

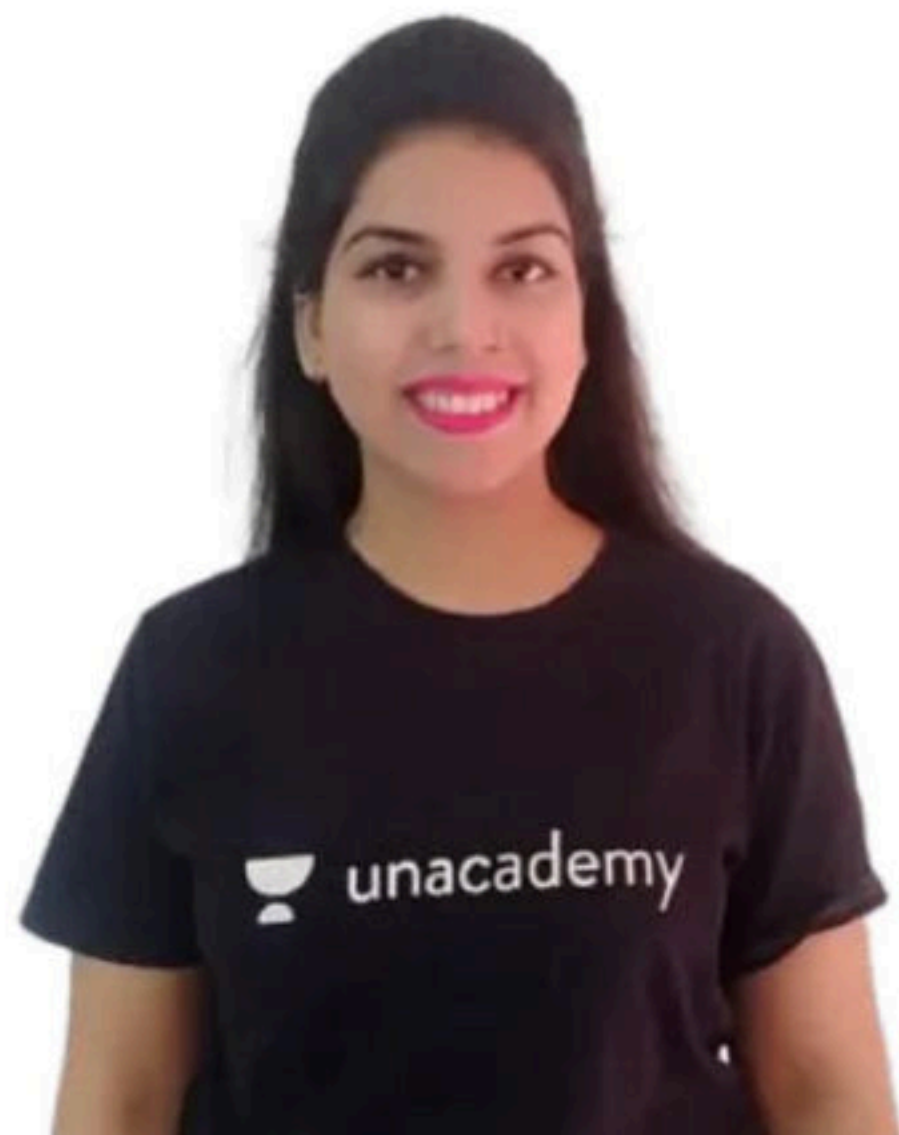
# NTA UGC NET - Way to JRF 2021

## Target: 100 Percentile AIR- 1

### MAHA Episode

### Complete in 1 Class

### Higher education



JRF is Mine

इस बार JRF लेकर रहेंगे





## Key Developments of Modern Education System

**CHARTER ACT (1813):-** The goal was to spread scientific knowledge throughout British India.

The Christian missionaries have been allowed to preach their religion in the country. Hindu College was founded in Calcutta in 1817, that later in 1855 had become Presidency College and further in 2010 became Presidency University.

The company was also to play a larger role with in Indian education. For the first time one lakh rupees was set aside for education purpose.

चादर एक्ट (1813): - इसका उद्देश्य ब्रिटिश भारत में वैज्ञानिक ज्ञान फैलाना था ईसाई मिशनरियों को अपने धर्म का प्रचार करने के लिए देश में अनुमति दी गई थी।

1817 में,

हिंदू कॉलेज की स्थापना कलकत्ता में हुई थी, जो बाद में 1855 में प्रेसीडेंसी कॉलेज और 2010 में प्रेसीडेंसी विश्वविद्यालय बन गई थी।



**ELPHINSTONE REPORT (1823):-** The ELPHINSTONE REPORT (1823) advocated for the appointment of school supervisors, district examination officers and teacher training. Elphinstone Institution was founded in 1834 in Bombay, signalling the start of advancements of higher education. It is one of Bombay University's oldest colleges.

ELPHINSTONE रिपोर्ट (1823): - यह जिले की नियुक्ति की सिफारिश की शिक्षकों को परीक्षा अधिकारी, स्कूल पर्यवेक्षक, और प्रशिक्षण। एलफिनोस्टोन इंस्टीट्यूशन की शुरुआत 1834 में बंबई में हुई थी, जिसने शुरुआत की शुरुआत की थी उच्च शिक्षा के क्षेत्र में नए विकास की। यह बॉम्बे विश्वविद्यालय के सबसे पुराने कॉलेजों में से एक है।

**MACAULAY'S MINUTES (1835):-** It advocated for the spread of English education throughout the country. These initiatives, however, were primarily aimed at elementary & secondary education. Lord Macaulay wished to establish a secular and scientific education system, free of age-old prejudices and on equal level with the Western world contributing to modern India.

मैक्यूले के मिनट (1835): - इसमें अंग्रेजी शिक्षा का प्रसार का सुझाव दिया गया देश। हालांकि इन पहलों को मुख्य रूप से प्राथमिक और माध्यमिक पर निर्देशित किया गया था शिक्षा। भगवान मैकॉले धर्मनिरपेक्ष और शिक्षा प्रणाली बनाना चाहते थे वैज्ञानिक, पुराने पूर्वाग्रहों से मुक्त और पश्चिमी दुनिया के समान है इस तरह, उन्होंने आधुनिक भारत के निर्माण में अपनी भूमिका निभाई।



**WOOD DISPATCH (1854):-** Wood Dispatch was the first higher education policy measure. It recommended the establishment of three universities, one each in Madras, Calcutta, and Bombay, which were established in 1857. Introduced a system for affiliated colleges

On January 24, 1857, the University of Calcutta (that is Kolkata) was established. The University of Mumbai (at that time Bombay) was founded on July 18, 1857, and The University of Madras (that is Chennai) began operations on September 5, 1857.

वुड डिस्पैच (1854): - यह उच्च शिक्षा के संबंध में पहला नीति उपाय था। 1857 में स्थापित मद्रास, कलकत्ता और बॉम्बे में तीन विश्वविद्यालयों की स्थापना की सिफारिश की गई थी।

**HUNTER COMMISSION (1882-1883):-** It stressed the separation of primary education & higher education. It was proposed that universities should manage the affiliated colleges.

शिकारी कमीशन (1882-1883): - इसमें प्राथमिक के अलगाव को बल दिया

शिक्षा और उच्च शिक्षा यह प्रस्तावित है कि विश्वविद्यालयों को संबद्ध कॉलेजों का प्रबंधन करना होगा।



On **February 3, 1882**, **Lord Ripon**, the then **Governor-General of India**, appointed **1st Indian Education Commission**, which was **chaired by Sir William Hunter**, a member of the Viceroy's Executive Council.

The **main objectives** contemplated by the Dispatch, 1854 was **of primary education development**, but due to a variety of circumstances, the expected result in the field of primary education could not be achieved.



**UNIVERSITIES COMMISSION (1902):-** Lord Curzon was the first person to appoint a

commission on university education. On January 27, 1902, the Indian Universities Act, 1904-

India University Commission was appointed under the Chairmanship of Sir Thomas Raleigh to enquire into conditions and prospects of the universities established in British India and to consider and report upon the proposals of the universities established in British India and to consider and report upon the proposals for improving their constitution and working.

The Indian Universities Act of 1904, passed on March 21 was formulated on the basis of the recommendations of the India University commission of 1902.



**NATIONAL COUNCIL OF EDUCATION:-** After partition of Bengal in 1905, national council of education was set up by swadeshi nationalist leaders, which developed into Jadavpur University after independence.  
नेशनल काउंसिल ऑफ एज्युकेशन: - 1905 में बंगाल के विभाजन के बाद, राष्ट्रीय स्वदेशी राष्ट्रवादी नेताओं द्वारा शिक्षा की परिषद स्थापित की गई थी, जो आजादी के बाद जादवपुर विश्वविद्यालय में विकसित हुई थी।

**RESOLUTION ON EDUCATIONS POLICY (1913):-** This policy recommended that a university should be established for each province the teaching activities of universities should be encouraged, and that the colleges located in mofussil towns should be developed into teaching universities in due course.



**SADDLER COMMISSION (1917):-** It is also popular as the Calcutta University commission.

1. It recommended the **separation of intermediate education from Degree College** and suggested a special selection committee for selection of university teachers.
2. Calcutta university commission suggested the setting up of Central Advisory Board of Education CABE was set up in 1920 but was abolished in 1923 due to financial crisis.
3. Under the Government of India Act, 1919 education was made a provincial स्थानीय subject so as to minimize the control of central government in the education system.



**HARTOG COMMITTEE (1929):-** The committee focused on improving the quality and standard of university level education. It again recommended the setting up of CABE, which was again established in 1935 and has been in existence since.

हार्टओग कमेटी (1 9 2 9): - समिति ने विश्वविद्यालय स्तर की शिक्षा की गुणवत्ता और गुणवत्ता में सुधार लाने पर ध्यान केंद्रित किया। फिर से सीएबीई की स्थापना की सिफारिश की, जिसे 1 9 35 में फिर से स्थापित किया गया था और अब से अस्तित्व में है।

**SAPRU COMMITTEE:-** the committee appointed in 1934 by the United province (largely present Uttar Pradesh) Government to enquire into the causes of unemployment in U.P came to the conclusion that the system of education commonly prevalent prepared pupils only for examination and degrees and not for any avocation in life.

सपरू समिति: - यूपी में बेरोजगारी के कारणों की जांच के लिए यूनाइटेड प्रांत (मोटे तौर पर उत्तर प्रदेश सरकार) द्वारा 1 9 34 में नियुक्त की गई समिति ने निष्कर्ष पर पहुंचा कि शिक्षा की व्यवस्था केवल आम तौर पर तैयार विद्यार्थियों को परीक्षा और डिग्री के लिए ही नहीं, बल्कि जीवन में किसी भी स्थान का



**ABBOT WOOD REPORT (1937):-** It proposed the English should be the medium of instruction at university level. It recommended vocational training through polytechnics and setting up of vocational teachers training colleges.

**WARDHA SCHEME OF EDUCATION (1937):-** It is also known as Nai Talim or Basic Education or buniyadi Talim (Shiksha) or basic shiksha. The scheme is an outcome of the philosophy of Gandhi ji. It was given a definite shape by the committee under the chairmanship shape by the committee under the chairmanship of Dr Zakir Hussain who later on become the president of India.

वर्धा योजना के अधिग्रहण (1937): - इसे नई तालीम या बेसिक के रूप में भी जाना जाता है शिक्षा या बुनियादी तालीम (शिक्षा) या बुनियादी शिक्षा यह योजना गांधी जी के दर्शन का एक परिणाम है। इसके तहत समिति द्वारा एक निश्चित आकार दिया गया था

डॉ। जाकिर हुसैन की अध्यक्षता में समिति द्वारा अध्यक्षता की अध्यक्षता, जो बाद में भारत के राष्ट्रपति बने |



### Gandhian Nai Talim Model

Basic education for all where knowledge and work are inseparable Gandhi's fundamental principles:

- Satyagraha (non-violent revolution)
- Sarvodaya (progress/welfare of all)
- Swadeshi (self-sufficiency)
- Swaraj (self-governance)

Gandhian education:

- Community work
- Manual work
- Medium of instruction: mother tongue
- Community prayer Gujarat Vidyapith (originally Rashtriya Vidyapith) founded by Gandhiji on 18-10-1920

गांधीवादी नई तालीम मॉडल

सभी के लिए बुनियादी शिक्षा जहां ज्ञान और कार्य अविभाज्य हैं गांधी के मूल सिद्धांत:

- सत्याग्रह (अहिंसक क्रांति)
- सर्वोदय (सभी की प्रगति/कल्याण)
- स्वदेशी (आत्मनिर्भरता)
- स्वराज (स्वशासन)

गांधीवादी शिक्षा:

- समुदाय विशेष के लिए कार्य करना
- मैनुअल काम
- शिक्षा का माध्यम: मातृभाषा
- सामुदायिक प्रार्थना गुजरात विद्यापीठ (मूल रूप से राष्ट्रीय विद्यापीठ) गांधीजी द्वारा 18-10-1920 को स्थापित किया गया



**SARGENT REPORT (1944):-** The Sargent report is also called scheme of post war Educational development in India. Also recommended University Grant committee

A central goal of the Sargent Scheme was the educational reconstruction of India. It recommended the introduction of free and compulsory education for all Indian children in the 6-11 years age group. The plan aimed to bring about universal literacy in India within 40 years of its introduction, i.e. by 1984.

सार्जेंट रिपोर्ट (1944): - सार्जेंट रिपोर्ट को युद्ध के बाद की योजना भी कहा जाता है

भारत में शैक्षिक विकास

**HIGHER Education AFTER INDEPENDENCE:-** Government of India took several initiatives to improve and promote higher education in the country after independence.



**RADHAKRISHNAN COMMISSION (1948-1949):-** Radhakrishnan commission also known as **university Education commission** suggested the integration of secondary education and higher education by setting up of UGC. It also recommended the **setting up of rural universities**.

राधाकृष्ण आयोग (1948-1949): - राधाकृष्णन आयोग भी

विश्वविद्यालय शिक्षा आयोग ने यूजीसी की स्थापना के माध्यम से माध्यमिक शिक्षा और उच्च शिक्षा के एकीकरण का सुझाव दिया। इसमें ग्रामीण विश्वविद्यालयों की स्थापना की भी सिफारिश की गई।



**MUDALIAR COMMISSION (1952-1953):-** It is also popular as the **Secondary Education commission**. It recommended introducing a **three year secondary and a four year higher education system**. I also advocated setting up of multipurpose schools and vocational training institutes.

मुदलियार आयोग (1952-1953): - यह माध्यमिक शिक्षा के रूप में भी लोकप्रिय है। यह एक तीन साल के माध्यमिक और चार साल की उच्च शिक्षा प्रणाली शुरू करने की सिफारिश की। मैंने बहुउद्देशीय विद्यालयों और व्यावसायिक प्रशिक्षण संस्थानों की स्थापना की भी वकालत की।

**COMMITTEE ON EMOTIONAL INTEGRATION (1961):-** It was set up under the chairmanship of Dr Sampurnanand to study the role of educational programmes for youth, in general and students in schools and colleges, in particular in order to **strengthen the process of emotional integration**.



The KOTHARI COMMISSION (1964-1966) was established On July 14, 1964.

The commission's report was titled **Education and National Development**. It is considered as very **progressive-thinking report**. It proposed a **three-year degree programme and a four-year honours programme**. A two-year foundation course and a four-year honours degree programme are available. It was suggested that the Indian Education Service (IES) be established to improve the quality of India's higher education, with a focus on quality teaching faculties, and to vocationalize secondary education. It was suggested that 6% of national income must be spent on education.

### **The primary recommendations**

- > One of the commission's main recommendations was to standardise the educational system across the country on the **10+2+3 pattern**.
- > It recommended that pre-primary education, which had various names like kindergarten, Montessori, and pre-basic, be renamed pre-primary and primary education (renamed lower primary) be extended to the fourth standard.
- > It went on to categorise education as upper primary, higher primary, and high school standard (up to standard X).
- > Undergraduate education was referred to as XI & XII standards under the title pre university or higher secondary.
- > It was suggested that graduate studies be standardised as a 3 year course.
- > The educational system up to the master's degree was divided into three levels: primary (primary education), secondary education (up to XII), and third (higher studies)



**> The commission's four main themes were:**

1. Productivity Improvement
2. Education and modernization
3. Promoting social and National Integration.
4. Educating children in social, moral, and spiritual values

**> Kothari Commission gave Recommendations about 23 categories**

- |   |   |
|---|---|
| 1. Aims of the education                    | 13. Education on Morals and Religion            |
| 2. Methods of teaching                      | 14. Selective Admission                         |
| 3. Textbook                                 | 15. Vocational Education                        |
| 4. Curriculum                               | 16. University – Aims, Objectives and Functions |
| 5. Guidance and counselling                 | 17. University Autonomy                         |
| 6. Defects in the existing education system | 18. Teacher Education                           |
| 7. Educational structures and standards.    | 19. Adult Education                             |
| 8. Physical welfare of students             | 20. Higher Education – Enrollment               |
| 9. Education of women                       | 21. Administrative Problems                     |
| 10. Distance Education                      | 22. Work Experience                             |
| 11. Problems of Supervision and inspection  | 23. Evaluation                                  |
| 12. Three language formula                  |   |



**Brief Details on the Kothari Commission's Important Recommendations (1964-66)**

**Free as well as Compulsory Education** – It is recommended that children aged 6 to 14 years receive free and compulsory education.

**Languages** – Kothari Commission recommended that states adopt a three-language formula. Its goal was to promote a Southern state language in Hindi-speaking states. Its goal was to promote Hindi, English, as well as a regional language in states where Hindi was not spoken.

> The Kothari Commission advocated for the promotion of regional languages, particularly Sanskrit, and also international languages, English preferred.

Kothari Commission suggested that **teacher should be given favourable and adequate working conditions, as well as the freedom to** conduct research and publish their findings.

The Kothari Commission focused **on girls' education, education of tribal people, education of backward classes, and education of physically and mentally handicapped children** in order to promote social justice.

**Because science and mathematics are essential** to the development of any nation, the Kothari Report recommends that science and math must be taught in schools.

The Commission recommended reform efforts to improve university education by **focusing on postgraduate level research and training, as well as providing adequate libraries, laboratories, and funds.**



### Sections of the Kothari Commission

1. The first section addresses general issues.
2. Section 2 is divided into sections that deal with education at various stages.
3. Section 3 is concerned with the implementation of the commission's various recommendations and programmes.
4. Section 4 is made up of supplementary papers.

One of the commission's key recommendations was the **creation of a National Policy on Education, and the bill was passed in 1968** by the fourth Lok Sabha, which was elected in **1967** under Indira Gandhi's leadership.

The policy addressed many of the Kothari Commission's recommendations, including **free & compulsory education, teacher status and pay scale revision, equalisation of educational opportunity, and science education.**



Another commission recommendation, for the alignment of the educational system on the **10+2+3 pattern**, has been met on a national level by the government. The education system was designed in accordance with the commission's suggestion to **stratify the segment with state and national bodies**, and a central board, the Board of Higher Secondary Education, was established in 1986.

**The Kothari commission**, India's fourth education commission, as well as its recommendations are said to have influenced the Rajiv Gandhi ministry's 1986 revision of a National Policy on Education.

In 2005, the **National Knowledge Commission**, led by Sam Pitroda, revisited the commission's guidelines.



**EDUCATION SUBJECT IN CONCURRENT LIST (1976):-** India has a federal setup and education is the concurrent responsibility of both the centre as well of states. Post independence, education (including university education) was the responsibility of the states, while the centre was given the function of coordination and determination of standards. However, in 1976, through Entry 25 (42nd list of the constitutional Amendment) in the concurrent list of the responsibility along with the states for all levels of education.



**SAM PITRAODA COMMITTEE :-** It was set up in 2005. It is also popularly known as **national knowledge commission (NKC)**. It recommended **restructuring of curricula to meet the demand for multidisciplinary professionals** and criteria based resource allocation to ensure maintenance of standards and strategic preferences to promote excellence in higher education.

सैम पिटराडो कमेटीई : - इसे 2005 में स्थापित किया गया था। यह भी लोकप्रिय है

राष्ट्रीय ज्ञान आयोग (एनकेसी) के रूप में जाना जाता है उच्च शिक्षा में उत्कृष्टता को बढ़ावा देने के लिए मानकों और रणनीतिक प्राथमिकताओं के रखरखाव सुनिश्चित करने के लिए बहुआयामी पेशेवरों और मापदंड आधारित संसाधन आवंटन की मांग को पूरा करने के लिए पाठ्यक्रम की पुनर्गठन की सिफारिश की गई।



**National Policy on Education (NPE)** is a policy formulated by the Government of India to promote education amongst India's people. The **policy covers elementary education to colleges in both rural and urban India.** The **first NPE was promulgated in 1968** by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE

The government of India has appointed a new committee under **K. Kasturirangan** to prepare a Draft for the new National Education Policy in **2017**



**Right to Education Act 2009**, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India.

The **National Knowledge commission (NKC)** & **Yashpal Committee Report in 2009** recommended overhauling of higher education through **academic and administrative reforms**. **UGC (11th plan, March 2009)** and Association of Indian Universities stressed on CBCS. UGC has recently decided to ask all universities to move to choice based credit system.



**YASHPAL COMMITTEE 2009:-** It suggested scrapping of all higher education, regulatory or monitoring bodies and creation of a super regulator, that is a seven member commission for higher education and Research (CHER). State Higher Education councils would form the second tier of the system.

It also recommended that the deemed university statues be abandoned and that all deserving deemed varsities be either converted into full fledged universities or scrapped.

The committee stressed the need for more attention to undergraduate programmes and a multidisciplinary approach to learning. Yashpal Committee also strongly recommended reducing the burden of affiliation of colleges on the universities and a GRE like test be evolved for university education.

It's the most commonly required admission test for grad school. ... Much like the SAT and ACT, the GRE exam is a broad assessment of your critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills — all skills developed over the course of many years.

Graduate Record Examinations



## Present Regulatory framework

The present system of higher education is governed by the **University Grants Commission (UGC)**, which is the apex body responsible for coordination, determination and maintenance of standards, and release of grants. Various professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes.

Some of the prominent councils include All India Council for Technical Education (AICTE), Medical Council of India (MCI) and the Bar Council of India (BCI). The Central Advisory Board of Education coordinates between the centre and the states.

There have been calls to revamp the regulatory structure, make efforts to attract talented faculty, and **increase spending on education from about 4% of the Gross Domestic Product (GDP) to about 6%. Presently, the allocation for higher education is at a measly 0.7% of GDP.**



### **Invisible walls**

It is often pointed out that our undergraduate and graduate programmes are too 'theoretical', the implication being that they are devoid of 'practical' experiences.

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**SHARMA COMMITTEE 2008:-** Set up under Prof MM Sharma, it deliberated upon the development of science and technology education in India.

The committee suggested establishment of India Institute of Science, Education, and Research (IISER). It also recommended expansion of technical education, assuring quality and providing access and affordability for technical education.



**Trick to remember all modern higher education system:--**

- Mai chat kr rhi thi(1813) **CHARTER ACT**
- Stone pe baith kr (1823) **ELPHINSTONE REPORT**
- Ek min me cow aa gai (1835) **MACAULAY'S MINUTES**
- Or wood pe baith gayi(1854) **WOOD DISPATCH**
- Maine hunter chla kr mara (1882-1883) **HUNTER COMMISSION**
- Commission mangne lgi education ki LORD se (1902) **UNIVERSITIES COMMISSION**
- Fir counselling krne lgi (1905) **NATIONAL COUNCIL OF EDUCATION**
- Baat Ni Mani to Calcutta ja kr sad hogai (1917) **SADDLER COMMISSION**
- Fir maine usko hotdog khilaya (1929) **HARTOG COMMITTEE**
- Fir saaf suthra kr k up chale Gaye (1934) **SAPRU COMMITTEE**
- Wahn hmne wood ka robot dekha (1937) **ABBOT WOOD REPORT**
- Gandhi ji ki Wardha dekhi (1937) **WARDHA SCHEME OF ECUCATION**
- Fir urgently ghr Jana pd gya (1944) **SARGENT REPORT**
- Radha aunty aai hui thi (1948-1949) **RADHAKRISHNAN COMMISSION**
- Mood acha ho gya (1952-1953) **MUDALIAR COMMISSION**
- Sampurn trh se emotional bhi hogye(1961) **COMMITTEE ON EMOTIONAL INTEGRATION**
- Hmne purani kothri dekhi (1964-1966) **KOTHARI COMMISSION**
- Sam se knowledge Mili (2005) **SAM PITRAODA COMMITTEEE**
- Ki Hume policy (NPE) bnani chaiye Indira (1968) and Rajiv ki (1986)
- Yash me bola mera pichla bkaya scratch kr do (2009) **YASHPAL COMMITTEE 2009**
- Sharma ji bole science pdhni chaiye 2008 **SHARMA COMMITTEE**



## **WTO- GATS**

### **What Services are covered by GATS?**

**GATS considers education as a tradable service. GATS covers 12 service sectors (Business; Communication; Construction and Engineering; Distribution; Education; Environment; Financial; Health; Tourism and Travel; Recreation, Cultural, and Sporting; Transport; "Other".). Two exceptions are services in the exercise of governmental authority and air traffic rights**



### **How can services be traded?**

**GATS defines 4 ways that all services can be traded based on modes of supply:**

- 1. Consumption abroad of service by consumers travelling to supplier country (e.g. students studying abroad);**
- 2. Cross border supply of a service to consumer country without the supplier (e.g. open and distance education);**
- 3. Commercial presence of a supplier in consumer country (e.g. offshore foreign universities); and**
- 4. Presence of Natural Persons from supplying country in consuming country (e.g. professors, researcher working outside their home country).**



## Regulatory Framework Of Higher Education In India

- Department of Higher Education, Ministry of Human Resource Development
- Association of Indian Universities
- Central Advisory Board of Education
- State Councils for Higher Education



- University Grants Commission
- AICTE, MCI, PCI, DEC, BCI, NCTE
- ICAR, ICMR, ICSSR, CSIR
- State Regulators

- National Board of Accreditation
- National Assessment and Accreditation Council



**Professional Councils**

1. UGC
2. AICTE (Technical Education)
3. MCI (Medical CI)
4. ICAR (Agricultural Research)
5. NCTE (Teacher Education)
6. DCI (Dental CI) PCI
7. (Pharmacy CI)
8. INC (Nursing CI)
9. BCI (Bar CI)
10. CCH (Central Council of Homeopathy)
11. CCMI (Central Council for Indian Medicine)
12. Council of Architecture (COA)
13. DEC (Distance Education Council)
14. Rehabilitation Council (RCI)
15. NCRI (Rural Institutes)
16. SCHE (State Council of Higher Education)



### Central Advisory Board of Education (CABE):

- The Central Advisory Board of Education, the oldest and the most important **advisory body of the Government of India in education** was first established in 1920 and dissolved in 1923 as a measure of the economy.
- It was revived in 1935 and had continued to exist till 1994, and then the **CABE has been reconstituted by the Government in July 2004.**
- CABE is chaired by the Union Human Resource Development Minister, the tenure is for three years.

### CABE comprises of:

- Education ministers of all the states
- Six Members of Parliament
- Heads of different bodies such as UGC, CBSE, NUEPA and
- Nominated members from civil society, NGO and educational institutions.



The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India.

In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.



स्वतंत्रता के तुरंत बाद, विश्वविद्यालय शिक्षा आयोग की स्थापना 1948 में डॉ। एस राधाकृष्णन की अध्यक्षता में "भारतीय विश्वविद्यालय शिक्षा पर रिपोर्ट करने और सुधार और विस्तार सुझाने के लिए की गई थी, जो देश की वर्तमान और भविष्य की जरूरतों और आकांक्षाओं के अनुरूप करने के लिए वांछनीय हो सकता है"।

इसने सिफारिश की कि विश्वविद्यालय अनुदान समिति को यूनाइटेड किंगडम के विश्वविद्यालय अनुदान आयोग के सामान्य मॉडल पर पुनर्गठित किया जाना चाहिए, जिसमें पूर्णकालिक अध्यक्ष और अन्य सदस्यों को प्रतिनिधि के शिक्षाविदों के बीच से नियुक्त किया जाएगा।

1952 में, केंद्र सरकार ने निर्णय लिया कि सार्वजनिक अनुदान से केंद्रीय विश्वविद्यालयों और अन्य विश्वविद्यालयों और उच्च शिक्षा के संस्थानों को अनुदान के आवंटन से संबंधित सभी मामलों को विश्वविद्यालय अनुदान आयोग के पास भेजा जा सकता है।

नतीजतन, विश्वविद्यालय अनुदान आयोग (यूजीसी) का औपचारिक उद्घाटन 28 दिसंबर 1953 को दिवंगत श्री मौलाना अबुल कलाम आजाद, शिक्षा, प्राकृतिक संसाधन और वैज्ञानिक अनुसंधान मंत्री द्वारा किया गया था।

हालाँकि, यूजीसी को औपचारिक रूप से नवंबर 1956 में भारत में विश्वविद्यालय शिक्षा के मानकों के समन्वय, निर्धारण और रखरखाव के लिए संसद के एक अधिनियम के माध्यम से भारत सरकार के एक वैधानिक निकाय के रूप में स्थापित किया गया था। पूरे देश में प्रभावी क्षेत्रवार कवरेज सुनिश्चित करने के लिए, यूजीसी ने पुणे, हैदराबाद, कोलकाता, भोपाल, गुवाहाटी और बेंगलूर में छह क्षेत्रीय केंद्र स्थापित करके अपने कार्यों का विकेंद्रीकरण किया है। यूजीसी का प्रधान कार्यालय नई दिल्ली में बहादुर शाह ज़फ़र मार्ग पर स्थित है, जिसमें 35, फ़िरोज़ शाह रोड और दिल्ली विश्वविद्यालय के दक्षिण परिसर से दो अतिरिक्त ब्यूरो संचालित हैं।



### **The UGC's mandate includes:**

- 1. Promoting and coordinating university education.**
- 2. Determining and maintaining standards of teaching, examination and research in universities.**
- 3. Framing regulations on minimum standards of education.**
- 4. Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.**
- 5. Serving as a vital link between the Union and state governments and institutions of higher learning.**
- 6. Advising the Central and State governments on the measures necessary for improvement of university education.**



## **POWERS AND FUNCTIONS OF THE COMMISSION**

### **Section 12.**

**It shall be the general duty of the Commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities, and for the purpose of performing its functions under this Act, the Commission may-**

- (a) inquire into the financial needs of Universities;**
- (b) allocate and disburse, out of the Fund of the Commission, grants to Universities established or incorporated by or under a Central Act for the maintenance and development of such Universities or for any other general or specified purpose;**
- (c) allocate and disburse, out of the Fund of the Commission, such grants to other Universities as it may deem 1 [necessary or appropriate for the development of such Universities or for the maintenance, or development, or both, of any specified activities of such Universities] or for any other general or specified purpose:**

**Provided that in making any grant to any such University, the Commission shall give due consideration to the development of the University concerned, its financial needs, the standard attained by it and the national purposes which it may serve,**



[(cc) **allocate and disburse out of the Fund of the Commission**, such grants to institution deemed to be Universities in pursuance of a declaration made by the Central Government under section 3, as it may deem necessary, for one or more of the following purposes, namely:-

- (i) for maintenance in special cases,
- (ii) for development,
- (iii) for any other general or specified purpose;

(ccc) establish, in accordance with the regulations made under this Act, institutions for providing common facilities, services and programmes for a group of universities or for the universities in general and maintain such institutions or provide for their maintenance by allocating and, disbursing out of the Fund of the Commission such grants as the Commission may deem necessary”.]

(d) recommend to any University the measures necessary for the improvement of University education and advise the University upon the action to be taken for the purpose of implementing such recommendation;



- (e) **advise the Central Government or any State Government on the allocation of any grants to Universities** for any general or specified purpose out of the Consolidated Fund of India or the Consolidated Fund of the State, as the case may be;
- (f) **advise any authority**, if such advice is asked for, on the **establishment of a new University** or on proposals connected with the expansion of the activities of any University;
- (g) **advise the Central Government or any State Government or University** on **any question** which may be referred to the Commission by the Central Government or the State Government or the University, as the case may be;
- (h) **collect information** on all such matters relating to University education in India and other countries as it thinks fit and make the same available to any University;
- (i) require a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in the various branches of learning undertaken in that University, together with all the rules and regulations relating to the standards of teaching and examination in that University respecting each of such branches of learning;
- (j) perform such other functions as may be prescribed or as may be deemed necessary by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions.



**Inspection**

**13. (1)** For the purpose of ascertaining the financial needs of a University or its standards of teaching, examination and research, the Commission may, after consultation with the University, cause an inspection of any department or departments thereof to be made in such manner as may be prescribed and by such person or persons as it may direct.

(2) The Commission shall communicate to the University the date on which any inspection under sub-section (1) is to be made and the University shall be entitled to be associated with the inspection in such manner as may be prescribed.

(3) The Commission shall communicate to the University its views in regard to the results of any such inspection and may, after ascertaining the opinion of the University, recommend to the University the action to be taken as a result of such inspection.

(4) All communications to a University under this section shall be made to the executive authority thereof and the executive authority of the University shall report to the Commission the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section (3).

**14.** If any University 1[grants affiliation in respect of any course of study to any college referred to in subsection (5) of section 12A in contravention of the provisions of that sub-section or] fails within a reasonable time to comply with any recommendation made by the Commission under section 12 or section 13, 2 [or contravenes the provision of any rule made under clause (f) or clause (g) of sub-section (2) of section 25, or of any regulation made under clause (e) or clause (f) or clause (g) of section 26,] the Commission, after taking into consideration the cause, if any, shown by the University 3 [for Such failure or contraventions may withhold from the University the grants proposed to be made out of the Fund of the Commission.



**15. The Central Government may, after due appropriation made by Parliament by law in this behalf, pay to the Commission in each financial year such sums** as may be considered necessary for the performance of the functions of the Commission under this Act.

**16. (1) The Commission shall have its own Fund;** and all sums which may, from time to time, be paid to it by the Central Government and all the receipts of the Commission (including any sum which any State Government or any other authority or person may hand over to the Commission) shall be carried to the Fund and all payments by the Commission shall be made therefrom. (2) All moneys belonging to the Fund shall be deposited in such banks or invested in such manner as may, subject to the approval of the Central Government, be decided by the Commission. (3) The Commission may spend such sums as it thinks fit for performing its functions under this Act, and such sums shall be treated as expenditure payable out of the Fund of the Commission.

**17. The Commission shall prepare, in such form and at such time each year as may be prescribed, a budget in respect of the financial year next ensuing showing the estimated receipts and expenditure, and copies thereof shall be forwarded to the Central Government.**

**18. The Commission shall prepare once every year, in such form and at such time as may be prescribed, an annual report giving a true and full account of its activities during the previous year, and copies thereof shall be forwarded to the Central Government and the Government shall cause the same to be laid before both Houses of Parliament.**



### **Central University:**

**A university established or incorporated by a Central Act.**

### **State University:**

**A university established or incorporated by a Provincial Act or by a State Act.**

### **Private University:**

**A university established through a State/Central Act by a sponsoring body viz.  
A Society registered under the Societies Registration Act 1860, or any other  
corresponding law for the time being in force in a State or a Public Trust or a  
Company registered under Section 25 of the Companies Act, 1956.**



### **Deemed-to-be University:**

**An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.**

### **Institution of National Importance:**

**An Institution established by Act of Parliament and declared as Institution of National Importance.**

### **Institution under State Legislature Act:**

**An Institution established or incorporated by a State Legislature Act.**



**UNIVERSITY GRANTS COMMISSION****Total No. of Universities in the Country as on 06.08.2021**

Universities	Total No.
State Universities	437
Deemed to be Universities	126
Central Universities	54
Private Universities	388
<b>Total</b>	<b>1005</b>

Universities under 12(B)	Total No.
State Universities	256
Deemed to be Universities	47
Central Universities	54
Private Universities	13
<b>Total</b>	<b>370</b>

**to JRF**



**Procedure for Assigning an Institution as a Deemed-to-Be-A-University Institution. -** An institution that meets the minimum eligibility criteria for consideration of proposals for declaration as an Institution Deemed to be University as set forth in these Regulations can apply 'online' to the Commission on its web portal and with prior notice to the Government.

**Under the De-Novo Category,**

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**"de-novo" Deemed universities**

University	Specialization	Established	State	Place
Central Institute of Buddhist Studies	Buddhist Studies	2006 (2018)	Ladakh	Leh
Central institute of Technology	Technology	1959 (2016)	Kokrajhar	Assam
Chinmaya Vishwavidyapeeth	Indic Studies	2016	Kerala	Ernakulam
National Institute of Food Technology Entrepreneurship and Management	Food Sciences	2006 (2012)	Haryana	Sonipat
Indian Association for the Cultivation of Science	Sciences	1876 (2018)	West Bengal	Kolkata
National Rail and Transportation Institute	Railway Education	2018	Gujarat	Vadodra
Kalinga Institute of Social Sciences	Tribal Education	1993 (2017)	Odisha	Bhubaneswar



### Minority university, linguistic university

Can not grant degree on their own name can give on name of affiliating university.  
Usually run diploma courses

**National Commission for Minority Educational Institution Act, 2004** has defined 'minority' as a community which is defined as according to the central government and 'Minority institution' as an educational institution which is administered and set up by the minority.



## Community Colleges

Skill development has been an integral part of education system worldwide be it USA, Germany, Canada, UK, Japan, China and a host of other countries.

- Somewhere **skill development starts at school level while at other places, it starts at College level.**
- **These colleges provide education above the secondary level and below the degree level with appropriate skills keeping in view the needs of local industry and community thereby leading to gainful employment and option for horizontal and vertical mobility and have provisions for Concurrent Enrollment.**
- **Concurrent Enrollment is** a way for currently enrolled high school students to start college. High school students will earn both college and high school credit while attending classes taught at the college level.



**One of the pre-requisites of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Scheme requires that states form a State Higher Education Council (SHEC).** This represents a fundamental change in Indian higher education policy, especially in recognition of the role of the states as the unit of planning, and the intent that multiple funding streams to states (Central and State) be aligned with the SHEC planning. However, beyond the RUSA requirements, the scale and complexity of the Indian higher education system require that the states play a more active role in planning and coordinating the system. To carry out this more active role, states must have effective State Higher Education Councils.

### **State Higher Education Councils**

1. Andhra Pradesh State Council of Higher Education
2. Kerala State Higher Education Council: Science and Technology Museum Campus
3. Tamil Nadu State Council for Higher Education (TANSCHE): Lady Willingdon College Campus, Kamarajar Salai,
4. West Bengal State Council of Higher Education
5. U.P. State Higher Education Council
6. Itanagar, Arunachal Pradesh,
7. Tripura, Agartala
8. State Advisory Board for Higher Education Shimla, Himachal Pradesh



## University Statutory Bodies

1. Senate/Courts
2. Syndicate/Executive Council/ Board of management: Main executive body of University
3. Academic Council: Main academic body of University
4. Faculties And Board Of Studies,
5. Finance Committee,
6. Planning And Evaluation Board/ Planning And Monitoring Board/ Senate
7. Director
8. Decision Making In University System

## As per Central Universities act 2009 There should be

1. Senate/Courts
2. Syndicate/Executive Council/ Board of management: Main executive body of University
3. Academic Council: Main academic body of University
4. Faculties And Board Of Studies,
5. Finance Committee



**IGNOU** has two important components: The student and the teacher, in that order.

The **University is an academic institution**; the primary function of Administration in a University system is **to provide support to the academic activities of the University**. The University combines within **it the legislative, executive and to some extent quasi-judicial functions**. The processes involved in the **legislation and decision making** are carried out through the following statutory authorities:

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### **Distance Education Bureau**

**Distance Education Council (DEC)** was an organisation based in New Delhi, India responsible for the promotion and coordination of the open university and distance education system and for determination of its standards in India. The Council was constituted under the Indira Gandhi National Open University Act (1985)

**In June 2013, University Grants Commission** has taken over DEC, by establishing **Distance Education Bureau which will govern the distance education programs in India.** The UGC has constituted a Committee to examine the pending proposals of programme-wise recognition to the institutions



The Distance Education Programme (DEP) is a **major intervention under Sarva Shiksha Abhiyan**, created, by the MHRD, Government of India, on 1st July 2003, to implement the distance education activities under SSA in the country. **Indira Gandhi National Open University** is the nodal agency responsible for implementing the distance education component throughout the country.



### **cluster university**

- The Cluster University of Jammu (CLUJ), is a collegiate public state university, located in Jammu in the state of Jammu and Kashmir India.
- It is a cluster of five colleges of the Jammu city. It was established in 2016 under The Srinagar and Jammu Cluster Universities Act, 2016 together with Cluster University of Srinagar under the initiative of the centrally sponsored scheme, RUSA.
- Cluster University of Jammu along with Cluster University of Srinagar was inaugurated by Minister of HRD, Government of India Prakash Javadekar on 17 April 2017
- The university includes five constituent colleges, namely Govt. Gandhi Memorial Science College (as a lead college), Govt. MAM PG College, Jammu, Govt. S.P.M.R College of Commerce, Government College for Women Gandhi Nagar and Government College of Education Canal Road



## University of Ladakh

Prime Minister Narendra Modi on Feb 3, 2019 launched University of Ladakh, the first-ever varsity in the Ladakh region of Jammu and Kashmir. The Jammu region has four universities besides an IIT and an IIMC, while the Kashmir Valley has three universities and a National Institute of Technology (NIT). Feb 3, 2019  
First cluster university comprising degree colleges of Leh, Kargil, Nubra, Zaskar, Drass and Khaltsi.



**Meta-university:**

India intends to establish a 'meta-university,' network all over India for higher education that will enable students to design their own curriculum as well as combine subjects of their choice. The interconnected web-based platform will allow teachers and students to access and share teaching materials, research, scholarly publications, scientific work, and virtual experiments. The communication infrastructure will be provided via the internet, while a network of universities will provide courses in a variety of fields, allowing for more collaborative & multidisciplinary learning.

First meta-university in India is DU

The Meta-University, will begin operations in **January 2013**. The premise is that the 'Whole is Higher than the Total of the Parts.' **Delhi University & Jamia Millia Islamia** have inked the first agreement in India for a joint degree in **"Master of Mathematics Education,"** in which the partners would engage in **teaching, resource sharing, and course creation. This two-year curriculum is designed to prepare aspiring mathematics teachers and educators** in the delivery of modern pedagogical methods that incorporate effective visual & communication technology. The Meta University idea is pan-Indian, and it has the potential to expand to other universities and institutes of higher learning around the world.



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If have less time then for **FREE Learners** just go through All Videos of **Maha Episode paper 1** & Paper 2 Commerce

Then **Keep solving PYQs 2020 to 2018** all Shifts

Then **Expected MCQs** in **Question Bank** book

Then **2017 to 2012** First

Keep **Giving Test Series on Unacademy**

Then if have time PYQs till 2004 (Skip too old concepts like illogical topics & current affairs of back dates)

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**New Course** on 25 August on **Expected MCQs**

Then **2017 to 2012** First

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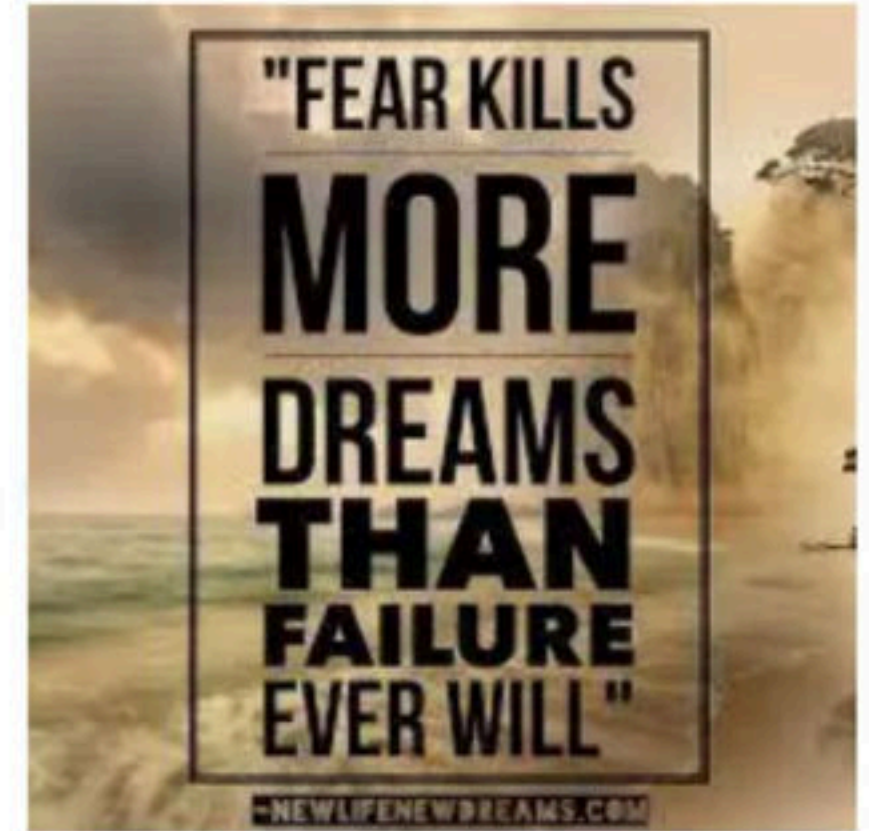


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# Be active during Preparation

- Biggest issue Panic
- Ur fear kills ur time





# How to Manage and deal with Ques.

## Read Ques carefully

## Best to be Fast but don't skip Important

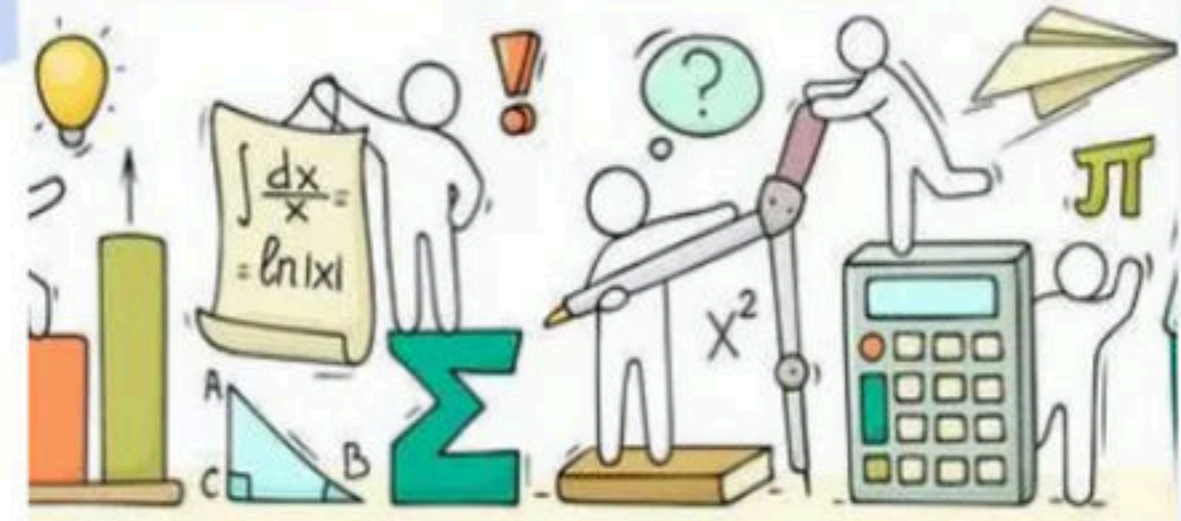
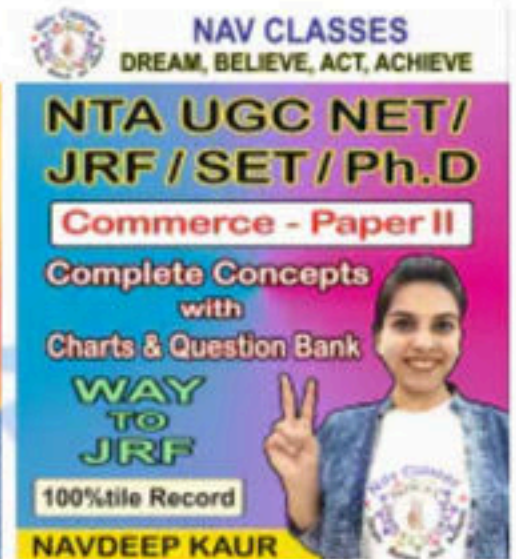




## In Data Interpretation

## Mathematical reasoning

- Do random Divide Daily
- Slowly read Ques
- Make equation for that part only
- Then read further, then solve
- If not able to, go backward
- Do from options





## **Unit-I Teaching Aptitude**

- **Levels of teaching (Memory, Understanding and Reflective),**
- **Learner's characteristics: (Academic, Social, Emotional and Cognitive),**
- **Methods : Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).**
- **Teaching Support System: Traditional, Modern and ICT based.**
- **Evaluation Systems: Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.**







## **Unit-II Research Aptitude**

- **Types, and Characteristics,**
- **Positivism and Post positivist approach to research.**
- **Methods: Experimental, Descriptive, Historical, Qualitative and Quantitative methods.**
- **Steps of Research.**
- **Thesis and Article writing: Format and styles of referencing.**
- **Application of ICT in research.**
- **Research ethics.**



## Unit-III Comprehension

## Unit-IV Communication

- Meaning, types
- Effective communication
- Inter-Cultural and group
- Classroom communication.
- Barriers to effective communication.
- Mass-Media and Society





## Unit-V Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series,
- Letter series, Codes and Relationships.
- (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).





## Unit-VI Logical Reasoning



- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies,
- Uses of language, Connotations and denotations of terms, Classical square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.



## Indian Logic: Means of knowledge.

- **Pramanas:** Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabddhi (Non-apprehension).
- **Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).**





## Unit-VII Data Interpretation

- Table-chart and Line-chart





## **Unit-VIII Information and Communication Technology (ICT)**

- **ICT: General abbreviations and terminology.**
- **Basics of Internet, Intranet, E-mail, Audio and Video-conferencing.**
- **Digital initiatives in higher education.**
- **ICT and Governance.**
- **Data representation**
- **Fundamentals**





## **Unit-IX People, Development and Environment**

- **Development and environment: Millennium development and Sustainable development goals.**
- **Human and environment interaction: Anthropogenic activities and their impacts on environment.**
- **Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.**
- **Impacts of pollutants on human health.**
- **Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal,**
- **Biomass, Nuclear and Forests.**



- **Natural hazards and disasters: Mitigation strategies.**
- **Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit,**
- **Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.**





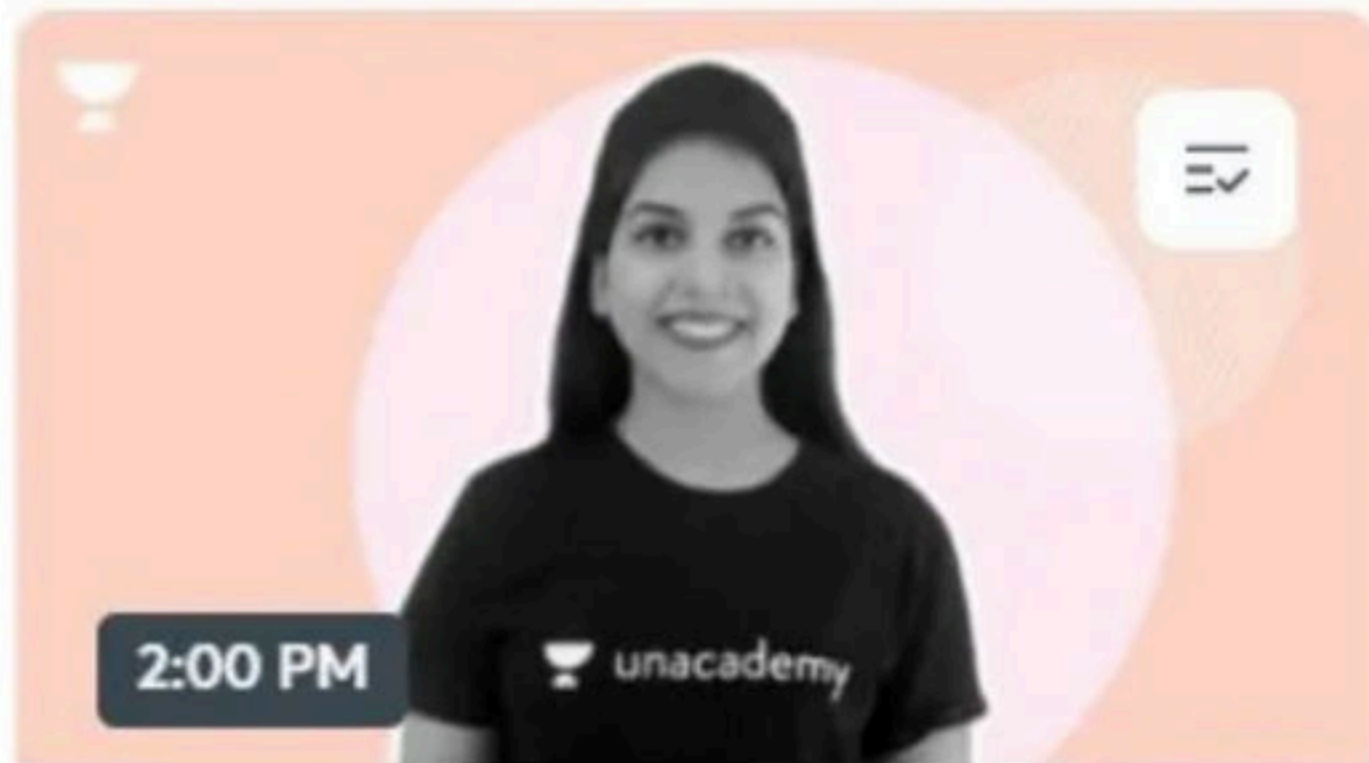
## Unit-X Higher Education System

- Institutions of higher learning and education in ancient India.
- Evolution of higher learning and research in Post Independence India.
- Oriental, Conventional and Non-conventional learning programmes in India.
- Professional, Technical and Skill Based education.
- Value education and environmental education.
- Policies, Governance, and Administration.





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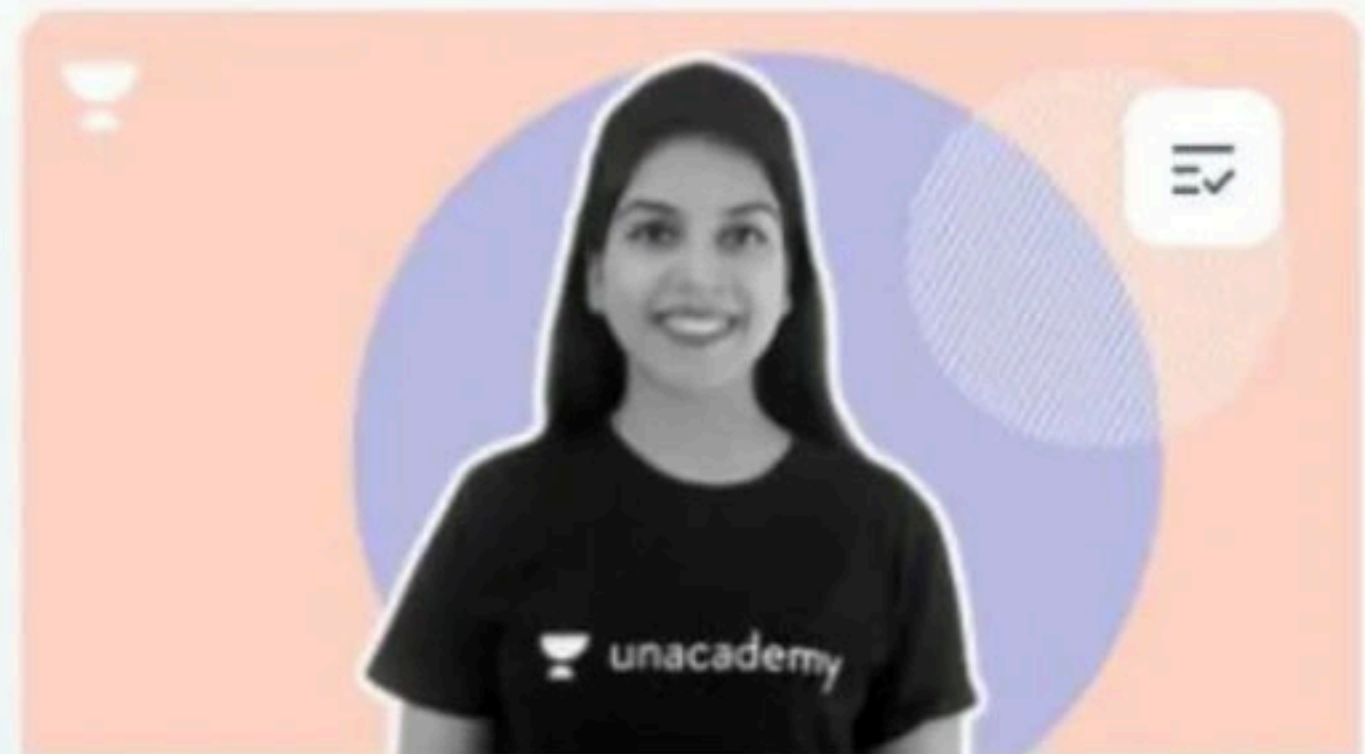
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for Revision)



**Samagra Shiksha Scheme 2.0** is a new version of the Samagra Shiksha Scheme.

- 4 Aug 2021

The scheme will be in effect from **April 1, 2021 to March 31, 2026**.

For this period, a **budget of Rs 2.94 lakh crore** has been approved.

The scheme covers **1.16 million schools, over 156 million students, and 5.7 million teachers** from **pre-primary to senior secondary level in government and aided schools**.

The scheme provides up to **Rs 500 per child per year for Teaching Learning Materials (TLM), indigenous toys and games, and play-based activities** in Government Schools' pre-primary sections.

Union Education Minister Dharmendra Pradhan announced the scheme, saying it will provide access to **quality education in an equitable and inclusive classroom environment**.



Samagra Shiksha is a comprehensive school education programme that runs from pre-school to class 12. It was created with the overarching goal of improving school effectiveness as measured by equal access to education and equitable learning outcomes.

It incorporates the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education into one (TE).

Since the implementation of the National Education Policy (NEP) 2020 is underway, the Samagra Shiksha 2.0 scheme will also take new paths.

According to the cabinet committee on economic affairs (CCEA), all child-centric interventions will be provided directly to students over time through DBT mode (Direct Benefit Transfer) on an IT-based platform in order to improve the scheme's direct outreach.

Furthermore, the existing infrastructure of schools, ITIs, and Polytechnics will be used to ensure that the facilities are utilised optimally, not only for school-age children but also for out-of-school children.



**NIPUN Bharat**, a new scheme, has been launched. This is a **National Mission on Foundational Literacy and Numeracy** that aims to ensure that every child achieves the desired learning competencies in reading, writing, and numeracy by the end of third grade and no later than fifth grade.

**Teaching Learning Materials (TLM)** of up to Rs 500 per child per year, Rs 150 per teacher for teacher manuals and resources, and Rs 10-20 lakh per district for assessment are available.

For **out-of-school children aged 16 to 19**, the scheme will provide **Rs 2,000 per child for SC, ST, and disabled children**. This is in order for them to complete their **secondary/senior secondary levels via NIOS/SOS**.



**The Major interventions proposed under the scheme are includes:**

- Universal Access to Education including Infrastructure Development and Retention
- Foundational Literacy and Numeracy
- Gender and Equity
- Quality and Innovation
- Financial support for Teachers' Salary
- Digital initiatives
- Vocational Education
- Sports and Physical Education
- Strengthening of Teacher Education and Training



**Major Objectives of the scheme:**

1. Implementing the recommendations of the National Education Policy 2020
2. Implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009
3. Early Childhood Care and Education
4. Emphasis on Foundational Literacy and Numeracy
5. Emphasis on activity-based Curriculum and Pedagogy to impart 21st-century skills to the students
6. Bridging Social and Gender Gaps in School Education
7. Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as the nodal agency for teacher training
8. Ensuring a safe, secure and conducive learning environment and maintenance of standards in schooling provisions



समग्र शिक्षा योजना 2.0 समग्र शिक्षा योजना का एक नया संस्करण है।

यह योजना 1 अप्रैल, 2021 से 31 मार्च, 2026 तक प्रभावी रहेगी। इस अवधि के लिए 2.94 लाख करोड़ रुपये के बजट को मंजूरी दी गई है।

इस योजना में 1.16 मिलियन स्कूल, 156 मिलियन से अधिक छात्र, और 5.7 मिलियन शिक्षक पूर्व-प्राथमिक से वरिष्ठ माध्यमिक स्तर के सरकारी और सहायता प्राप्त स्कूलों में शामिल हैं।

यह योजना सरकारी स्कूलों के पूर्व-प्राथमिक वर्गों में शिक्षण शिक्षण सामग्री (टीएलएम), स्वदेशी खिलौने और खेल, और खेल-आधारित गतिविधियों के लिए प्रति वर्ष 500 रुपये तक प्रदान करती है।

केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने इस योजना की घोषणा करते हुए कहा कि यह एक समान और समावेशी कक्षा के माहौल में गुणवत्तापूर्ण शिक्षा तक पहुंच प्रदान करेगी।

समग्र शिक्षा एक व्यापक स्कूली शिक्षा कार्यक्रम है जो पूर्व-विद्यालय से कक्षा 12 तक चलता है। इसे शिक्षा की समान पहुंच और समान सीखने के परिणामों द्वारा मापा गया स्कूल प्रभावशीलता में सुधार के व्यापक लक्ष्य के साथ बनाया गया था।



इसमें सर्व शिक्षा अभियान (एसएसए), राष्ट्रीय माध्यमिक शिक्षा अभियान (आरएमएसए), और शिक्षक शिक्षा की तीन योजनाओं को एक (टीई) में शामिल किया गया है।

चूंकि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का कार्यान्वयन चल रहा है, समग्र शिक्षा 2.0 योजना भी नए रास्ते अपनाएगी।

आर्थिक मामलों की कैबिनेट कमेटी (सीसीईए) के अनुसार, योजना की सीधी पहुंच में सुधार के लिए आईटी आधारित प्लेटफॉर्म पर डीबीटी मोड के माध्यम से समय के साथ सभी बाल-केंद्रित हस्तक्षेप सीधे छात्रों को प्रदान किए जाएंगे।

इसके अलावा, स्कूलों, आईटीआई और पॉलिटेक्निक के मौजूदा बुनियादी ढांचे का उपयोग यह सुनिश्चित करने के लिए किया जाएगा कि न केवल स्कूली उम्र के बच्चों के लिए बल्कि स्कूल से बाहर के बच्चों के लिए भी सुविधाओं का बेहतर उपयोग किया जाए।

NIPUN भारत, एक नई योजना शुरू की गई है। यह मूलभूत साक्षरता और संख्यात्मकता पर एक राष्ट्रीय मिशन है जिसका उद्देश्य यह सुनिश्चित करना है कि प्रत्येक बच्चा तीसरी कक्षा के अंत तक और बाद में पांचवीं कक्षा के बाद पढ़ने, लिखने और अंकगणित में वांछित सीखने की क्षमता हासिल कर ले।

प्रति बच्चा प्रति वर्ष 500 रुपये तक का टीएलएम, शिक्षक नियमावली और संसाधनों के लिए प्रति शिक्षक 150 रुपये और मूल्यांकन के लिए 10-20 लाख रुपये प्रति जिला उपलब्ध है।

16 से 19 वर्ष की आयु के स्कूल से बाहर के बच्चों के लिए, योजना एससी, एसटी और विकलांग बच्चों के लिए प्रति बच्चा 2,000 रुपये प्रदान करेगी। यह उनके लिए एनआईओएस/एसओएस के माध्यम से अपने माध्यमिक/वरिष्ठ माध्यमिक स्तर को पूरा करने के लिए है।



योजना के तहत प्रस्तावित प्रमुख हस्तक्षेपों में शामिल हैं:

- बुनियादी ढांचे के विकास और प्रतिधारण सहित शिक्षा के लिए सार्वभौमिक पहुंच
- मूलभूत साक्षरता और संख्यात्मकता
- लिंग और समानता
- गुणवत्ता और नवाचार
- शिक्षकों के वेतन के लिए वित्तीय सहायता
- डिजिटल पहल
- व्यावसायिक शिक्षा
- खेल और शारीरिक शिक्षा
- शिक्षक शिक्षा और प्रशिक्षण का सुदृढीकरण

योजना के प्रमुख उद्देश्य:

इस योजना का उद्देश्य सभी को स्कूली शिक्षा तक सार्वभौमिक पहुंच प्रदान करना है, जिसमें राज्यों और केंद्र शासित प्रदेशों को सहायता प्रदान करने के कुछ प्रमुख उद्देश्य शामिल हैं:

1. राष्ट्रीय शिक्षा नीति 2020 की सिफारिशों को लागू करना
2. बच्चों के मुफ्त और अनिवार्य शिक्षा के अधिकार (आरटीई) अधिनियम, 2009 का कार्यान्वयन
3. बचपन की देखभाल और शिक्षा
4. आधारभूत साक्षरता और संख्यात्मकता पर जोर
5. छात्रों को 21वीं सदी के कौशल प्रदान करने के लिए गतिविधि आधारित पाठ्यचर्या और शिक्षाशास्त्र पर जोर
6. स्कूली शिक्षा में सामाजिक और लैंगिक अंतर को पाटना
7. शिक्षक प्रशिक्षण के लिए नोडल एजेंसी के रूप में राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एससीईआरटी) / राज्य शिक्षा संस्थान और जिला शिक्षा और प्रशिक्षण संस्थान (डीआईईटी) का सुदृढीकरण और उन्नयन
8. एक सुरक्षित, सुरक्षित और अनुकूल शिक्षण वातावरण सुनिश्चित करना और स्कूली शिक्षा के प्रावधानों में मानकों का रखरखाव करना





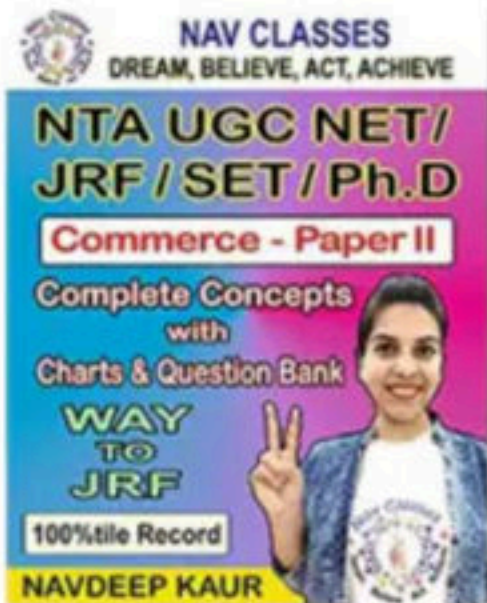
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PRIME MINISTER  
**NARENDRA MODI**

to launch digital  
payment solution

**e-RUPI**

on 2nd August



e-RUPI is a **cashless and contactless** instrument for **digital payment** developed by **National Payments Corporation of India**



Connects sponsors of the services with beneficiaries & service providers in a **digital manner without any physical interface**



Assures timely payment **without involvement of any intermediary.**



It can also be used for **delivering services** meant for **providing drugs & nutritional support under Mother & Child welfare schemes, TB eradication programmes, etc**

**e-RUPI Digital Payment Launched  
by PM Modi**

**India's own Digital currency**



<b>Initiative</b>	<b>e-RUPI Digital Payment</b>
<b>Launched By</b>	<b>Government Of India</b>
<b>Beneficiary</b>	<b>Citizens Of India or anyone having it can redeem Example: Can be used for fertilizer subsidies, Ayushman Bharat, Pradhan Mantri Jan Arogya Yojana etc</b>
<b>Objective</b>	<b>To Provide Cashless And Contactless Instrument For Making Digital Payments</b>
<b>Official Website</b>	<b><a href="https://www.npci.org.in/">https://www.npci.org.in/</a> National Payments Corporation of India</b>
<b>Year</b>	<b>2021</b>



## Everything Nav Learner Need to Know About e-RUPI

- e-RUPI is a cashless and contactless digital payment instrument. It is a **QR code or SMS string-based e-Voucher** that is delivered to the beneficiaries' mobile phones.
- Users of this **one-time payment mechanism** will be able to redeem the voucher at the service provider **without the need for a card, digital payments app, or internet banking access.**
- It was created in **collaboration with the Department of Financial Services, the Ministry of Health and Family Welfare, and the National Health Authority on the National Payments Corporation of India's UPI platform.**
- e-RUPI connects service sponsors with beneficiaries and service providers in a digital manner, with no physical interface. It also ensures that payment is made to the service provider only after the transaction is completed. **Because it is pre-paid, it ensures timely payment to the service provider without the involvement of a third party.**
- It is expected to be a game-changing initiative aimed at ensuring the **delivery of leak-proof welfare services.**
- Not only the **government, but any general organisation or organisation** that wants to help someone in their treatment, education, or any other work **will be able to do so using e-RUPI rather than cash.**



नव लर्नर को e-RUPI के बारे में जानने की जरूरत है सब कुछ

- e-RUPI एक कैशलेस और कॉन्टैक्टलेस डिजिटल पेमेंट इंस्ट्रूमेंट है। यह एक क्यूआर कोड या एसएमएस स्ट्रिंग-आधारित ई-वाउचर है जो लाभार्थियों के मोबाइल फोन पर दिया जाता है।
- इस एकमुश्त भुगतान प्रणाली के उपयोगकर्ता कार्ड, डिजिटल भुगतान ऐप या इंटरनेट बैंकिंग एक्सेस की आवश्यकता के बिना सेवा प्रदाता के वाउचर को भुनाने में सक्षम होंगे।
- इसे भारतीय राष्ट्रीय भुगतान निगम के UPI प्लेटफॉर्म पर वित्तीय सेवा विभाग, स्वास्थ्य और परिवार कल्याण मंत्रालय और राष्ट्रीय स्वास्थ्य प्राधिकरण के सहयोग से बनाया गया था।
- ई-आरयूपीआई बिना किसी भौतिक इंटरफेस के डिजिटल तरीके से सेवा प्रायोजकों को लाभार्थियों और सेवा प्रदाताओं से जोड़ता है। यह यह भी सुनिश्चित करता है कि लेन-देन पूरा होने के बाद ही सेवा प्रदाता को भुगतान किया जाए। क्योंकि यह प्री-पेड है, यह किसी तीसरे पक्ष की भागीदारी के बिना सेवा प्रदाता को समय पर भुगतान सुनिश्चित करता है।
- लीक-प्रूफ कल्याण सेवाओं की डिलीवरी सुनिश्चित करने के उद्देश्य से यह एक गेम-चेंजिंग पहल होने की उम्मीद है।
- न केवल सरकार, बल्कि कोई भी सामान्य संगठन या संगठन जो किसी के इलाज, शिक्षा या किसी अन्य काम में मदद करना चाहता है, वह नकद के बजाय ई-आरयूपीआई का उपयोग करके ऐसा कर सकेगा।



**The following are the consumer benefits of e-RUPI:**

**Contactless:** The beneficiary does not need to carry a printout of the voucher.

**Simple redemption:** A two-step redemption procedure

**Safe and secure:** Because the beneficiary is not required to share personal information during redemption, privacy is maintained.

**There is no need for a digital or bank presence:** The consumer who redeems the voucher does not need to have a digital payment app or a bank account.



ई-आरयूपीआई के उपभोक्ता लाभ निम्नलिखित हैं:

- संपर्क रहित: लाभार्थी को वाउचर का प्रिंटआउट ले जाने की आवश्यकता नहीं है।
- सरल मोचन: एक दो-चरणीय मोचन प्रक्रिया
- सुरक्षित और सुरक्षित: चूंकि मोचन के दौरान लाभार्थी को व्यक्तिगत जानकारी साझा करने की आवश्यकता नहीं होती है, इसलिए गोपनीयता बनाए रखी जाती है।
- डिजिटल या बैंक उपस्थिति की कोई आवश्यकता नहीं है: वाउचर को भुनाने वाले उपभोक्ता के पास डिजिटल भुगतान ऐप या बैंक खाता होने की आवश्यकता नहीं है।



© Navdeep Kaur - Way to JRF



The terms 'pyrolysis and plasma gasification' are mentioned in which of the following contexts?

- (a) Rare earth element extraction
- (b) Techniques for extracting natural gas
- (c) Automobiles that run on hydrogen fuel
- (d) Waste-to-energy (WTE) systems

निम्नलिखित में से किसके संदर्भ में पद हैं

'पायरोलिसिस और प्लाज्मा गैसीकरण' का उल्लेख है?

- (ए) दुर्लभ पृथ्वी तत्वों का निष्कर्षण
- (बी) प्राकृतिक गैस निष्कर्षण प्रौद्योगिकियां
- (सी) हाइड्रोजन ईंधन आधारित ऑटोमोबाइल
- (डी) अपशिष्ट से ऊर्जा प्रौद्योगिकियां



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**PAG is a waste-treatment method that uses a mix of electricity and high temperatures to convert municipal waste (garbage or trash) into useable by-products without the use of combustion (burning).**



**Which of the following claims concerning methane hydrate deposits is true?**

1. The release of methane gas from these deposits could be triggered by global warming.
2. In the Arctic Tundra and beneath the seafloor, large deposits of 'methane hydrate' can be found.
3. After a decade or two, methane in the atmosphere oxidises to carbon dioxide.

Using the code provided below, select the correct answer.

- (a) 1 and 2 only
- (b) 2 and 3 only
- (c) 1 and 3 only
- (d) 1, 2 and 3

मीथेन हाइड्रेट जमा के संबंध में निम्नलिखित में से कौन सा दावा सही है?

1. इन जमाओं से मीथेन गैस का उत्सर्जन ग्लोबल वार्मिंग के कारण हो सकता है।
2. आर्कटिक टुंड्रा और समुद्र तल के नीचे 'मीथेन हाइड्रेट' के बड़े भंडार पाए जा सकते हैं।
3. एक या दो दशक के बाद, वातावरण में मीथेन कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाती है।

नीचे दिए गए कूट का प्रयोग कर सही उत्तर का चयन करें।

- (ए) केवल 1 और 2
- (बी) केवल 2 और 3
- (सी) केवल 1 और 3
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- (सी) केवल 1 और 3
- (डी) 1, 2 और 3



Only certain physical, chemical, and geological conditions allow methane hydrates to form. The optimal conditions are high water pressures and cold temperatures. Methane Hydrate deposits can be hundreds of metres thick and can be found in two places: beneath Arctic permafrost and beneath the ocean floor. As a result of global warming, the temperature has risen, destabilising the methane hydrates and allowing methane to escape. Methane has a short lifetime in the atmosphere; within a decade or two, a molecule of methane is oxidised to water and carbon dioxide, primarily by interaction with another trace gas, the hydroxyl radical OH-.

केवल कुछ भौतिक, रासायनिक और भूवैज्ञानिक स्थितियां ही मीथेन हाइड्रेट्स को बनने देती हैं। इष्टतम स्थितियां उच्च पानी के दबाव और ठंडे तापमान हैं। मीथेन हाइड्रेट जमा सैकड़ों मीटर मोटी हो सकती है और इसे दो स्थानों पर पाया जा सकता है: आर्कटिक पर्माफ्रॉस्ट के नीचे और समुद्र तल के नीचे। ग्लोबल वार्मिंग के परिणामस्वरूप, तापमान बढ़ गया है, मीथेन हाइड्रेट्स को अस्थिर कर रहा है और मीथेन को बाहर निकलने की इजाजत दे रहा है। वातावरण में मीथेन का जीवनकाल छोटा होता है; एक या दो दशक के भीतर, मीथेन का एक अणु पानी और कार्बन डाइऑक्साइड में ऑक्सीकृत हो जाता है, मुख्य रूप से एक अन्य ट्रेस गैस, हाइड्रॉक्सिल रेडिकल OH- के साथ बातचीत करके।



**Consider the following propositions:**

1. The Ramsar Convention requires the Indian government to safeguard and conserve all wetlands within its borders.
2. The Wetlands (Conservation and Management) Rules, 2010, were drafted by the Indian government in response to the Ramsar Convention's recommendations.
3. The Wetlands (Conservation and Management) Rules, 2010 also cover the authority's determination of the wetlands' drainage area or catchment areas.

Which of the following assertions is/are correct?

- (a) 1 and 2 only
- (b) 3 only
- (c) 2 and 3 only
- (d) 1, 2 and 3

निम्नलिखित प्रस्तावों पर विचार करें:

1. रामसर कन्वेंशन के लिए भारत सरकार को अपनी सीमाओं के भीतर सभी आर्द्रभूमियों की सुरक्षा और संरक्षण की आवश्यकता है।
2. आर्द्रभूमि (संरक्षण और प्रबंधन) नियम, 2010, रामसर कन्वेंशन की सिफारिशों के जवाब में भारत सरकार द्वारा तैयार किए गए थे।
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निम्नलिखित में से कौन सा/से कथन सही है/हैं?



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निम्नलिखित में से कौन सा/से कथन सही है/हैं?



The Ramsar Convention is an intergovernmental convention that establishes a framework for national and international action to conserve and wisely utilise wetlands and their resources. The Contracting Parties agree to work toward the wise use of all their wetlands under the Convention's three pillars: designate suitable wetlands for the Ramsar List and ensure their effective management; and cooperate internationally on transboundary wetlands, shared wetland systems, and shared species. As a result, it does not refer to all wetlands on a country's territory. The convention took effect in India on February 1, 1982.

रामसर कन्वेंशन एक अंतर सरकारी सम्मेलन है जो आर्द्रभूमि और उनके संसाधनों के संरक्षण और बुद्धिमान से उपयोग करने के लिए राष्ट्रीय और अंतर्राष्ट्रीय कार्रवाई के लिए एक रूपरेखा स्थापित करता है। अनुबंध करने वाले पक्ष कन्वेंशन के तीन स्तंभों के तहत अपने सभी आर्द्रभूमि के बुद्धिमान उपयोग की दिशा में काम करने के लिए सहमत हैं: रामसर सूची के लिए उपयुक्त आर्द्रभूमि नामित करें और उनका प्रभावी प्रबंधन सुनिश्चित करें; और ट्रांसबाउंड्री वेटलैंड्स, साझा वेटलैंड सिस्टम और साझा प्रजातियों पर अंतरराष्ट्रीय स्तर पर सहयोग करते हैं। नतीजतन, यह किसी देश के क्षेत्र में सभी आर्द्रभूमियों को संदर्भित नहीं करता है। यह सम्मेलन 1 फरवरी, 1982 को भारत में प्रभावी हुआ।



In our country, there has recently been a growing awareness of the relevance of Himalayan nettle (*Girardinia diversifolia*) because it has been discovered to be a sustainable source of nutrition.

- (a) anti-malarial drug
- (b) textile fibre
- (c) biodiesel
- (d) pulp of paper industry

हमारे देश में, हाल ही में हिमालयन बिछुआ (गिरार्डिनिया डायवर्सिफोलिया) की प्रासंगिकता के बारे में जागरूकता बढ़ी है क्योंकि इसे पोषण का एक स्थायी स्रोत के रूप में खोजा गया है।

- (ए) मलेरिया-रोधी दवा
- (बी) कपड़ा फाइबर
- (सी) बायोडीजल
- (डी) कागज उद्योग का लुगदी



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- (c) biodiesel
- (d) pulp of paper industry

हमारे देश में, हाल ही में हिमालयन बिछुआ (गिरार्डिनिया डायवर्सिफोलिया) की प्रासंगिकता के बारे में जागरूकता बढ़ी है क्योंकि इसे पोषण का एक स्थायी स्रोत के रूप में खोजा गया है।

- (ए) मलेरिया-रोधी दवा
- (बी) कपड़ा फाइबर
- (सी) बायोडीजल
- (डी) कागज उद्योग का लुगदी





The Himalayan Nettle, or *Girardinia diversifolia*, is a fiber-producing plant found in the Himalayan mountain range. This plant is most commonly found in alpine and mountainous areas above 3000 metres above sea level. Himalayan Nettle grows profusely in the forest, along riverbanks, and in damp environments.

For individuals living in the Himalayan mountain area, this fiber-producing plant has become a good source of income. As a result, this plant has a commercial value. The Government of India is funding research and development for Himalayan Indian Nettle. This fibre is recyclable and biodegradable. As a result of these characteristics, this fibre is environmentally beneficial. The Government of India is pushing its textile and commercial uses in order to increase output.

For their livelihood, several Himalayan people produce fabric from Himalayan Nettle. Because this fabric and the products made from it are in high demand both locally and internationally.



**Consider the following propositions: The Environment Protection Act of 1986 gives the Indian government the authority to protect the environment.**

1. State the demand for public participation in the environmental protection process, as well as the approach and method for obtaining it.
2. establish criteria for the emission or discharge of contaminants into the environment from various sources.

Which of the following assertions is/are correct?

- (a) 1 only
- (b) 2 only
- (c) Both 1 and 2
- (d) Neither 1 nor 2

निम्नलिखित प्रस्तावों पर विचार करें: 1986 का पर्यावरण संरक्षण अधिनियम भारत सरकार को पर्यावरण की रक्षा करने का अधिकार देता है।

1. पर्यावरण संरक्षण प्रक्रिया में जनभागीदारी की मांग के साथ-साथ इसे प्राप्त करने का तरीका और तरीका बताएं।
2. विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड स्थापित करें।



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Environment Protection Act of 1986 is to allow citizens to participate in decision-making, which helps society achieve its aim of sustainable and environmentally sound growth. Participation of the public in environmental decision-making, particularly in EIA, has several advantages in these procedures. The decision-making process, up to and including the final decision, becomes more transparent and genuine as a result of public participation. This legislation gives the Union government the authority to take all necessary steps to prevent and regulate pollution, as well as to set up effective equipment to safeguard and improve the environment's quality. It also establishes criteria for the emission or discharge of contaminants into the environment from various sources. As a result, both assertions are true.

1986 का पर्यावरण संरक्षण अधिनियम नागरिकों को निर्णय लेने में भाग लेने की अनुमति देता है, जो समाज को स्थायी और पर्यावरणीय रूप से ध्वनि विकास के अपने लक्ष्य को प्राप्त करने में मदद करता है। पर्यावरणीय निर्णय लेने में जनता की भागीदारी, विशेष रूप से ईआईए में, इन प्रक्रियाओं में कई फायदे हैं। निर्णय लेने की प्रक्रिया, अंतिम निर्णय तक और सार्वजनिक भागीदारी के परिणामस्वरूप अधिक पारदर्शी और वास्तविक हो जाती है। यह कानून केंद्र सरकार को प्रदूषण को रोकने और नियंत्रित करने के लिए सभी आवश्यक कदम उठाने के साथ-साथ पर्यावरण की गुणवत्ता की सुरक्षा और सुधार के लिए प्रभावी उपकरण स्थापित करने का अधिकार देता है। यह विभिन्न स्रोतों से पर्यावरण में प्रदूषकों के उत्सर्जन या निर्वहन के लिए मानदंड भी स्थापित करता है। परिणामस्वरूप, दोनों कथन सत्य हैं।



**The BioCarbon Fund Initiative for Sustainable Forest Landscapes is overseen by which of following**

- (a) World Bank
- (b) International Monetary Fund
- (c) United Nations Environment Programme
- (d) Asian Development Bank

सतत वन परिदृश्य के लिए बायोकार्बन फंड पहल की देखरेख निम्नलिखित में से किसके द्वारा की जाती है

- (ए) विश्व बैंक
- (बी) अंतर्राष्ट्रीय मुद्रा कोष
- (सी) संयुक्त राष्ट्र पर्यावरण कार्यक्रम
- (डी) एशियाई विकास बैंक



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**The BioCarbon Fund ISFL is a global initiative managed by the World Bank and sponsored by donor nations.**

**The BioCarbon Fund Initiative for Sustainable Forest Landscapes (ISFL) is a multilateral facility that promotes and rewards better land management, such as REDD+ (Reduced Emissions from Deforestation and Forest Degradation), climate smart agriculture, and smarter land use planning and policies, in order to reduce greenhouse gas emissions and increase sequestration. The ISFL will test techniques and share lessons learned by piloting programmes and interventions at a jurisdictional level.**

**In 2013, the BioCarbon Fund launched the Initiative for Sustainable Forest Landscapes. Germany, Norway, Switzerland, the United Kingdom (Department for Business, Energy and Industrial Strategy and Department for Environment, Food and Rural Affairs), and the United States all support the Initiative. It sponsors initiatives in Colombia, Ethiopia, Indonesia, Mexico, and Zambia with \$355 million in fund money.**



बायोकार्बन फंड आईएसएफएल विश्व बैंक द्वारा प्रबंधित और दाता देशों द्वारा प्रायोजित एक वैश्विक पहल है।

बायोकार्बन फंड इनिशिएटिव फॉर सस्टेनेबल फॉरेस्ट लैंडस्केप्स (ISFL) एक बहुपक्षीय सुविधा है जो बेहतर भूमि प्रबंधन को बढ़ावा देती है और पुरस्कृत करती है, जैसे REDD+ (वनों की कटाई और वन क्षरण से कम उत्सर्जन), जलवायु स्मार्ट कृषि, और स्मार्ट भूमि उपयोग योजना और नीतियां, क्रम में ग्रीनहाउस गैस उत्सर्जन को कम करने और जब्ती बढ़ाने के लिए। ISFL तकनीकों का परीक्षण करेगा और एक अधिकार क्षेत्र के स्तर पर पायलटिंग कार्यक्रमों और हस्तक्षेपों से सीखे गए पाठों को साझा करेगा।

2013 में, बायोकार्बन फंड ने सतत वन परिदृश्य के लिए पहल शुरू की। जर्मनी, नॉर्वे, स्विट्ज़रलैंड, यूनाइटेड किंगडम (व्यापार, ऊर्जा और औद्योगिक रणनीति विभाग और पर्यावरण, खाद्य और ग्रामीण मामलों के विभाग), और संयुक्त राज्य अमेरिका सभी पहल का समर्थन करते हैं। यह कोलंबिया, इथियोपिया, इंडोनेशिया, मैक्सिको और जाम्बिया में 355 मिलियन डॉलर के फंड मनी के साथ पहल करता है।



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**Make it realistic**

**Write down Your Goal JRF with 5 Point Reason**

- > Why
- > For whom
- > How Important
- > Why only this most admirable
- > How much effort You can do to get JRF





**Make it realistic**

**Write down Your Goal JRF with 5 Point Reason**

- > Why
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- > How much effort You can do to get JRF



## **Why laziness comes**

- > Just bcz ...
- > Am i Preparing in correct Way
- > What Habit i have to Change

**When i will start focusing and be mature to get JRF**



# Hey Let's Start For JRF Now !!

Way to JRF





# **NTA UGC NET - Way to JRF 2021**

**Target: 100 Percentile AIR- 1**

**NTA UGC NET JRF**

**COMMERCE 17 October 2020**

**1st Shift PYQ with Official**

**Answer Keys, Explanation**



**JRF is Mine**

**इस बार JRF लेकर ही रहेंगे**



# **International Yoga Day 2021**

**Theme 2021**

**" Yoga for  
Well-Being "**





सक्सेस की सबसे  
बड़ी खास बात यह है कि  
वह मेहनत करने वालों पर  
फिदा हो जाती है!!

शिक्षा वो शेरनी का दूध है जो  
इसे पियेगा वो शेर की तरह  
दहाड़ेगा- Dr. B.R.  
Ambedkar

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**A computer cannot boot if it does not have which of the following?**

- [A] Compiler
- [B] Loader
- [C] Operating System
- [D] Assembler

एक कंप्यूटर बूट नहीं कर सकता यदि उसमें निम्न में से क्या नहीं है?

- [ए] संकलक
- [बी] लोडर
- [सी] ऑपरेटिंग सिस्टम
- [डी] असेंबलर

An operating system is the most important software that runs on a computer. It manages the computer's memory and processes, as well as all of its software and hardware.





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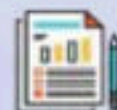


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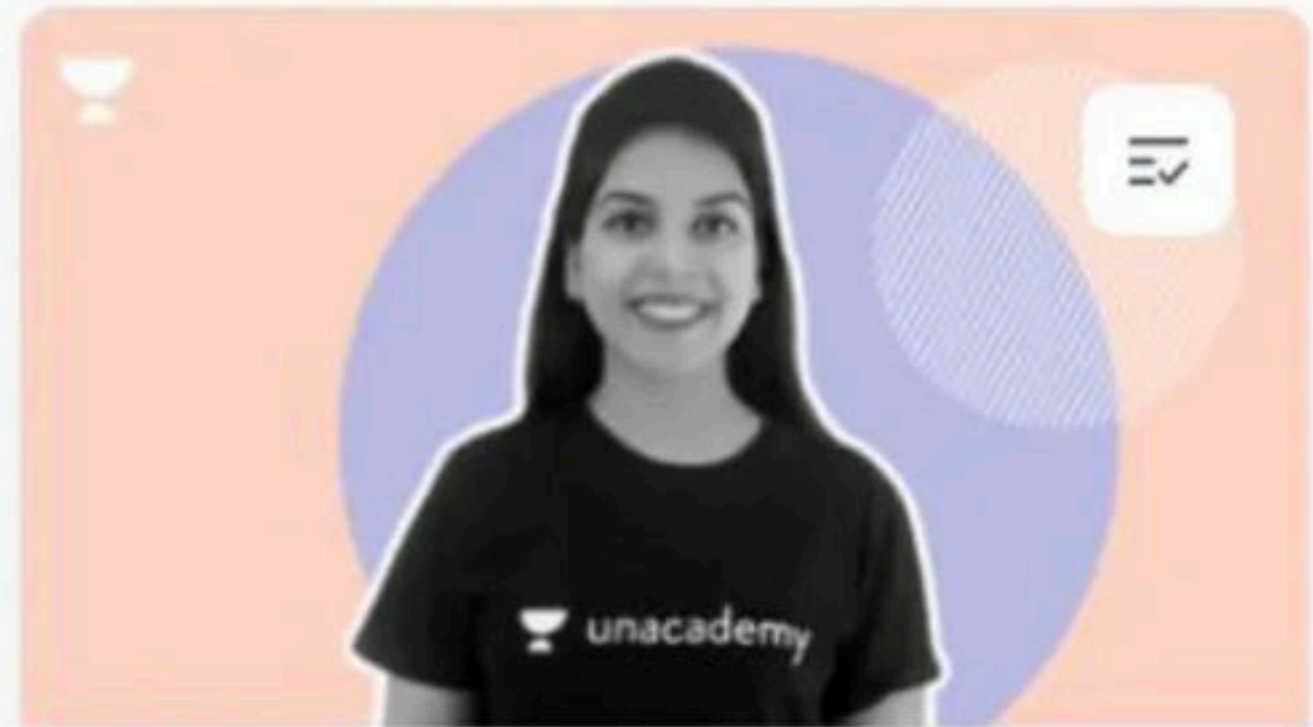


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### Schedule

Feb 21 - May 30 • 14 tests

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MAY  
**9** Scholarship Mock 10 | Computer Science  
Test 11 • 4:00 PM

MAY  
**16** Scholarship Mock 11 | Sociology  
Test 12 • 4:00 PM

MAY  
**23** Scholarship Mock 12 | Commerce  
Test 13 • 4:00 PM

MAY  
**30** Scholarship Mock 13 | Paper 1  
Test 14 • 4:00 PM



## Advance Expected MCQs Course on Paper 1- Way to JRF

Discussion Forum

### Week 1

Mar 29 - Apr 4 • 1 lesson, 2 quizzes

Code:  
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APR  
2  
Expected MCQs Quiz on Teaching Aptitude  
Quiz 1 • 7:30 PM

Create quiz

APR  
3  
Analysis of Expected MCQs Quiz on Teaching Aptitude  
Lesson 1 • 5:00 PM

APR  
4  
Expected MCQs Quiz on Research Aptitude  
Quiz 2 • 7:30 PM

Create quiz



## Course on Commerce Paper II through MCQs (Way to JRF)

[Discussion Forum](#)

### Week 1

Apr 5 - 11 • 1 lesson

APR  
**10** Expected MCQs Quiz on Unit I BE & IB  
Lesson 1 • 2:00 PM



### Week 2

Apr 12 - 18 • 1 lesson

APR  
**16** Expected MCQs Quiz on Unit II Accounting  
Lesson 2 • 2:00 PM

