERIES

UGC-NET/JRF/SET

Teaching and Research Aptitude

(General Paper – I)

Second Edition



S. CHAND & COMPANY PVT. LTD.

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Head Office: 7361, RAM NAGAR, NEW DELHI - 110 055

Phone: 23672080-81-82, 9899107446, 9911310888 Fax: 91-11-23677446

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PREFACE TO THE SECOND EDITION

It brings immense happiness to our team in presenting you the new edition of the *UGC-NET/JRF/SET Teaching and Research Aptitude (General Paper - I)*. Recent solved papers have been added to help students in their preparation.

As per the notification, from December 2014 the Central Board of Secondary Education (CBSE) has begun holding the National Eligibility Test (NET) on behalf of the University Grants Commission (UGC). The CBSE is to conduct NET in 79 subjects at 89 selected NET Coordinating Institutions spread across the country. The eligibility for the Indian nationals to get Junior Research Fellowship (JRF), and/or the post of Assistant Professor in Indian universities and colleges remains the same as before.

We always suggest that while preparing for any exam, it is important to know about its format, marking scheme and the syllabus. It is advisable that students visit the UGC website regularly for the current scheme of the UGC-NET exam and for any future changes.

In the book, special attention has been given to the reading comprehension questions and reasoning topics, as college students do not get enough exposure to these topics during their regular college classroom studies. Further, there is an earnest effort to provide a format-driven and focused coverage of all topics. We are sure the new edition will be well-received by the students just as the first edition was.

We wish all the aspirants the very best!

PREFACE

UGC-NET/JRF/SET Teaching and Research Aptitude (General Paper - I) has been well-planned and methodically structured as an effective and focused resource. The book starts with a simple introduction to the test, followed by the subject-wise coverage of the specific topics as per the syllabus and format.

The book has a fine blend of the usual but necessary material you will find in any book for the examinations, along with some well researched and useful features that students could use to prepare for best results. An important feature of the book is an exercise or relevant questions from the original UGC-NET papers. For instance, for the topic on teaching aptitude, we have provided a question bank that consists of all teaching aptitude MCQs that were asked in the UGC-NET Paper-I of the last 10–12 years.

ACKNOWLEDGEMENTS

We must confess that bringing out such a comprehensive book where collection, verification, and assessment of the material are a huge task, has been a group effort. The team behind this effort is a gifted squad of researchers, who went through the entire process meticulously, without losing steam at any phase, and keeping in mind the timelines and all qualitative aspects of publishing a book. Despite our best efforts at the desk-level, a few errors may have unintentionally crept in the book. I request that such blemishes must not be ignored but brought forward to us, so that we may rectify these in our next editions. Suggestions for improving the book in any way are most welcome.

We wish all the aspirants the very best.

Publisher

IMPORTANT INFORMATION

Please note that in the book wherever we have used original questions or original papers, a citation has been used as per following list.

Sr.	Code	Citation of Original Paper Codes
1.	D-1998	December 1998
2.	J-1999	June 1999
3.	D-1999	December 1999
4.	J-0000	June 2000
5.	J-0001	June 2001
6.	D-0001	December 2001
7.	J-0002	June 2002
8.	D-0002	December 2002
9.	J-0003	June 2003
10.	D-0003	December 2003
11.	J-0004	June 2004
12.	D-0004	December 2004
13.	J-0005	June 2005
14.	D-0005	December 2005
15.	J-0006	June 2006
16.	D-0006	December 2006
17.	J-0007	June 2007
18.	D-0007	December 2007
19.	J-0008	June 2008
20.	D-0008	December 2008
21.	J-0009	June 2009
22.	D-0009	December 2009
23.	J-0010	June 2010
24.	D-0010	December 2010
25.	J-0011	June 2011
26.	D-0011	December 2011
27.	J-0012	June 2012
28.	D-0012	December 2013
29.	J-0013	June 2013
30.	S-0013	June 2013 (rescheduled in September 2013)
31.	D-0013	December 2013
32.	J-0014	June 2014
33.	D-0014	December 2014

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INTRODUCTION TO NATIONAL ELIGIBILITY TEST (NET)



I. GENERAL INFORMATION ON UGC—NET

The Need for the National Eligibility Test

In early eighties, there was a general perception among the public and the leading educationists that well qualified persons were not being attracted towards teaching profession. Concerns were also expressed about the criteria that were employed for the selection of teachers. It was increasingly realized that quite a large number of people who neither had the competence nor the aptitude for teaching made an easy entry into this profession. The Committee formed by UGC in 1983 on revision of pay scales of teachers in the universities and colleges under the Chairmanship of Prof. R C Mehrotra recommended the following for the post of Lecturer:

1. Qualifying at the National test conducted for the purpose by UGC or any other agency approved by UGC.
2. Master's degree with at least 55 % marks or its equivalent grade.

The National Policy on Education, 1986 states that: “the method of recruitment of teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional requirements”. In pursuance of this policy, it was suggested in the Program of Action of National Policy of Education, 1986 that: “the teachers will be recruited on the basis of a common qualifying test, the details of which will be formulated by UGC. Efforts will be made to move towards the objective of making

recruitment of teachers on all India basis in consultation with the State Governments”.

With a view to working out the modalities for the conduct of such a test, the Commission had constituted a Committee, which evolved strategies for the conduct of a national level eligibility test for the recruitment of teachers in universities and colleges. Consequently, the Government of India, through a notification in 1988 entrusted the task of conducting the eligibility test for lectureship to UGC. Thereby, UGC has been conducting the National Eligibility Test for Junior Research Fellowship and eligibility for Lectureship since 1989. It had already been conducting the examination for Junior Research Fellowship (JRF) since 1984.

About the National Eligibility Test (NET)

The National Educational Testing Bureau of University Grants Commission (UGC) conducts National Eligibility Test (NET) to determine eligibility for lectureship and for award of Junior Research Fellowship (JRF) for Indian nationals in order to ensure minimum standards for the entrants in the teaching profession and research. The Test is conducted in Humanities (including languages), Social Sciences, Forensic Science, Environmental Sciences, Computer Science and Applications and Electronic Science.

The Council of Scientific and Industrial Research (CSIR) conducts the UGC-CSIR NET for other Science subjects, namely, Life Sciences, Physical Sciences, Chemical Sciences, Mathematical Sciences and Earth Atmospheric Ocean & Planetary Sciences jointly with

1.2 ➤ Introduction to National Eligibility Test (NET)

the UGC. The tests are conducted twice in a year generally in the months of June and December.

About the Junior Research Fellowship (JRF)

For candidates who desire to pursue research, the Junior Research Fellowship (JRF) is available for five years subject to fulfilment of certain conditions. UGC has allocated a number of fellowships to the universities for the candidates who qualify the test for JRF. The JRFs are awarded to the meritorious candidates from among the candidates qualifying for eligibility for lectureship in the NET. JRFs are available only to the candidates who opt for it in their application forms. The test for Junior Research Fellowship is being conducted since 1984. The Government of India, through its notification dated 22nd July, 1988 entrusted the task of conducting the eligibility test for lectureship to UGC. Consequently, UGC conducted the first National Eligibility Test, common to both eligibility for Lectureship and Junior Research Fellowship in two parts, that is, in December 1989 and in March, 1990.

Schedule of UGC—NET

UGC conducts NET twice a year, i.e., in the months of June and December. The notifications announcing the June and December examinations are published in the months of March and September respectively in the weekly journal of nation-wide circulation, viz, Employment News. The result of June, UGC-NET is declared generally in the month of October. Similarly December, UGC-NET result is usually declared in the month of April. The UGC-NET results published in the Employment News are also available on UGC website.

Concept of SET/SLET

It was felt that an eligibility test at the national level may not be completely able to represent the subjects which are regional in their character. Moreover, the demand for enabling the candidates to appear for the Test in their own mother tongue was also being made. The state governments and union territories were, therefore, given the option of conducting their own Test for eligibility for Lectureship at the state level. Thus was born the concept of SET, i.e., State Eligibility Test for Lectureship Eligibility only. It is conducted both in English and the vernacular.

The Commission at its meeting held on 25th May, 1990 decided to constitute a UGC Committee on Accreditation of Test (U-CAT). The terms of reference of U-CAT are as follows-

1. Laying down guidelines for holding the tests
2. Accreditation of tests conducted by agencies other than UGC/CSIR.
3. Monitoring of tests conducted by other agencies and suggesting follow-up measures.
4. Extend guidance and help to State level agencies in the organization of the tests.

Based on the recommendations made by U-CAT, the following guidelines are given to the states regarding test design, course content, organization of the test etc. for conducting State Eligibility Test (SET) for Lectureship only.

In accordance with the mandate given by the Government of India, the University Grants Commission (UGC), on request of State Governments, proposed to have STATE ELIGIBILITY TEST (SET) duly accredited by UGC for a fixed term. This state level Test is based on the pattern of the National Eligibility Test (NET) conducted by UGC and UGC/CSIR for Humanities, Social Sciences and Sciences subjects respectively. The State Governments and Union Territories, which are desirous of conducting their own SET, are required to obtain accreditation from UGC from time to time.

Besides conducting the NET, the role of the NET Bureau is to assess and accredit state identified agencies to conduct SET examination. The SET assessment is done by evaluating the performance of the state agency designated by the state government. The Certification of Accreditation is given to the state for a stipulated period of time.

Identification of State Agency—A State Government may identify an agency, which may be a University, or an examination body of repute or a reputed agency associated with recruitment of teachers for higher education.

States conducting SLET—SLET is being conducted in the following states-

1. Maharashtra & Goa
2. Tamil Nadu
3. Madhya Pradesh
4. Andhra Pradesh
5. Himachal Pradesh
6. Jammu & Kashmir

7. Rajasthan
8. West Bengal
9. NE-SLET (Which includes all North Eastern states and Sikkim)
10. Karnataka
11. Uttar Pradesh (UP)
12. Chandigarh (Joint Preliminary Eligibility Test)
13. Haryana
14. Other States/Universities

The Commission constitutes an Accreditation Committee from time to time to assess the performance of the states conducting the SLET Examination. The Commission takes a final decision about any state on the basis of the Report of the Committee.

Scope of NET & SLET

1. Eligibility for Lectureship—Clearing of NET confers eligibility for lectureship upon Indian nationals, i.e. the NET qualified candidates are eligible to apply for the post of lecturer in all Indian universities/Institutes/colleges. It was resolved in the UGC's Commission Meeting held on 1.11.2001 that commencing from the SET examinations scheduled in or after June, 2002, the SET qualified candidates shall be eligible for appointment to the post of lecturer only in the universities/colleges belonging to the state from where they have passed the SET examination. The status of SET shall remain unchanged for SET examinations conducted prior to 1st June, 2002, that is, the candidates clearing SET were eligible for appointment to the post of lecturer anywhere in India.
2. Junior Research Fellowship—The candidates who qualify the Junior Research Fellowship (JRF) Examination of UGC/CSIR NET are also eligible for the post of lectureship. In addition they are also eligible to receive Fellowships (UGC/CSIR) under various schemes subject to the candidates finding their placement in the universities/IITs/other national organizations. The validity of the offer is two years w.e.f. the date of issue of JRF award letter. The validity period of the offer has been raised from one year to two years for JRF Award Letters issued on or after 1st April, 2005. However, in case the candidates have already joined M.Phil./Ph.D., the date of commencement of fellowship will be from the date of declaration of NET examination result or date of their joining, whichever is later

II. THE SCHEME OF THE UGC—NET

1. There will be three papers: Marking in Paper-I, Paper-II and Paper-III.
2. Candidate who does not appear in Paper-I will not be permitted to appear in Paper-II and Paper-III.
3. Paper-I: Sixty (60) multiple choice questions of two marks each will be given, out of which the candidate would be required to answer any fifty (50). In the event of the candidate attempting more than fifty questions, the first fifty questions attempted by the candidate would be evaluated
4. There is no Negative Marking in Paper-I, Paper-II and Paper-III.
5. Candidate will not be allowed to write any question from Test Booklet on Admission Card or any other paper and if found doing so, he/she may be disqualified for using unfair means.
6. UGC will not issue any mark sheets to qualified/not qualified candidate. Also, there is no revaluation of papers in this examination.
7. Candidate should note that result published by UGC will be only provisional. Candidate will be issued certificate only after preliminary checking of the eligibility conditions outlined in the notification of UGC-NET.
8. Paper-II will consist of 50 objective type compulsory questions from the subject selected by the candidate. Each question will carry 2 marks.
9. Paper-III will consist of 75 objective type compulsory questions from the subject selected by the candidate. Each question will carry 2 marks.
10. The Paper-III will cover entire syllabus of the subject which is available on the UGC website www.ugc.ac.in and www.ugcnetonline.in.
11. The syllabi UGC – NET can be downloaded from the UGC websites: www.ugc.ac.in and www.ugcnetonline.in.
12. The candidates are advised to remain in touch with the website of the respective NET Coordinating University/College in connection with their registration status, Test venue, seating arrangement etc. For any further clarification candidates are advised to get in touch with the Co-ordinator of NET Coordinating University/College.
13. In case of any discrepancy in English OR Hindi versions, English version may be taken as final.

1.4 ➤ Introduction to National Eligibility Test (NET)

14. Candidates may check their Venue of Test/seating arrangement from the website of the respective NET Coordinating University/College and note it in their printout of online Admission Card before the Test.
15. No Admission Card/Duplicate Admission Card will be issued by the respective NET Coordinating Universities/Colleges.

III. THE SYLLABUS OF THE UGC—NET (PAPER—I)

The main objective is to assess the teaching and research capabilities of the candidates. Therefore, the test is aimed at assessing the teaching and general/research aptitude as well as their awareness. They are expected to possess and exhibit cognitive abilities. Cognitive abilities include comprehension, analysis, evaluation, understanding the structure of arguments and deductive and inductive reasoning. The candidates are also expected to have a general awareness and knowledge of sources of information. They should be aware of interaction between people, environment and natural resources and their impact on quality of life. The details are given in the following sections:

NOTE:

- i) Each section gets equal weightage: five questions and 10 marks from each section.
- ii) Whenever pictorial questions are set for the sighted candidates a passage followed by equal number of questions should be set for the visually handicapped candidates.

I. Teaching Aptitude

Teaching: Nature, objectives, characteristics and basic requirements;
Learner's characteristics;
Factors affecting teaching;
Methods of teaching;
Teaching aids;
Evaluation systems.

II. Research Aptitude

Research: Meaning, characteristics and types;
Steps of research;
Methods of research;
Research Ethics;

Paper, article, workshop, seminar, conference and symposium;
Thesis writing: its characteristics and format.

III. Reading Comprehension

A passage to be set with questions to be answered.

IV. Communication

Communication: Nature, characteristics, types, barriers and effective classroom communication.

V. Reasoning Including Mathematical

Number series; letter series; codes;
Relationships; classification.

VI. Logical Reasoning

Understanding the structure of arguments;
Evaluating and distinguishing deductive and inductive reasoning;
Verbal analogies: Word analogy—Applied analogy;
Verbal classification;
Reasoning Logical Diagrams: Simple diagrammatic relationship, multi-diagrammatic relationship;
Venn diagram; Analytical Reasoning.

VII. Data Interpretation

Sources, acquisition and interpretation of data;
Quantitative and qualitative data;
Graphical representation and mapping of data.

VIII. Information and Communication Technology {ICT}

ICT: meaning, advantages, disadvantages and uses;
General abbreviations and terminology;
Basics of internet and e-mailing.

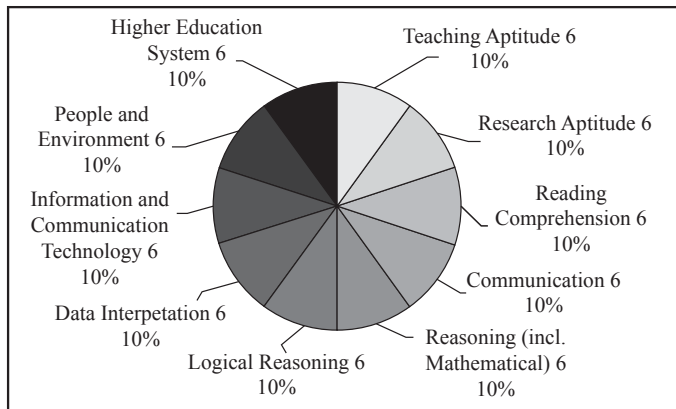
IX. People and Environment

People and environment interaction;
Sources of pollution;
Pollutants and their impact on human life, exploitation of natural and energy resources;
Natural hazards and mitigation

X. Higher Education System: Governance, Polity And Administration

Structure of the institutions for higher learning and research in India; formal and

IV. THE FORMAT OF PAPER (PAPER—I)



Note: The format and no. of MCQs asked from these topics may change without notice from time to time, the above graph provides just a broad view of how the classification of questions can be done in Paper—I.

V. SAMPLE QUESTIONS FOR (PAPER—I)

TEACHING APTITUDE

- Which one of the following is the main objective of teaching?
 - To give information related to the syllabus.
 - To develop thinking power of students.
 - To dictate notes to students.
 - To prepare students to pass the examination.
- Which one of the following is a good method of teaching?
 - Lecture and Dictation
 - Seminar and Project
 - Seminar and Dictation
 - Dictation and Assignment
- Teacher uses teaching aids for
 - making teaching interesting.
 - making teaching within understanding level of students.
 - making students attentive.
 - the sake of its use.
- Effectiveness of teaching depends on
 - Qualification of teacher.
 - Personality of teacher.

- Handwriting of teacher.
- Subject understanding of teacher

- Which of the following is not characteristic of a good question paper?
 - Objectivity
 - Subjectivity
 - No use of vague words
 - Reliable.

RESEARCH APTITUDE

- A researcher is generally expected to:
 - Study the existing literature in a field.
 - Generate new principles and theories.
 - Synthesize the ideas given by others.
 - Evaluate the findings of a study.
- One of the essential characteristics of research is:
 - Replicability.
 - Generalizability.
 - Usability.
 - Objectivity.
- The Government of India conducts Census after every 10 years. The method of research used in this process is:
 - Case study
 - Developmental
 - Survey
 - Experimental
- An academic association assembled at one place to discuss the progress of its work and future plans. Such an assembly is known as a
 - Conference
 - Seminar
 - Workshop
 - Symposium
- An investigator studied the census data for a given area and prepared a write-up based on them. Such a write-up is called:
 - Research paper
 - Article
 - Thesis
 - Research report

1.6 ➤ Introduction to National Eligibility Test (NET)

READING COMPREHENSION

Direction (1–5): Read the following passage and answer the question Nos. 1 to 5

The Constitution guarantees every citizen the fundamental right to equality. Yet after 50 years of independence, just one perusal of the female infant mortality figures, the literacy rates and the employment opportunities for women is sufficient evidence that discrimination exists. Almost predictably, this gender bias is evident in our political system as well. In the 13th Lok Sabha, there were only 43 women MPs out of a total of 543; it is not a surprising figure, for never has women's representation in Parliament been more than 10 per cent.

Historically, the manifestos of major political parties have always encouraged women's participation. It has been merely a charade. So, women's organizations, denied a place on merit, opted for the last resort: a reservation of seats for women in parliament and State Assemblies. Parties, which look at everything with a vote bank in mind, seemed to endorse this. Alas, this too was a mirage.

But there is another aspect also. At a time when caste is the trump card, some politicians want the bill to include further quotas for women fitom among minorities and backward castes. There is more to it. A survey shows that there is a general antipathy towards the bill. It is actually a classic case of doublespeak: in public, politicians were endorsing women's reservation but in the backrooms of Parliament, they were busy sabotaging it. The reasons are clear: Men just don't want to vacate their seats of power.

1. The problem raised in the passage reflects badly on our
(a) Political system
(b) Social behaviour
(c) Individual behaviour
(d) Behaviour of a group of people
2. According to the passage, political parties have mostly in mind
(a) Economic prosperity
(b) Vote bank
(c) People' welfare
(d) Patriotism
3. "Trump Card" means
(a) Trying to move a dead horse
(b) Playing the card cautiously

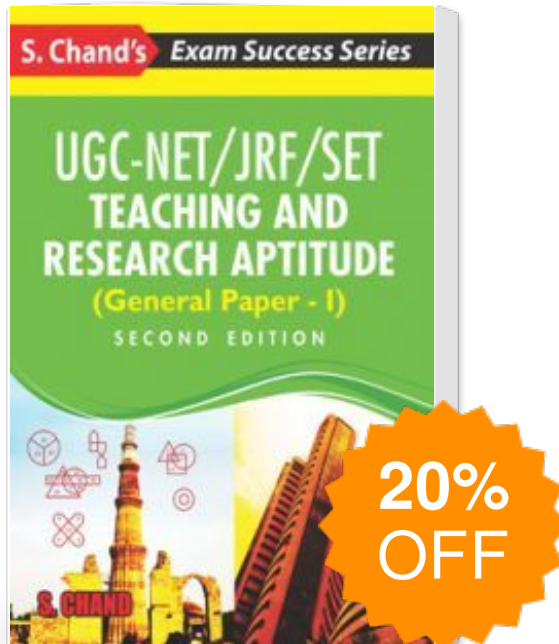
- (c) Sabotaging all the moves by others
(d) Making the final jolt for success

4. The sentence "Men just don't want to vacate their seats of power" implies
(a) Lust for power
(b) Desire to serve the nation
(c) Conviction in one's own political abilities
(d) Political corruption
5. What is the percentage of women in the Lok Sabha
(a) 10
(b) 7.91
(c) 43
(d) 9.1

COMMUNICATION

1. Informal communication network within the organization is known as
(a) Inteipersonal communication
(b) Intrapersonal Communication
(c) Mass Communication
(d) Grapevine Communication
2. TV Channel launched for covering only Engineering and Technology subjects is known as
(a) Gyan Darshan
(b) Vyas
(c) Eklavya
(d) Kisan
3. In which state the maximum number of periodicals are brought out for public information:
(a) Uttar Pradesh
(b) Tamil Nadu
(c) Kerala
(d) Punjab
4. The main objective of public broadcasting system i.e. Prasar Bharti is
(a) Inform, Entertainment & Education
(b) Entertain, Information & Interaction
(c) Educate, Interact & entertain
(d) Entertainment only
5. The competerrcy of an elfective communicator can be judged on the basis of:
(a) Personality of communicator
(b) Experience in the field

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