



Exam Special Series - Mathematical Reasoning Part III

Special class

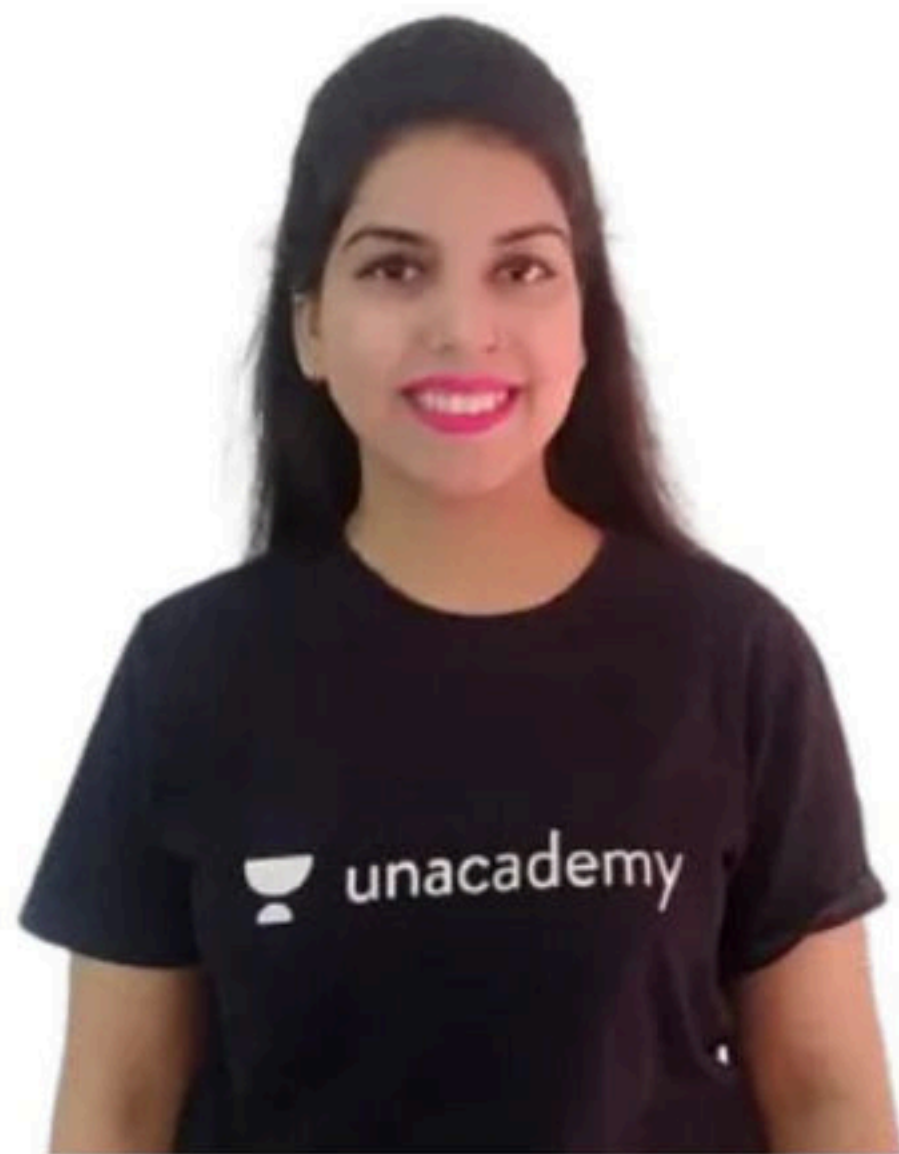
NTA UGC NET - Way to JRF 2021

Target: 100 Percentile AIR- 1

MAHA Episode

Complete in 1 Class

Reasoning



JRF is Mine
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Way to JRF

Exam Series

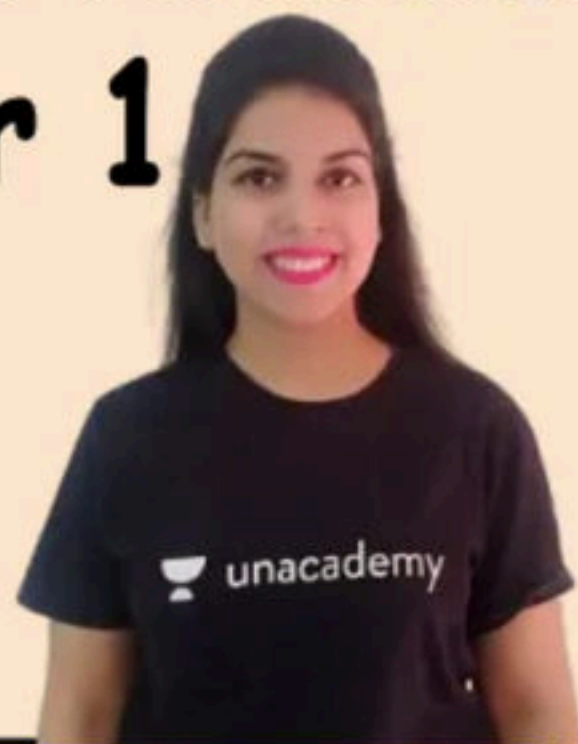
Mathematical Reasoning



Paper 1

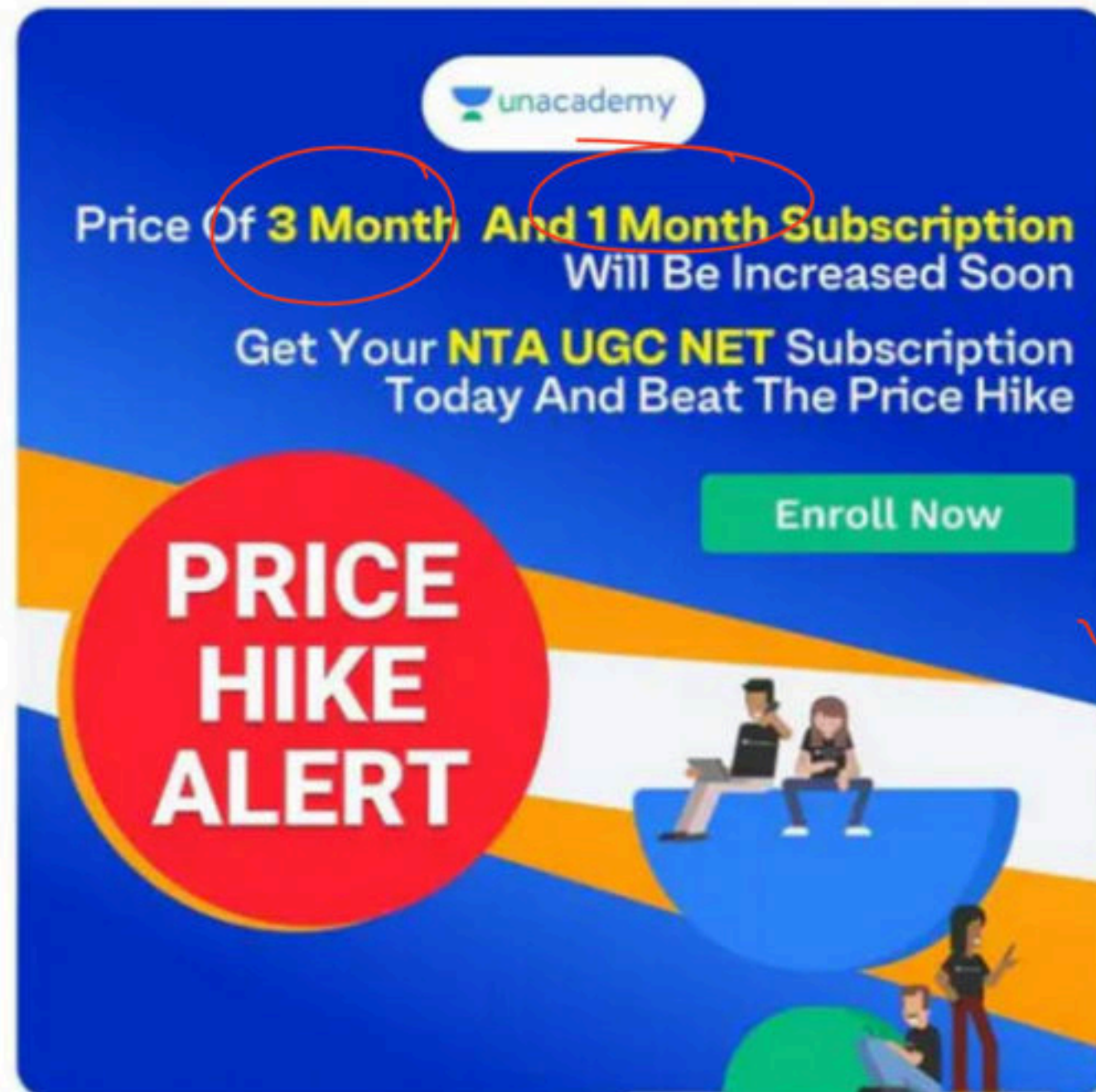
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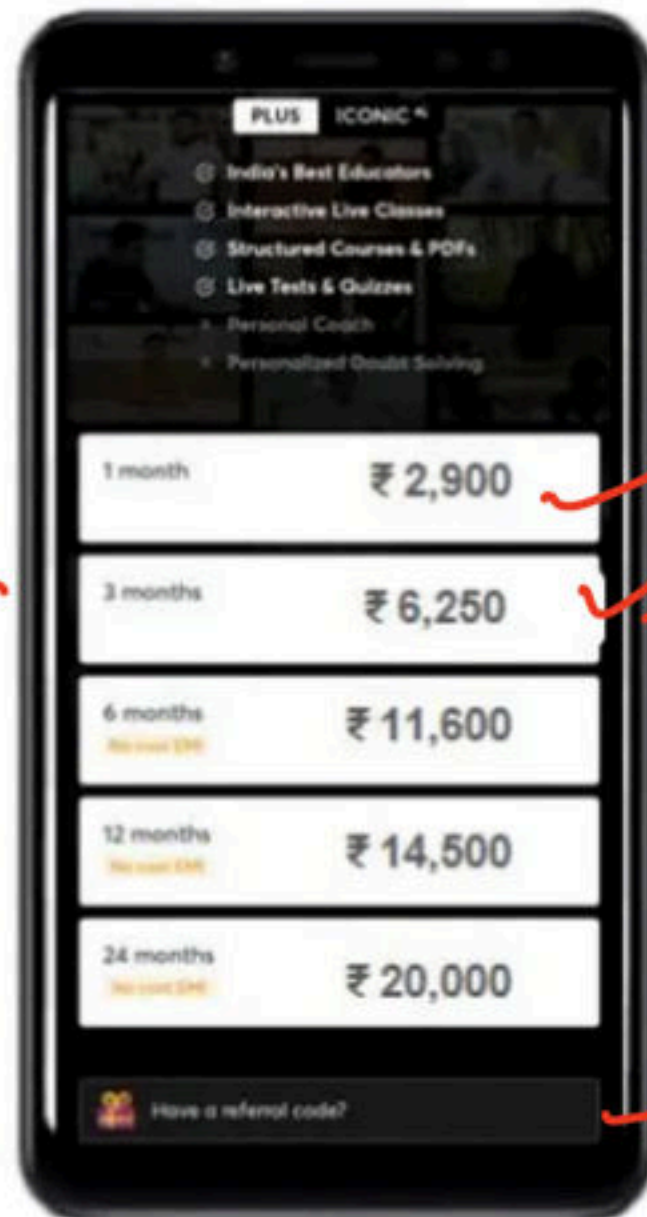
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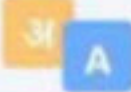
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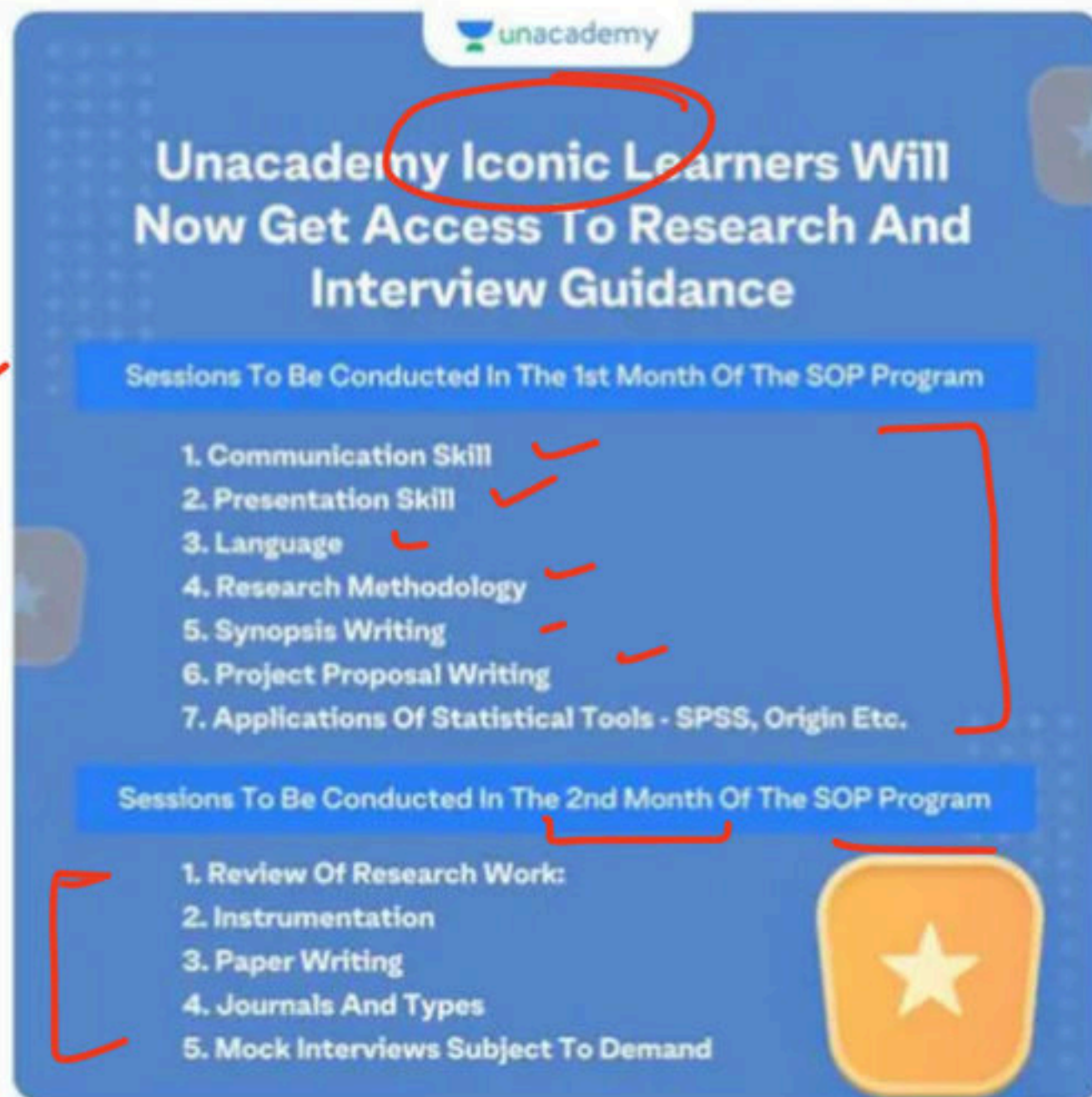
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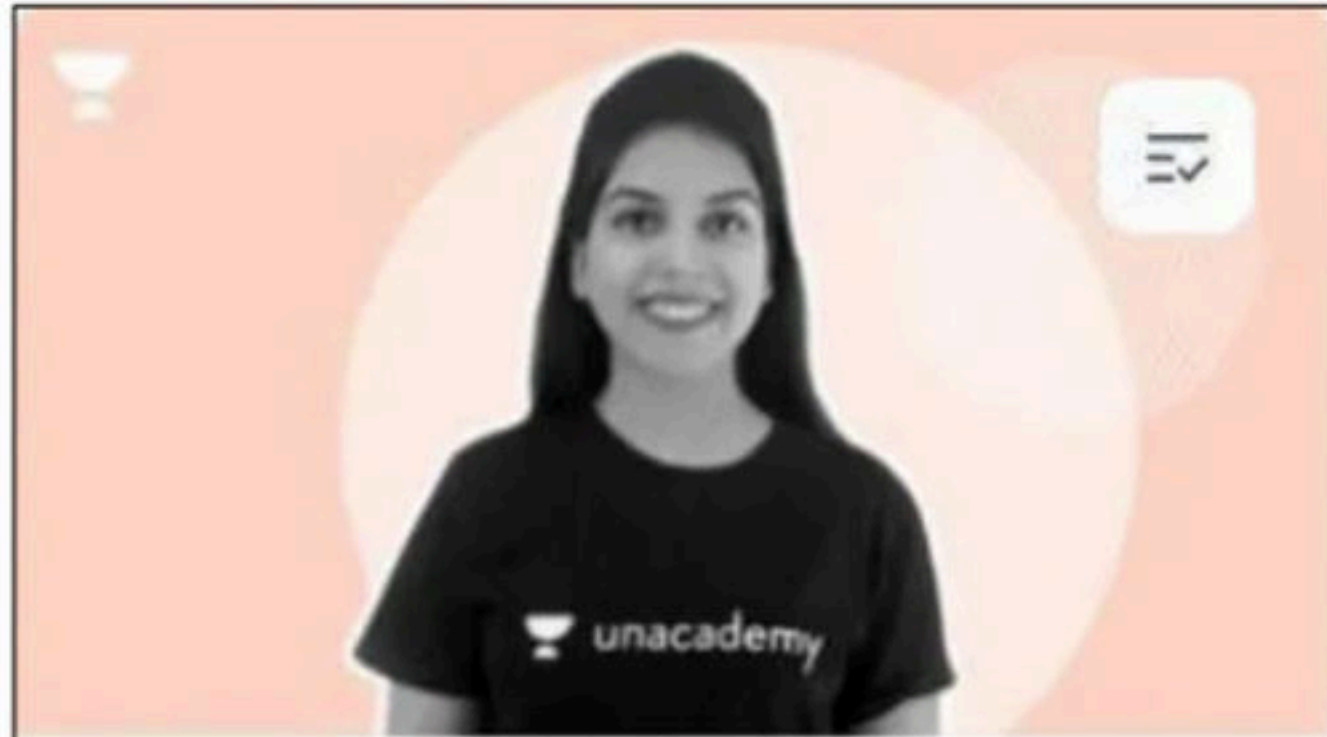
1. Communication Skill
2. Presentation Skill
3. Language
4. Research Methodology
5. Synopsis Writing
6. Project Proposal Writing
7. Applications Of Statistical Tools - SPSS, Origin Etc.

Sessions To Be Conducted In The 2nd Month Of The SOP Program

1. Review Of Research Work
2. Instrumentation
3. Paper Writing
4. Journals And Types
5. Mock Interviews Subject To Demand

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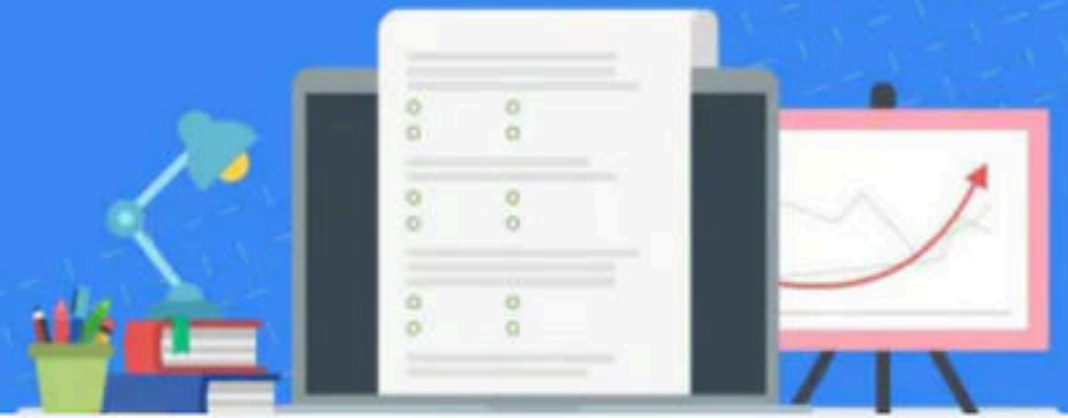
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Link

Nav classes is YouTube channel providing online classes for tricks to crack any exam easily

Description

Dates of UGC NET JRF Exam: 6 Oct to 11 Oct 2021

~~29~~ Days in September

5 Days in October

After Covering Syllabus

Max to max cover till 15
September

If done Keep Solving All PYQs
& Expected MCQs

Solve Max to Max Expected MCQs
& Test Series

Just Revision of Quick
notes & Maha
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A man reaches his office 30 minutes late if he walks by $\frac{2}{3}$ rd of his routine speed. What is the time he usually takes to reach office?

1. 30 minutes
2. 90 minutes
3. 60 minutes
4. 45 minutes

यदि वह अपनी दिनचर्या की गति के $\frac{2}{3}$ rd से चलता है तो एक आदमी 30 मिनट देर से अपने कार्यालय पहुँचता है। वह समय क्या है
आमतौर पर कार्यालय तक पहुँचने के लिए?

$$\begin{array}{l} 2:3 \\ \hline 3:2 \\ \hline 2:3 \end{array}$$

$$60$$

$$1 \rightarrow 30$$

Used
Normal

Speed: 5:4
Normal
4:5

10 min
let

Normal
Time

5:4

$x \rightarrow 10$

$5x$

$5 \times 10 = 50$

New

5 : 7

10 Lak

Used :

7 : 5

Used

Time

5 : 7

2

10

n :

~~10~~ 5

5ⁿ
5 x 5 = 25 Min

A man reaches his office 30 minutes late if he walks by $\frac{2}{3}$ rd of his routine speed. What is the time he usually takes to reach office?

1. 30 minutes
2. 90 minutes
3. 60 minutes
4. 45 minutes

यदि वह अपनी दिनचर्या की गति के $\frac{2}{3}$ rd से चलता है तो एक आदमी 30 मिनट देर से अपने कार्यालय पहुँचता है। वह समय क्या है
आमतौर पर कार्यालय तक पहुँचने के लिए?

Explanation:

$\frac{2}{3}$ rd of his routine speed

usual speed: 3:2

usual time: 2: 3 (inverse relation)

As per Allegation difference 1 = 30

usual time ration2 = $30 \times 2 = 60$

✓ A man walks 400 meters in north direction, took a left turn and walks 600 meters. He again takes left turn and walks for 400 meters. How far and in which direction he is from his original position?

1. 400 meters, East
2. 600 meters, West
3. 400 meters, West
4. 600 meters, South

एक आदमी उत्तर दिशा में 400 मीटर चलता है, एक बाएं मुड़ता है और 600 मीटर चलता है। वह फिर से बाएं मोड़ लेता है और 400 मीटर तक चलता है। वह अपने मूल स्थान से कितनी दूर और किस दिशा में है?

Start 8 AM
Free
End 9 AM
West
Fin

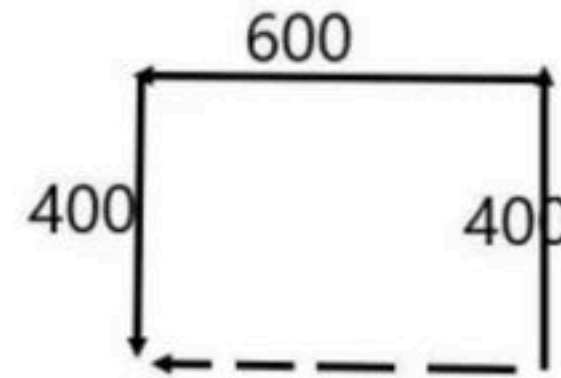
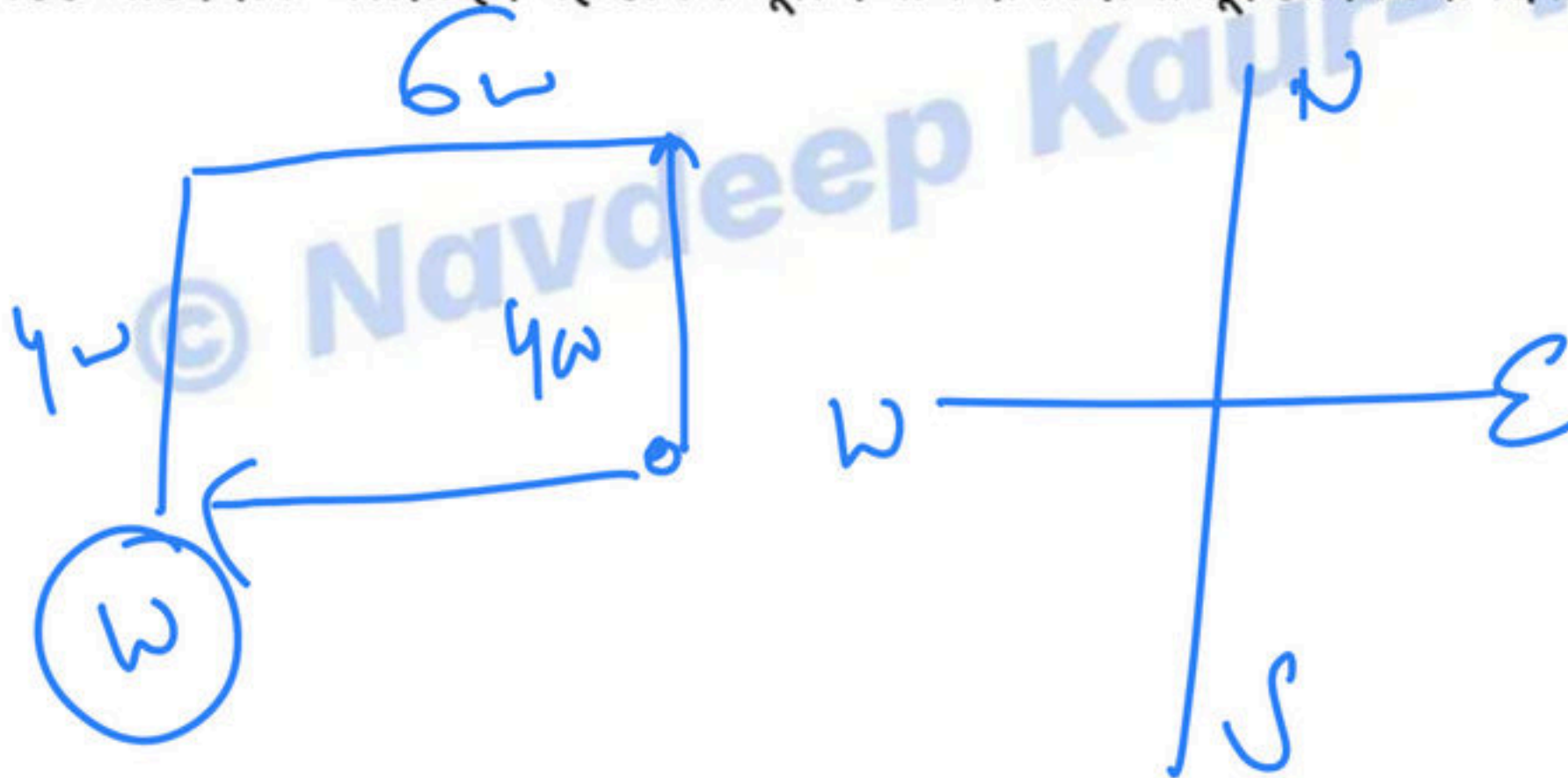
8 PM
10 PM

2-4
5-7
Plus

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The next number in the given series is

196, 384, 736,.....

1. 1344

2. 1244

3. 1434

4. 1544

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The next number in the given series is

196, 384, 736,.....

1. 1344

2. 1244

3. 1434

4. 1544

$$200-2*2, 400-4*4, 800-8*8, 1600-16*16=1344$$

or

$$196*2 = 396 - 8 = 384$$

$$384*2 = 768 - 32(8*4) = 736$$

$$736*2 = 1472 - 128(32*4) = 1344$$

$$\textcircled{200} - \textcircled{2^2 \cdot 1}$$

$$\textcircled{400} - 4^2 \cdot 4$$

$$\textcircled{800} \\ \textcircled{1600}$$

$$196 \times 2$$

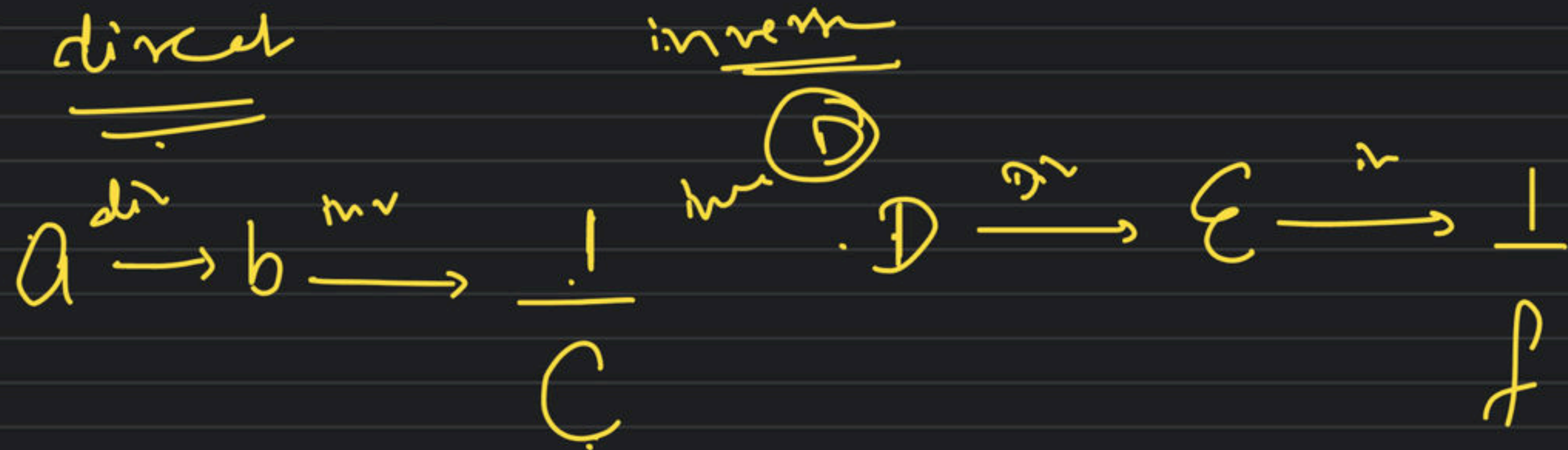
$$- \textcircled{8}$$

$$\times 2$$

$$- 32$$

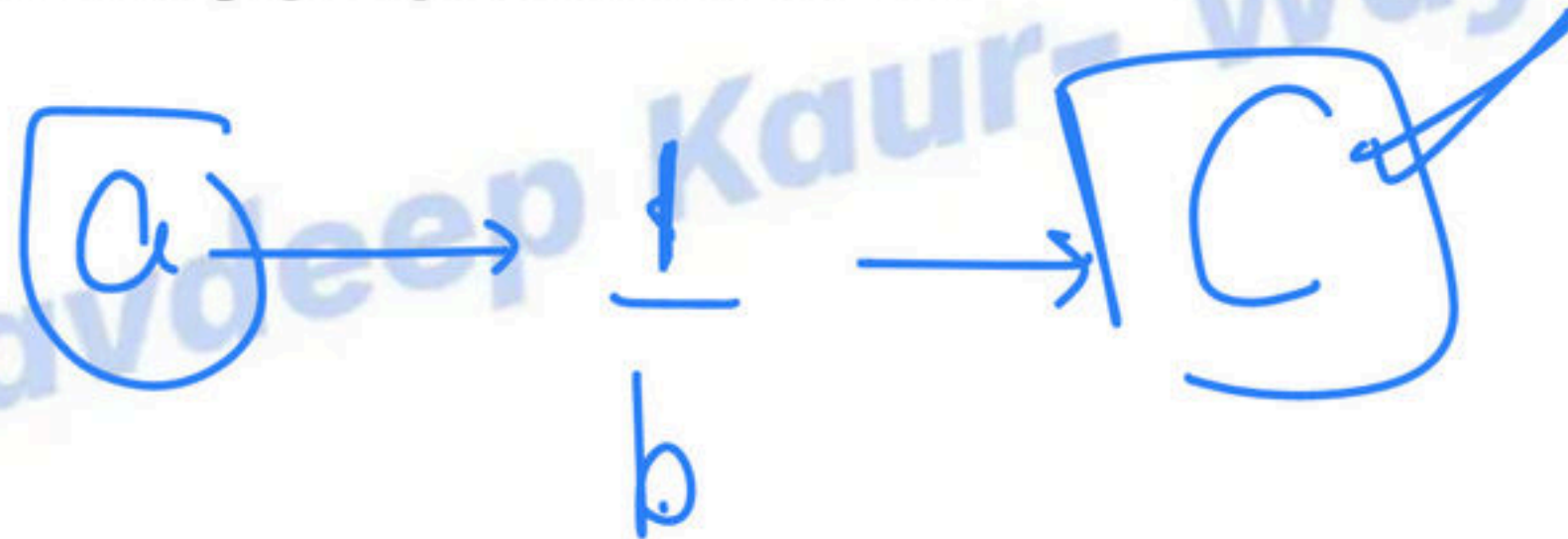
$$\times 2$$

$$- 128$$



5. If 'a' is inversely proportional to 'b' and 'b' is inversely proportional to 'c' then

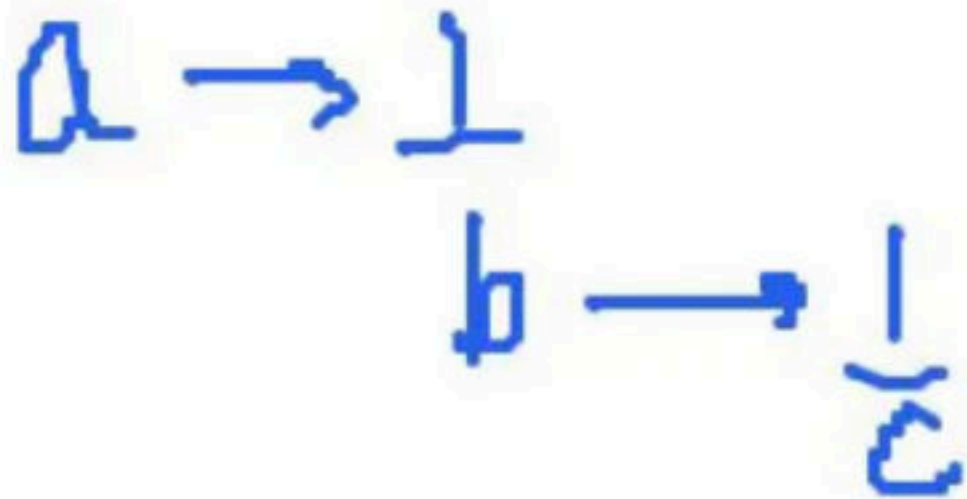
- (1) 'a' is inversely proportional to c
- (2) 'a' is directly proportional to c
- (3) 'a' is constant
- (4) 'a' is directly proportional to 'bc'



Q5. If 'a' is inversely proportional to 'b' and 'b' is inversely proportional to 'c. then

- (1) 'a' is inversely proportional to c
- (2) 'a' is directly proportional to c
- (3) 'a' is constant
- (4) 'a' is directly proportional to 'bc'

$A \rightarrow 1/b \rightarrow c$



6 A sum of Rs. 2,000 yields Rs. 180 with simple interest in nine (9) months. The annual rate of interest is

- (1) 9%
- (2) 10%
- (3) 11%
- (4) 12%

2000

SI 180

$P \times R \times T$

$\Rightarrow \frac{\quad}{100}$

6 A sum of Rs. 2,000 yields Rs. 180 with simple interest in nine (9) months. The annual rate of interest is

- (1) 9%
- (2) 10%
- (3) 11%
- (4) 12%

$$\frac{2000 \times r \times 9}{12} = 180$$

$$2000 \times r/100 \times 9/12 = 180$$

$$15r = 180$$

$$r = 180/15 = 12$$

✓

7 The product of any three consecutive integers is divisible by 6. Therefore $3 \times 4 \times 5 (=60)$, is divisible by 6? Which type of reasoning is embodied here?

- (1) Deductive Reasoning
- (2) Inductive Reasoning
- (3) Non-verbal Reasoning
- (4) Abductive Reasoning

किसी भी तीन लगातार पूर्णांकों का उत्पाद 6 से विभाज्य है। इसलिए $3 \times 4 \times 5 (=60)$, 6 से विभाज्य है? यहाँ किस प्रकार का तर्क सन्निहित है?

- (1) डिडक्टिव रीजनिंग
- (2) आगमनात्मक तर्क
- (3) गैर-मौखिक तर्क
- (4) अपहरण का तर्क

7 The product of any three consecutive integers is divisible by 6. Therefore $3 \times 4 \times 5 (=60)$, is divisible by 6? Which type of reasoning is embodied here?

- (1) Deductive Reasoning
- (2) Inductive Reasoning
- (3) Non-verbal Reasoning
- (4) Abductive Reasoning

8 Which of the following refers to an attribute of every categorical proposition Which is determined by whether the proposition affirms or denies class inclusion?

- (1) Quality
- (2) Quantity
- (3) Distribution
- (4) Comparison

निम्नलिखित में से कौन प्रत्येक श्रेणीबद्ध प्रस्ताव की विशेषता को संदर्भित करता है जो कि इस बात से निर्धारित होता है कि क्या प्रस्ताव पुष्टि या वर्ग समावेशन से इनकार करता है?

- (१) गुणवत्ता
- (२) मात्रा
- (३) वितरण
- (४) तुलना

8 Which of the following refers to an attribute of every categorical proposition Which is determined by whether the proposition affirms or denies class inclusion?

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निम्नलिखित में से कौन प्रत्येक श्रेणीबद्ध प्रस्ताव की विशेषता को संदर्भित करता है जो कि इस बात से निर्धारित होता है कि क्या प्रस्ताव पुष्टि या वर्ग समावेशन से इनकार करता है?

- (१) गुणवत्ता
- (२) मात्रा
- (३) वितरण
- (४) तुलना

Me \oplus

no \sim quantity

unit / part. quantity

✓ 9 The term paksha according to classical Indian school of logic refers to which of the following terms in the process of inference?

- (1) Major term
- (2) Undefined term
- (3) Minor term
- (4) Middle term

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9 The term **paksha** according to classical Indian school of logic refers to which of the following terms in the process of inference?

- (1) Major term
- (2) Undefined term
- (3) Minor term
- (4) Middle term

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✓ 10 A fallacy in which an opponent's position is depicted as being more extreme or unreasonable than is justified by what was actually asserted is called

- (1) Argumentum ad Baculum
- (2) The Bed Herring
- (3) Argumentum ad Hominem
- (4) Straw Man

एक गिरावट जिसमें किसी प्रतिद्वंद्वी की स्थिति को अधिक चरम या अनुचित होने के रूप में दर्शाया जाता है, जो वास्तव में मुखर था उसे उचित ठहराया जाता है

- (1) आर्ग्युमेंटम विज्ञापन Baculum
- (2) द बेड हेरिंग
- (3) आर्ग्युमेंटम विज्ञापन होमिनम
- (4) स्ट्रॉ मैन

10 A fallacy in which an opponent's position is depicted as being more extreme or unreasonable than is justified by what was actually asserted is called

- (1) Argumentum ad Baculum
- (2) The Bed Herring *بستر*
- (3) Argumentum ad Hominem
- (4) **Straw Man**

एक गिरावट जिसमें किसी प्रतिद्वंद्वी की स्थिति को अधिक चरम या अनुचित होने के रूप में दर्शाया जाता है, जो वास्तव में मुखर था उसे उचित ठहराया जाता है

- (1) आर्ग्युमेंटम विज्ञापन Baculum
- (2) द बेड हेरिंग
- (3) आर्ग्युमेंटम विज्ञापन होमिनम
- (4) स्ट्रॉ मैन

✓ 11 The number X in the following series : 3, 8, 18, 38, X is

- (1) 78
- (2) 80
- (3) 76
- (4) 74

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11 The number X in the following series : 3. 8. 18. 38. X is

- (1) 78
- (2) 80
- (3) 76
- (4) 74

3. 8. 18. 38. X

5. 10. 20. 40.

V V
S. is

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✓ 12 Two numbers are in the ratio 3:7. If 8 is added to both the numbers, their ratio becomes 5:9.

The numbers are

दो संख्याएँ 3:7 के अनुपात में हैं। यदि 8 को दोनों संख्याओं में जोड़ा जाता है। उनका अनुपात 5:9 हो जाता है।

नंबर हैं

(1) 12, 28

(2) 6, 14

(3) 15, 35

(4) 24, 56

12 Two numbers are in the ratio 3:7. If 8 is added to both the numbers. their ratio becomes 5:9.

The numbers are

दो संख्याएँ 3:7 के अनुपात में हैं। यदि 8 को दोनों संख्याओं में जोड़ा जाता है। उनका अनुपात 5:9 हो जाता है।

नंबर हैं

(1) ~~12, 28~~

(2) 6, 14

(3) 15, 35

(4) 24, 56

$$\frac{3x + 8}{7x + 8} = \frac{5}{9}$$

$$\frac{12 + 8}{28 + 8} = \frac{20}{36} \neq \frac{5}{9}$$

The ratio of two numbers a and b is $3 : 7$. After adding 9 to each number, the ratio becomes $9 : 17$. The numbers a and b are :

(1) (6, 14)

(2) (9, 21)

(3) (15, 35)

(4) (18, 42)

13 The ratio of two numbers a and b is $3:7$. After adding 9 to each number the ratio becomes $9:17$. The numbers a and b are

(1) 6, 14 (2) 9, 21 (3) 15, 35 (4) 18, 42

The ratio of two numbers a and b is $3 : 7$. After adding 9 to each number, the ratio becomes $9 : 17$. The numbers a and b are :

(1) (6, 14)

(3) (15, 35)

$$\frac{3x+9}{7x+9} = \frac{9}{17}$$

(2) (9, 21)

(4) (18, 42)

$$\frac{18+9}{42+9} = \frac{27}{51} = \frac{9}{17}$$

$$\frac{a}{b} = \frac{3}{7}$$

$$a = \frac{3b}{7}$$

$$18 = \frac{3 \times 42}{7}$$

$$18 = 18$$

What is the missing term in the series given below?

2, 4, 6, 12, 10, 36, 14, ?, 18, 324,

(1) 50

(2) 72

(3) 108

(4) 18

14 Find missing 2, 4, 6, 12, 10, 36, 14, ? , 18, 324,...

(1) 50 (2) 72 (3) 108 (4) 18

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What is the missing term in the series given below?

2, 4, 6, 12, 10, 36, 14, ?, 18, 324,

(1) 50

(2) 72

☒ (3) 108

(4) 18

Alternate x 3
+4

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In a certain code "ENGLAND" is written as "ULSNYLV". Using the same code, "IRELAND" will be written as

(1) HQUNYLV

(2) QHUNYLV

(3) QUHNYLV

(4) HUQNYLV

15 ENGLAND is written as ULSNYLV. Using same code write IRELAND

(1) HQUNYLV (2) QHUNLV (3) QUHNYLV (4) HUQNYLV

In a certain code "ENGLAND" is written as "ULSN[.]YLV". Using the same code, "IRELAND" will be written as

(1) HQUNYLV

(3) QUHNYLV

(2) QHUNYLV

(4) HUQNYLV

+1 from opposite

9 18 5 12 1 14 4
I R E L A N D

Q H U N Y L V
10 19 6 13 2 15 5
From back

② ③

5 day

[

'Some students are sincere' is an example of which proposition?

- | | |
|----------------------------|-------------------------|
| (1) Universal Affirmative | (2) Universal Negation |
| (3) Particular Affirmative | (4) Particular Negation |

Some students are sincere' is an example of which proposition?

- | | |
|----------------------------|-------------------------|
| (1) Universal Affirmative | (2) Universal Negation |
| (3) Particular Affirmative | (4) Particular Negation |

'Some students are sincere' is an example of which proposition?

(1) Universal Affirmative

(3) Particular Affirmative

(2) Universal Negation

(4) Particular Negation

No

Some not

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The next term in the series

AT, EQ, IN, OK, is

(1) UH

(2) UP

(3) US

(4) UU

The next term in the series

AT, EQ, IN, OK, is

(1) UH (2) UP (3) US (4) UU

The next term in the series

AT, EQ, IN, OK, is

(1) UH

(2) UP

(3) US

(4) UU

A E I O U Vowels

4 4 6 6

T Q N K

-3

“Everyone is going to the party. You should go too.” This inference commits which kind of fallacy?

(1) Ad Populum

(2) Equivocation

(3) Ad Verecundiam

(4) Ad Ignorantiam

‘Everyone is going to the party. You should go too’. This inference commits which kind of fallacy?

(1) Ad Populum (2) Equivocation

(3) Ad Verecundiam (4) Ad Ignorantiam

"Everyone is going to the party. You should go too." This inference commits which kind of fallacy?

(1) Ad Populum

(2) Equivocation

(3) Ad Verecundiam

(4) Ad Ignorantiam

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"All students cleared their examination" and "Few students did not clear their examination".

This is an instance of _____.

- | | |
|---------------------|-----------------|
| (1) Contradictories | (2) Superaltern |
| (3) Subaltern | (4) Contraries |

"All students cleared their examination" and "Few students did not clear their examination".

This is an instance of

- (1) Contradictories
- (2) Superaltern
- (3) Subaltern
- (4) Contraries

"All students cleared their examination" and "Few students did not clear their examination".

This is an instance of _____.

(1) Contradictories

(2) Superaltern

(3) Subaltern

(4) Contraries



Sub

✓ Compound

(51)

10

12.
122

lyvCl

Ans

100

10

110

11
121

101.

101.

Successive

¹⁰
10%

¹⁰
2yr

50,000

$x + y + \frac{xy}{1.2}$

$50,000 + \frac{21}{1.2}$

$10 + 10 + \frac{12}{1.2} = 21$

10yr

$$\boxed{10| + 10|} + 10$$

$$\begin{array}{c} x + y \\ 21 + 10 + \end{array}$$

$$\begin{array}{c} x + y \\ 10 \end{array}$$

$$\begin{array}{c} 2 \cdot 10 \\ 10 \end{array}$$

$$31 + 2 \cdot 10 = \underline{\underline{33.10}}$$

$$5000 + \frac{33.10}{10}$$

$$\underline{\underline{16500}}$$

10 10
└────────┘

21.

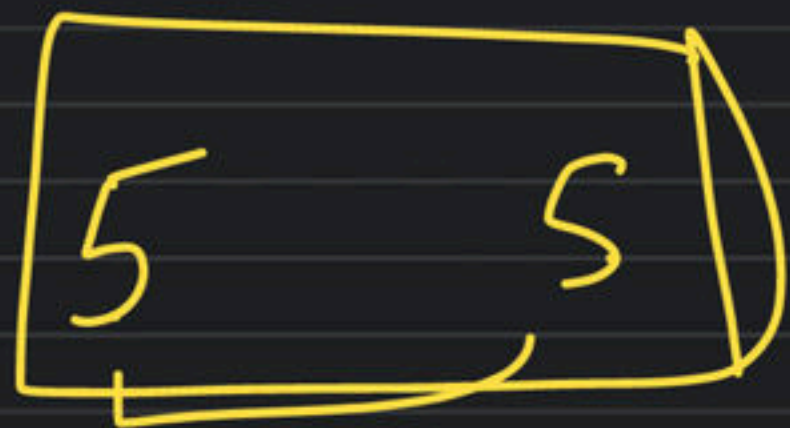
10 10

21.

21 + 21 + $\frac{441}{12}$

428 4.41

46.41



✓ 10, ~0

3, ~

$$5 + 5 + \frac{2r}{1 \sim} =$$

10.25

+

5

+

10.25 ~

15.762

1576.2

Apoorav is son of Madhu. Vinod is brother of Madhu's husband. How is Apoorav related to Vinod?

- | | |
|------------|-------------|
| (1) Uncle | (2) Brother |
| (3) Nephew | (4) Cousin |

20 Apoorav is son of Madhu. Vinod is brother of Madhu's husband. How is Apoorav related to Vinod?

- (1)Uncle (2)Brother (3)Nephew (4)Cousin

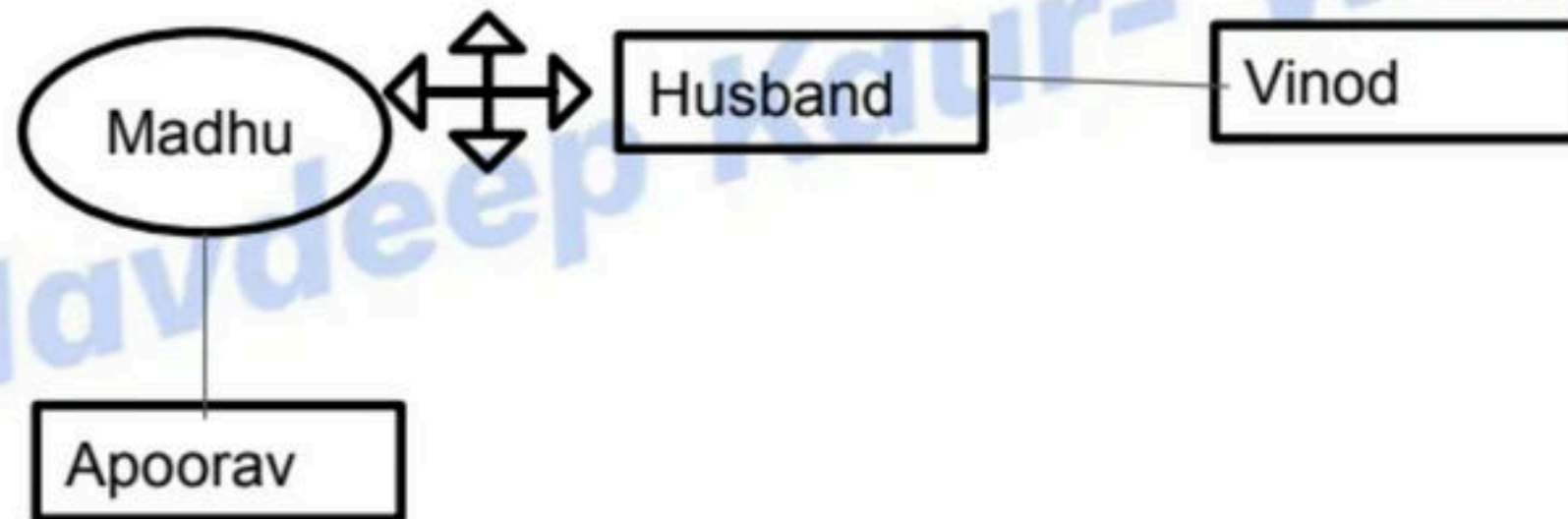
Apoorav is son of Madhu. Vinod is brother of Madhu's husband. How is Apoorav related to Vinod?

(1) Uncle

(2) Brother

☒ (3) Nephew

(4) Cousin



Product of two consecutive integers is divisible by 2. Therefore $4 \times 5 (=20)$ is divisible by 2.

This is an example of which type of Reasoning?

- | | |
|---------------|---------------|
| (1) Abductive | (2) Informal |
| (3) Inductive | (4) Deductive |

21. Product of two consecutive integers is divisible by 2. Therefore $4 \times 5 (=20)$ is divisible by 2. This is an example of which type of Reasoning?

- (1) Abductive
- (2) Informal
- (3) Inductive
- (4) Deductive

Product of two consecutive integers is divisible by 2. Therefore $4 \times 5 (=20)$ is divisible by 2.

This is an example of which type of Reasoning?

- (1) Abductive
- (3) Inductive

- (2) Informal
- ☒ (4) Deductive

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The term 'Yogaja' (intuitive) pertains to which of the following pramāṇas?

- | | |
|----------------------|----------------|
| (1) Perception | (2) Inference |
| (3) Verbal testimony | (4) Comparison |

22 The term 'Yogaja' (intuitive) pertains to which of the following pramanas?

- (1) Perception
- (2) Inference
- (3) Verbal testimony
- (4) Comparison

The term 'Yogaja' (intuitive) pertains to which of the following pramāṇas?

- | | | | |
|---|------------------|-----|------------|
| <input checked="" type="checkbox"/> (1) | Perception | (2) | Inference |
| (3) | Verbal testimony | (4) | Comparison |

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If $x : y = 7 : 9$ then $3x - 5y : 4x + y = ?$

(1) $\frac{-24}{37}$

(2) $\frac{-22}{37}$

(3) $\frac{15}{22}$

(4) $\frac{42}{37}$

If $x : y = 7 : 9$ then $3x - 5y : 4x + y = ?$

(1)

$$\frac{-24}{37}$$

(2)

$$\frac{-22}{37}$$

(3)

$$\frac{15}{22}$$

(4)

$$\frac{42}{37}$$

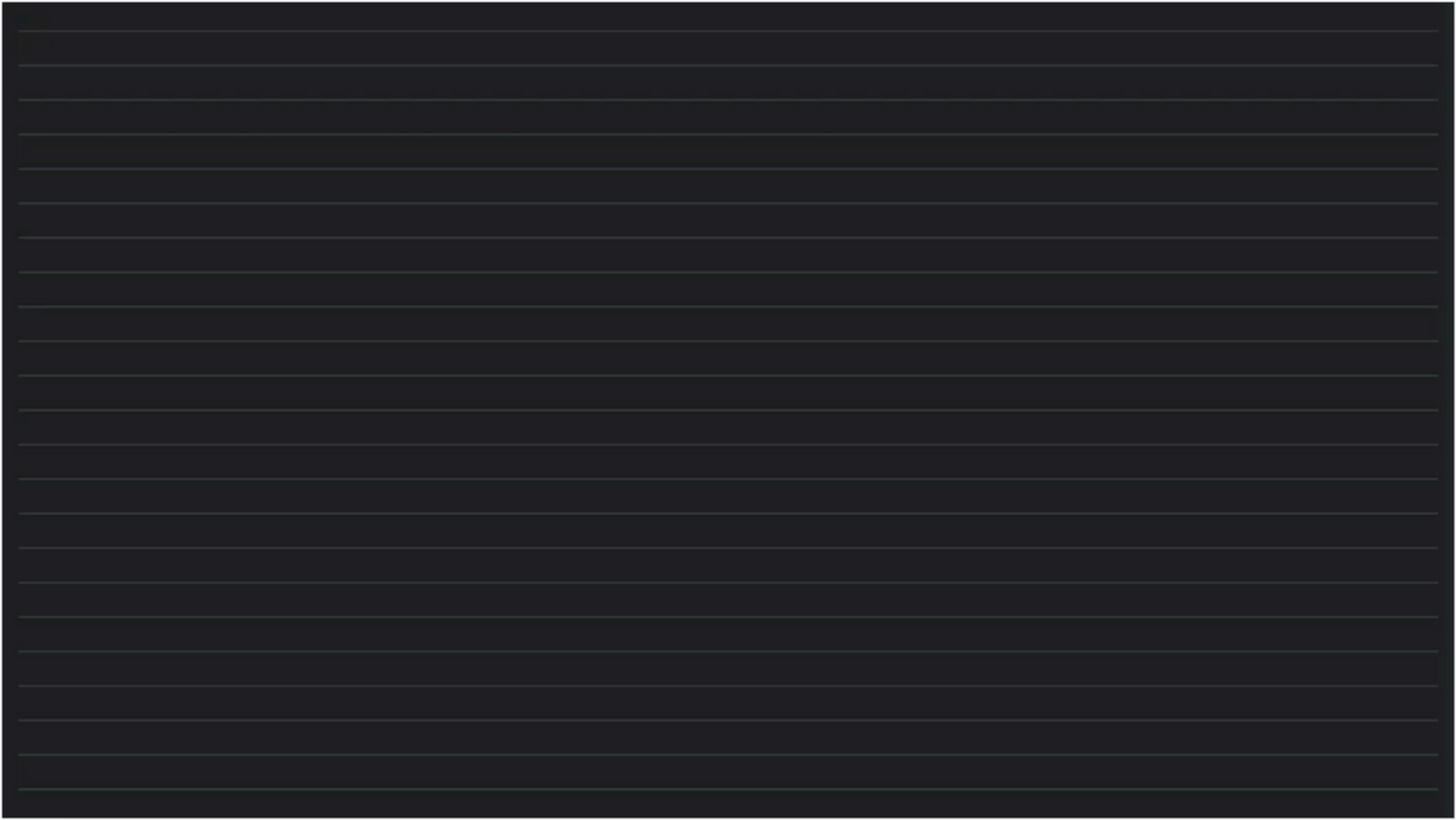
$$\frac{3 \times 7 - 5 \times 9}{4 \times 7 + 9}$$

$$\frac{-24}{37}$$

In which of the following propositions, both can be true simultaneously but cannot be false simultaneously?

- | | |
|------------------|-------------------|
| (1) Contrary | (2) Contradiction |
| (3) Sub contrary | (4) Subaltern |

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In which of the following propositions, both can be true simultaneously but cannot be false simultaneously?

(1) Contrary

(2) Contradiction

(3) Sub contrary ✓

(4) Subaltern

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The inference "A mouse is an animal. Therefore, a large mouse is a large animal" commits which one of the following fallacies?

- | | |
|------------------|----------------------------|
| (1) Straw man | (2) Slipper slope |
| (3) Equivocation | (4) Fallacy of composition |

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The inference "A mouse is an animal. Therefore, a large mouse is a large animal" commits which one of the following fallacies?

- | | | | |
|-----|--------------|-----|------------------------|
| (1) | Straw man | (2) | Slipper slope |
| (3) | Equivocation | (4) | Fallacy of composition |

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A is father of *B* and *C* is sister of *A*. *D* is grandson of *C*. How is *D* related to *B*?

(1) Uncle

(2) Nephew

(3) Cousin

(4) Grandson

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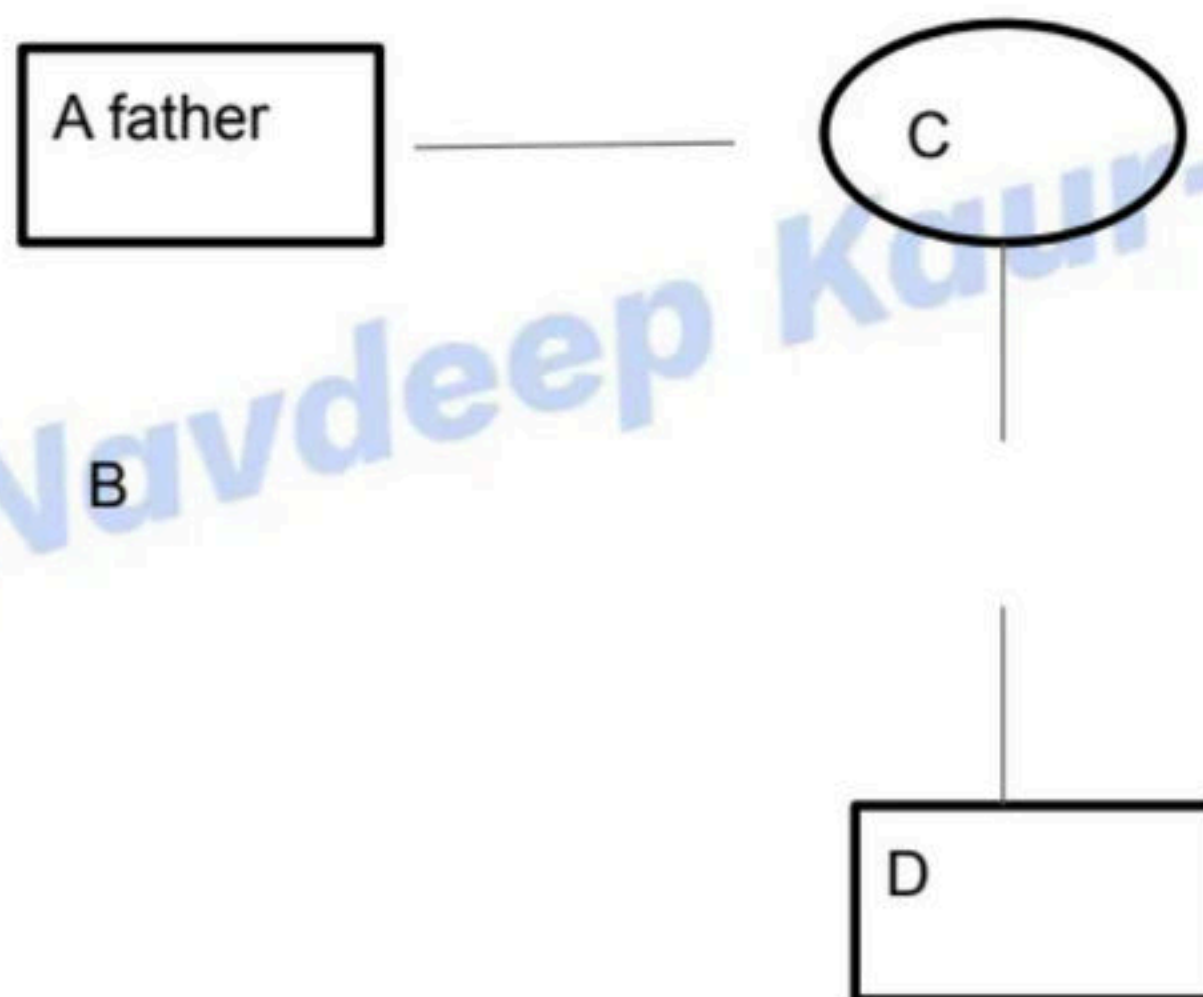
A is father of B and C is sister of A. D is grandson of C. How is D related to B?

(1) Uncle

(2) Nephew

(3) Cousin

(4) Grandson



If $HPU = 9$, $JNU = 9$, then $DU = ?$

(1) 5

(2) 6

(3) 4

(4) 7

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If $HPU = 9$, $JNU = 9$, then $DU = ?$

(1)

5

H-8

P-16

U-21

Total 45, $45/5 = 9$

(2)

6

(3)

4

J-10

N-14

U-21

Total 45, $45/5 = 9$

(4)

7

DU is

D-4

U-21

Total 25

$25/5 = 5$

Which one is the wrong number in the given series?

3, 13, 43, 53, 63, 83.

(1) 13

(2) 53

(3) 63

(4) 83

Which one is the wrong number in the given series?

3, 13, 43, 53, 63, 83.

(1) 13

(2) 53

☒ (3) 63

(4) 83

→ Identify the wrong number in the series 3, 13, 43, 53, 63, 83

Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A sum of money with compound interest becomes Rs. 2,400 in one year and Rs. 3,000 in two years. Find out the principal amount.

(1) Rs. 1,900

(2) Rs. 1,910

(3) Rs. 1,915

(4) Rs. 1,920

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A sum of money with compound interest becomes Rs. 2,400 in one year and Rs. 3,000 in two years. Find out the principal amount.

(1) Rs. 1,900

(2) Rs. 1,910

(3) Rs. 1,915

(4) Rs. 1,920

2nd year Amount= 2400

3rd year Amount= 3000

Difference is interest= 600 CI on 2nd year amount

Rate= $\frac{600 \times 100}{2400} = 25\%$

If 125% is 2400 100% will be $\frac{2400}{125} \times 100 = 1920$

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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)

Keep Attending My **Free Classes 7.30AM, 10PM**



Golden Tips

If have less time then for **Plus Learners** just go through All Videos of **Complete Course** in my Profile: It will complete **Concepts & 2020 PYQs** & Paper 2 Commerce

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

Then **Expected MCQs** in **Question Bank** book **New Course** on 25 August on **Expected MCQs**

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Table of Content in Detail

2020 All Shifts Previous Year Questions	Page No.	JUNE 2019 Mathematical and logical reasoning All shifts (Section Reasoning-J19) (Ans. Key R-J19)	299-310
Teaching Aptitude 2020	1- 14	Reasoning all shifts Dec 2019 (Section Reasoning-D19) (Ans. Key R-D19)	311-321
Research Aptitude 2020	15- 27	Data Interpretation	Page No.
Communication 2020	29- 39	(Section DI-D19) (Ans. Key DI-D19)	322-327
Mathematical Reasoning 2020	40- 51	(Section DI-7.1) (Ans. Key DI-7.1)	328-361
Logical Reasoning 2020	52- 62	ICT PYQs	
Data Interpretation 2020	63- 75	(Section I-8.1) (Answer Key I-8.1)	362-379
ICT 2020	76- 85	(Section I-8.2) (Answer Key I-8.2)	379-398
Reading comprehension 2020	86- 99	People and environment PYQs	
People and Environment 2020	100-111	(Section P-9.1) (Answer Key P-9.1)	391-407
Higher Education 2020	112-121	(Section P-9.2) (Answer Key P-9.2)	408-422
Teaching aptitude		Higher education PYQs	
(Section T-1.1) (See Answer Key T-1.1)	122-141	(Section H-10.1) (Answer Key H-10.1)	423-438
June, Dec 2019, Dec 2018	141-157	(Section H-10.2) (Answer Key H-10.2)	437-455
Research Aptitude PYQs		Expected MCQs Prepared by Navdeep Kaur	
(Section R-2.1) (Answer Key R-2.1)	158-173	Expected MCQs on Teaching Aptitude	447-467

(Section R-2.2) (Answer Key R-2.2)	173-190	Expected MCQs on Research Aptitude	468-481
Unit 3: Reading comprehension (Section RC-3.1) (Answer Key RC-3.1)	193-198	Expected MCQs on Reading comprehension	482-485
(Section RC-3.2) (Answer Key RC-3.2)	198-223	Expected MCQs on Communication	486-496
Communication PYQs		Expected MCQs on Math. Reasoning	497-507
(Section C-4.1) (Answer Key C-4.1)	224-239	Expected MCQs on Logical Reasoning	508-513
(Section C-4.2) (Answer Key C-4.2)	239-253	Expected MCQs on Data Interpretation	514-521
Mathematical Reasoning and Aptitude	254	Expected MCQs on ICT	522-527
(Section M-5.1) (Answer Key M-5.1)	255-277	Expected MCQs on People & environment	528-532
Logical Reasoning		Expected MCQs on Higher education	533-542
(Section L-6.1) (Answer Key L-6.1)	278-304		

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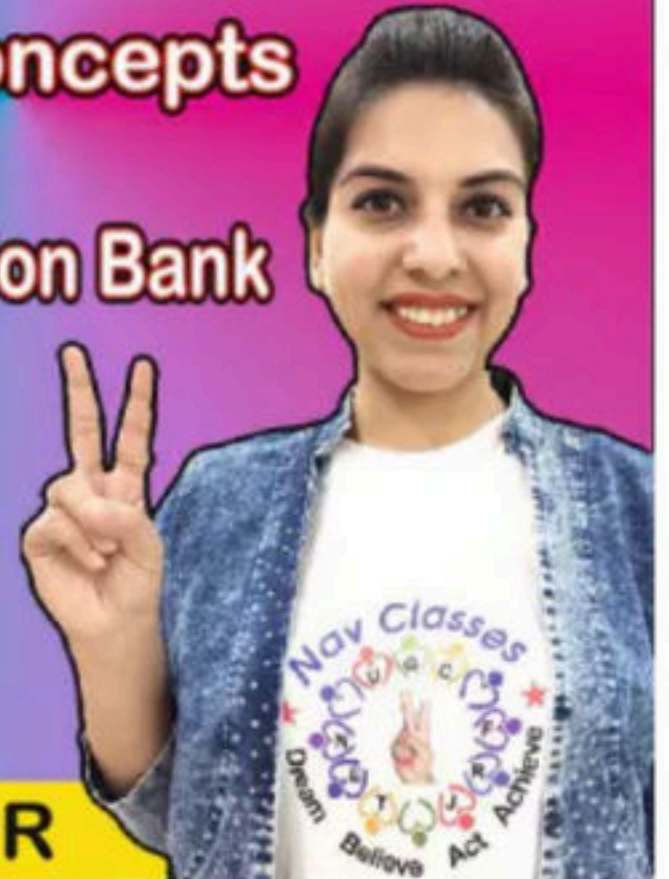
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Index for Concepts:

Unit 1: Business Environment and International Business	1 - 20
International Business	10 - 20
Unit 2: Accounting and Auditing	21 - 40
Unit 3: Business Economics	41 - 55
Unit 4: Business Finance	56 - 75
Unit 5: Business Statistics and Research Methods	76 - 102
Unit 6: Business Management and Human Resource Management	103 - 145
Human Resource management	116 - 145
Unit 7: Banking and Financial Institutions	146 - 188
Unit 8: Marketing Management	189 - 219
Unit 9: Legal Aspects of Business	220 - 262
Unit 10: Income-tax and Corporate Tax Planning	263 - 319
<u>Latest Syllabus READING COMPREHENSION</u>	320 - 325

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Index of Question Bank

Unit 1: Business Environment and International Business	
Business Environment PYQs (Sec 1.1)	1- 8
International Business PYQs (Sec 1.2)	8- 19
Expected Questions on Unit 1: BE & IB (Sec 1.3)	20- 24
Answer Key & Explanation of Section 1.1 to 1.3	24- 28
Unit 2: Accounting and Auditing- PYQs Sec 2.1	29- 40
Expected MCQ on Unit 2: Accounting and Auditing Sec 2.2	41- 46
Answer Key of Sec 2.1 and 2.2	46- 49
Unit 3: Business Economics- PYQs Sec 3.1	50-54
Expected MCQs on Business	54- 58
Business Economics PYQs	58- 62
Answer Key & Explanation of Sec 3.1	62- 64
Unit 4: Business Finance- PYQs Section 4.1	65- 66
Business Finance PYQs Section 4.2	66- 75
Expected Questions on Business Finance Section 4.3	75- 79
Answer Key of Sec 4.1 to 4.3	79- 81
Unit 5: Business Statistics and Research Methods- PYQs Sec 5.1	82-83
Business Statistics and Research Methods- PYQs section 5.2	83- 92
Expected Questions on Business Statistics and Research Methods section 5.3	92- 97
Answer Key of Section 5.1 to 5.3	97- 98
Unit 6: Business Management and Human Resource Management- PYQs section 6.1	99- 115
Expected Questions on Unit 6: BM and HRM Section 6.2	116- 120
Answer Key of Section 6.1 to 6.2	120- 122
Unit 7: Banking and Financial Institutions- PYQs section 7.1	123- 129
Expected Questions on Unit 7: Banking and Financial Institutions Section 7.2	129- 131
Answer Key of Section 7.1 to 7.2	131- 134
Unit 8: Marketing Management- PYQs Section 8.1	135- 144
Expected Questions on Unit 8: Marketing Management Section 8.2	145- 147
Answer Key of Section 8.1 to 8.2	147- 152
Unit 9: Legal Aspects of Business- PYQs Section 9.1	153- 154
Expected Questions on Unit 9: Legal Aspects of Business	154- 160
Answer Key of Section 9.1	160- 162
Unit 10: Income-tax and Corporate Tax Planning- PYQs Section 10.1	163- 168
Expected Questions on Unit 10: Income-tax and Corporate Tax Planning Section 10.2	168- 172
Answer Key of Section 10.1 & 10.2	172- 176
2020 PYQs First Shift 17 Oct 2020	177- 186
2020 PYQs Second Shift 17 Oct 2020	186- 195

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Dream, Believe, Act, Achieve



90

90

90

12
-0

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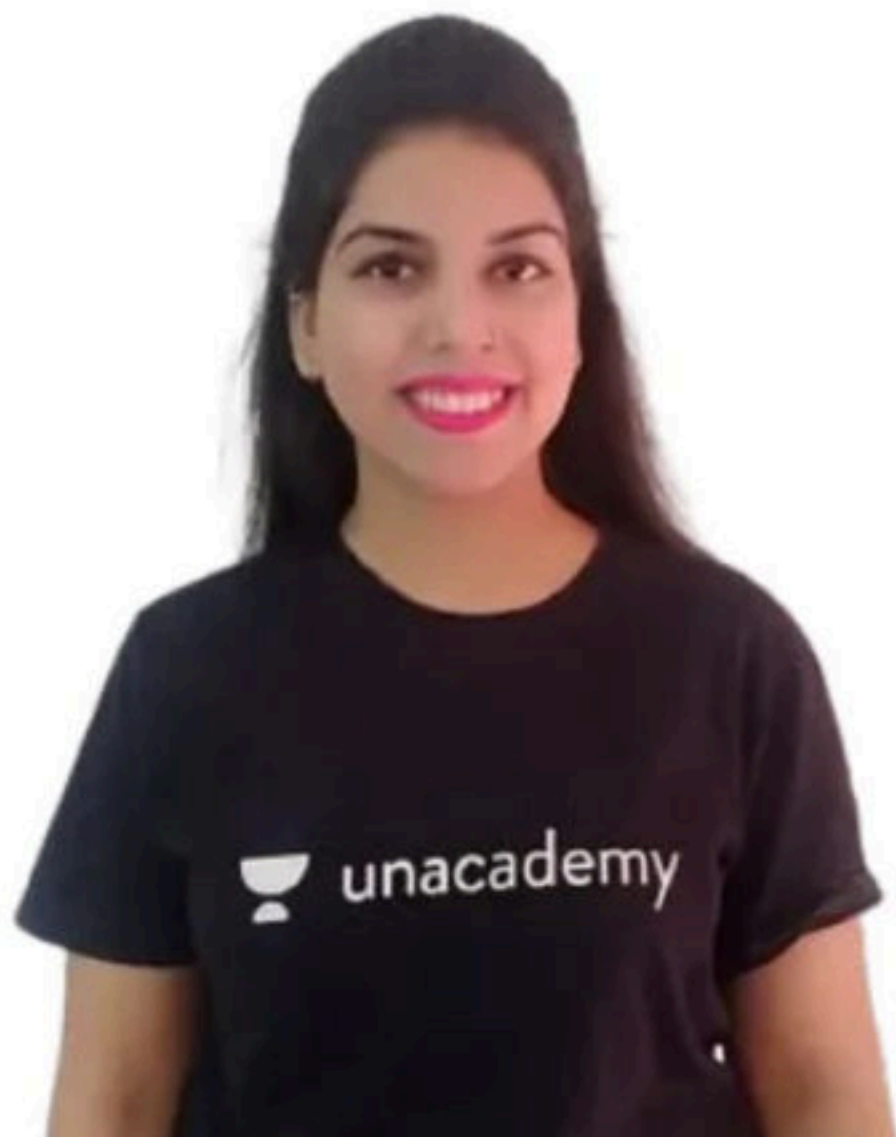
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MAHA Episode

Complete in 1 Class Communication



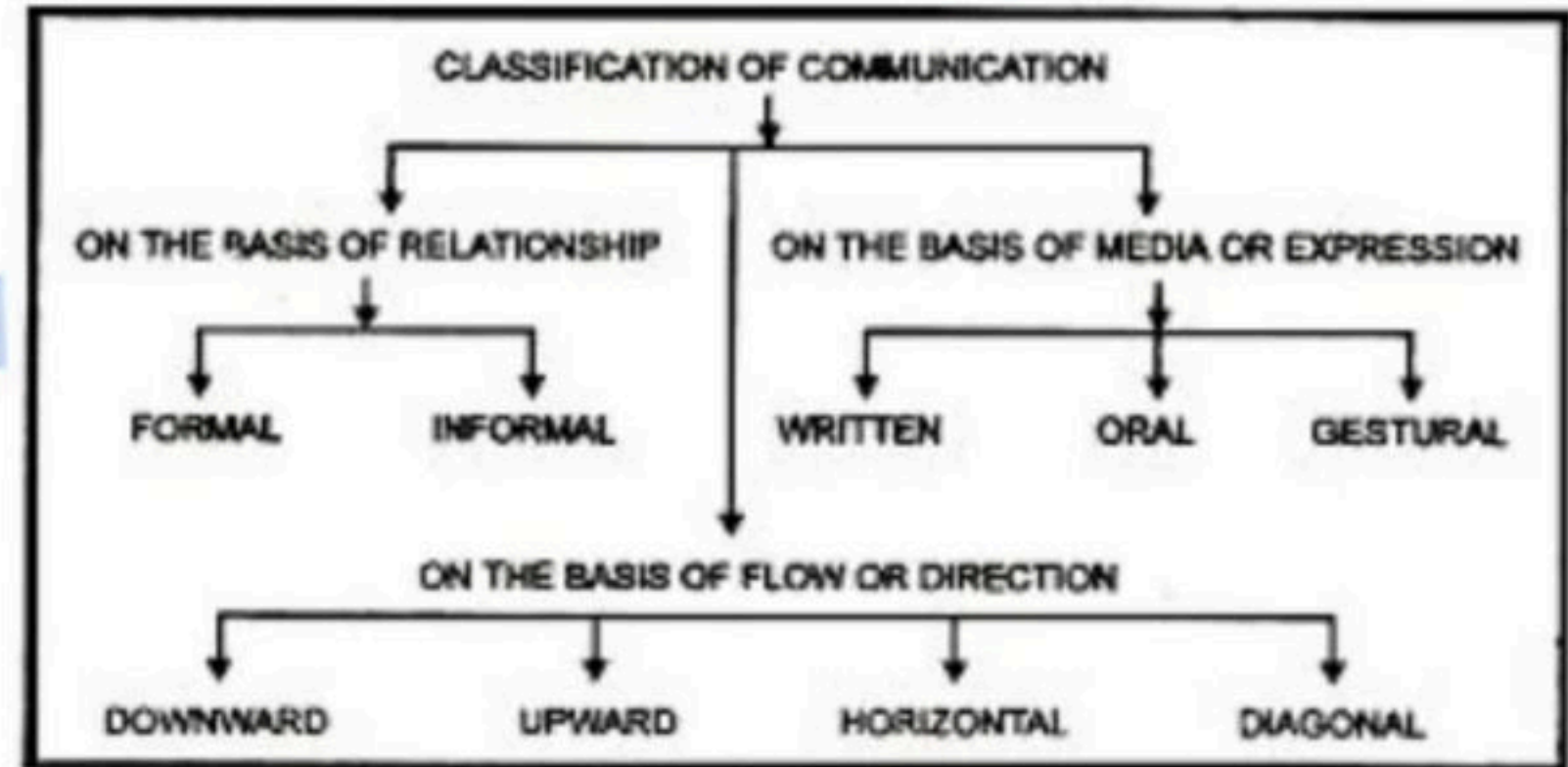
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Communication is defined as “the process of passing information and understanding from one person to another, it is essentially a bridge of meaning between people” All communication is essentially sharing of information or some message. Communication is the most important of our social activities.

We can classify communication as

- interpersonal,
- intrapersonal,
- group communication,
- Meta communication,
- upward, downward, lateral, diagonal,
- formal, informal,
- oral, written or non verbal communication.



Timeline of Media Communication

Cave paintings



Cave paintings are the most well known form of primitive communication. These were created by the Homo-sapiens around 130,000 B.C.E. the method involved using the juice of berries or animal blood, and were used to create depictions of primitive life on cave walls.

Hieroglyphics



Hieroglyphics were used by the Ancient Egyptians and are believed to be the first form of writing. The earliest evidence of an Egyptian Hieroglyph is believed to be around 3200 B.C.

Manuscripts



Believed to be the first form of writing, the manuscript was mostly used for religious purposes as it was seen as a form of worship. The 7th and 13th centuries were considered to be the age of the religious manuscript. Many people at this time were illiterate so only Monks could read and write the manuscripts.

The Printing press



In 1448, a man named Johann Gutenberg revolutionised the way books were made through his invention of the printing press. He utilised movable type blocks, ink and paper to design a machine that would allow books to be printed in mass.

Morse code



The first successful typewriter was invented by Christopher Latham Sholes, Frank Haven Hall and Carlos Glidden in 1878. this was a new way for books to be printed in mass, following the invention of the printing press.

The Typewriter



The Morse code was invented in 1844 by Samuel Morse. The invention revolutionised distance communication. It worked by transmitting electrical signals over a wire laid between stations.

Radio



Loomis marked the first known instance of wireless aerial communication.

Guglielmo Marconi, an Italian inventor, sent and received his first radio signal in Italy in 1895. By 1899, he flashed the first wireless signal across the English Channel.

The Computer



The first computer was invented in 1946 by J. Presper Eckert and John Mauchly in Pennsylvania. It was called the ENIAC (electronic numerical integrator and computer) and was the first programmable general-purpose electronic digital computer.

The Telephone



Alexander Graham Bell invented the telephone and made the first wire transmission of intelligible speech in 1876. This revolutionised digital and speech communication and has now become an integral part of daily life.

The Internet



In 1983, researchers began to assemble the "network of networks" that became the modern Internet. The online world then took on a more recognisable form in 1990, when Tim Berners-Lee invented the World Wide Web.

The Smart phone



The Simon personal communicator, made in 1992 was technically the first smartphone in the world, however the term 'smartphone' was not used until 1995. The first "real" smartphone though was the Nokia 9000 Communicator.

Social Media



Six Degrees was the first modern social network, created in 1997. It allowed users to create a profile and to become friends with other users. Since then, apps like Twitter and Instagram have enabled people to interact through the internet.

The Tablet



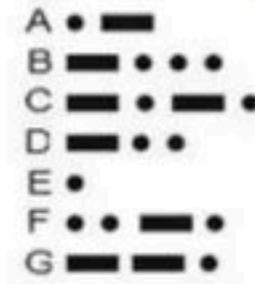
The first successful tablet design was Apple's iPad, created in 2010. However, the first tablet was invented by Microsoft a decade earlier, the touch input tablet computer, and was a complete bust.



Smoke Signals



Carrier Pigeon



Morse Code



Fax



Telephone



Wireless Radio



Mobile Telephone



Internet



E-mail

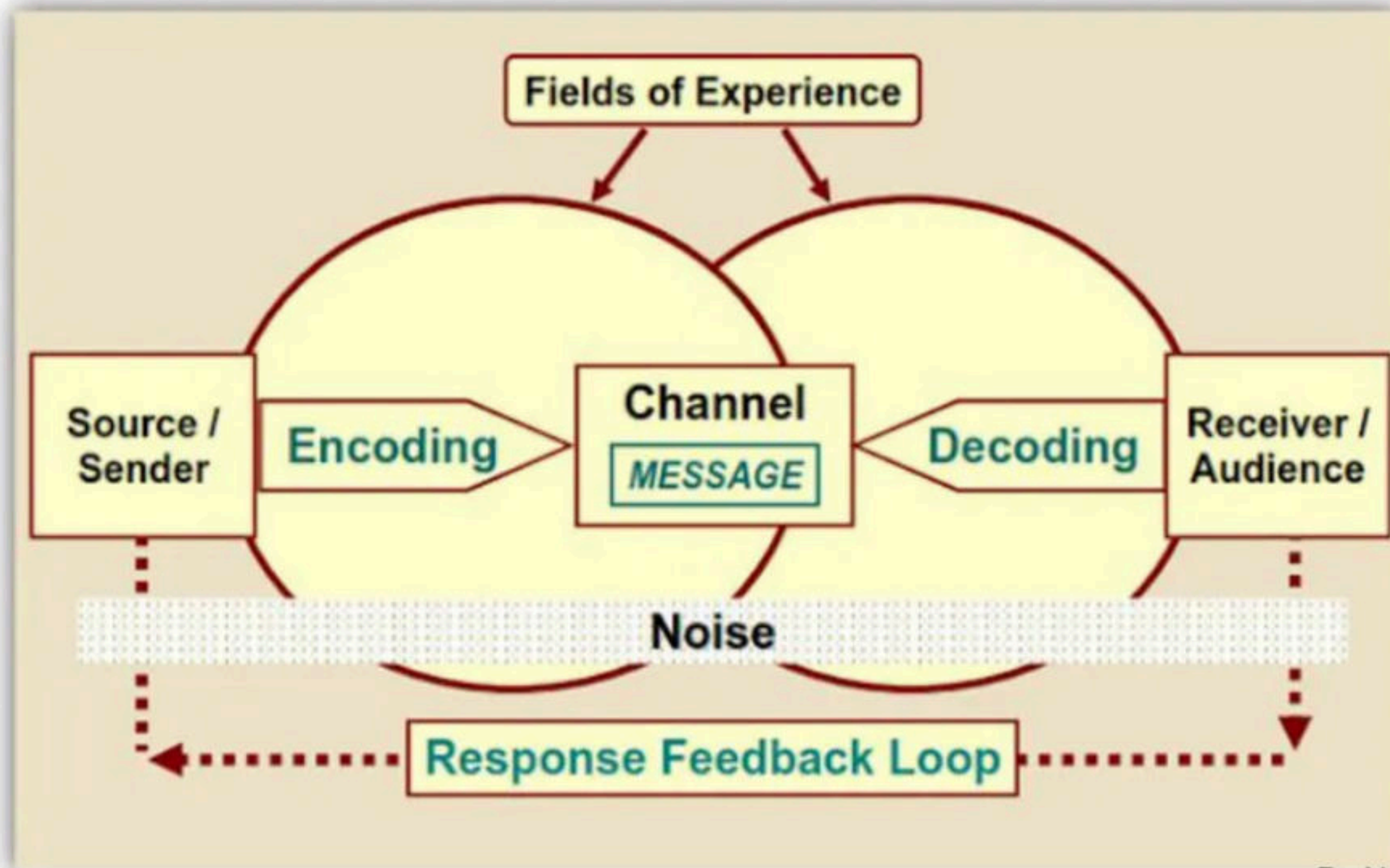


Handheld Devices

What Next?

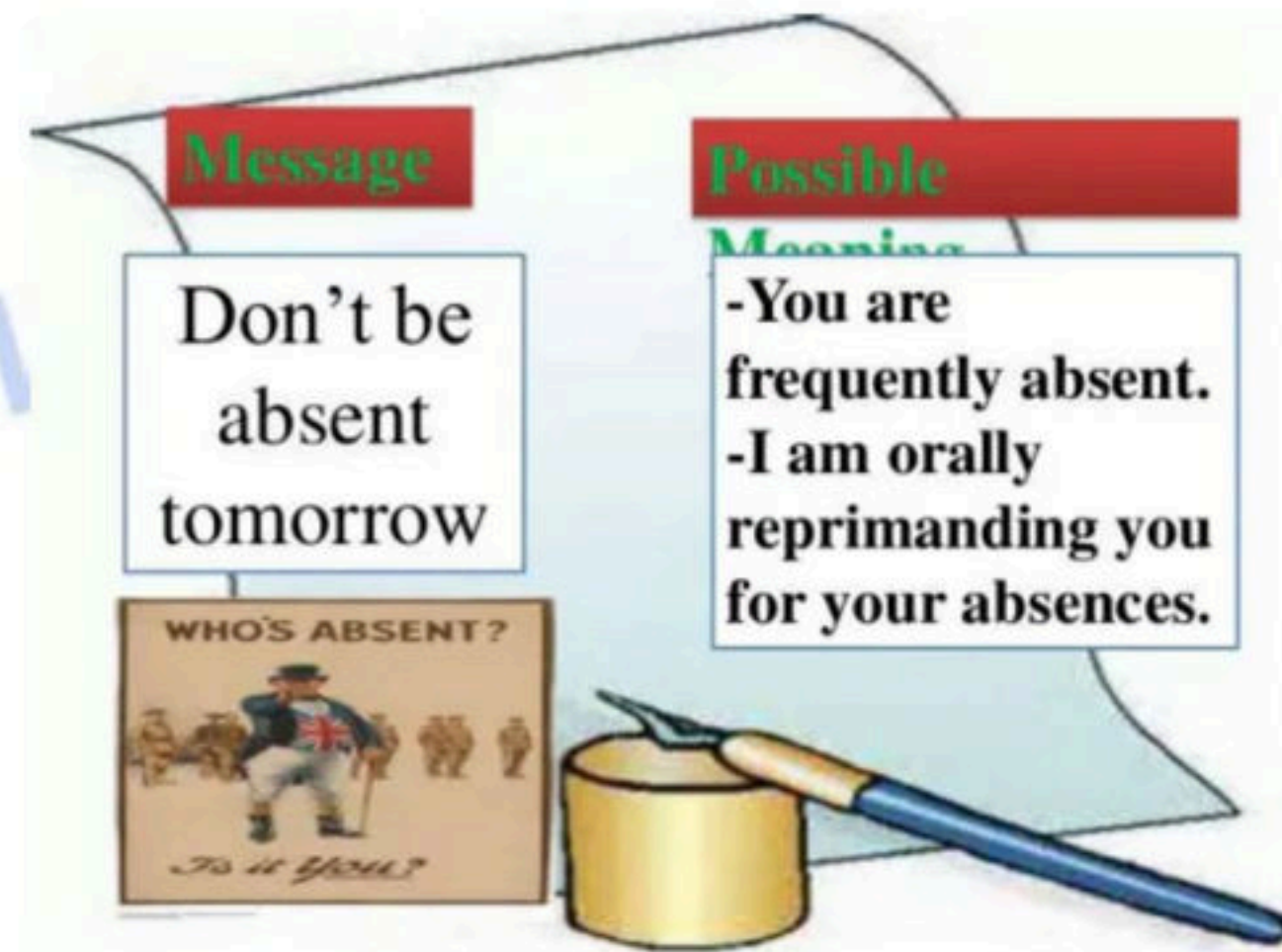
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Process of Communication



Meta Communication:

- Here the **speaker's choice of words unintentionally communicates something more than what the actual words state.**
- For example, a **flattering remark** like "I've never seen you so smartly dressed" could also mean that the regular attire of the listener needed improvement.
- **Jurgen Ruesch and Gregory Bateson introduced the term metacommunication, defined as "communication about communication,"** in their 1951 book **Communication: The Social Matrix of Psychiatry** (Ruesch & Bateson, 1951/1968).





Percentile by Navdeep Kaur

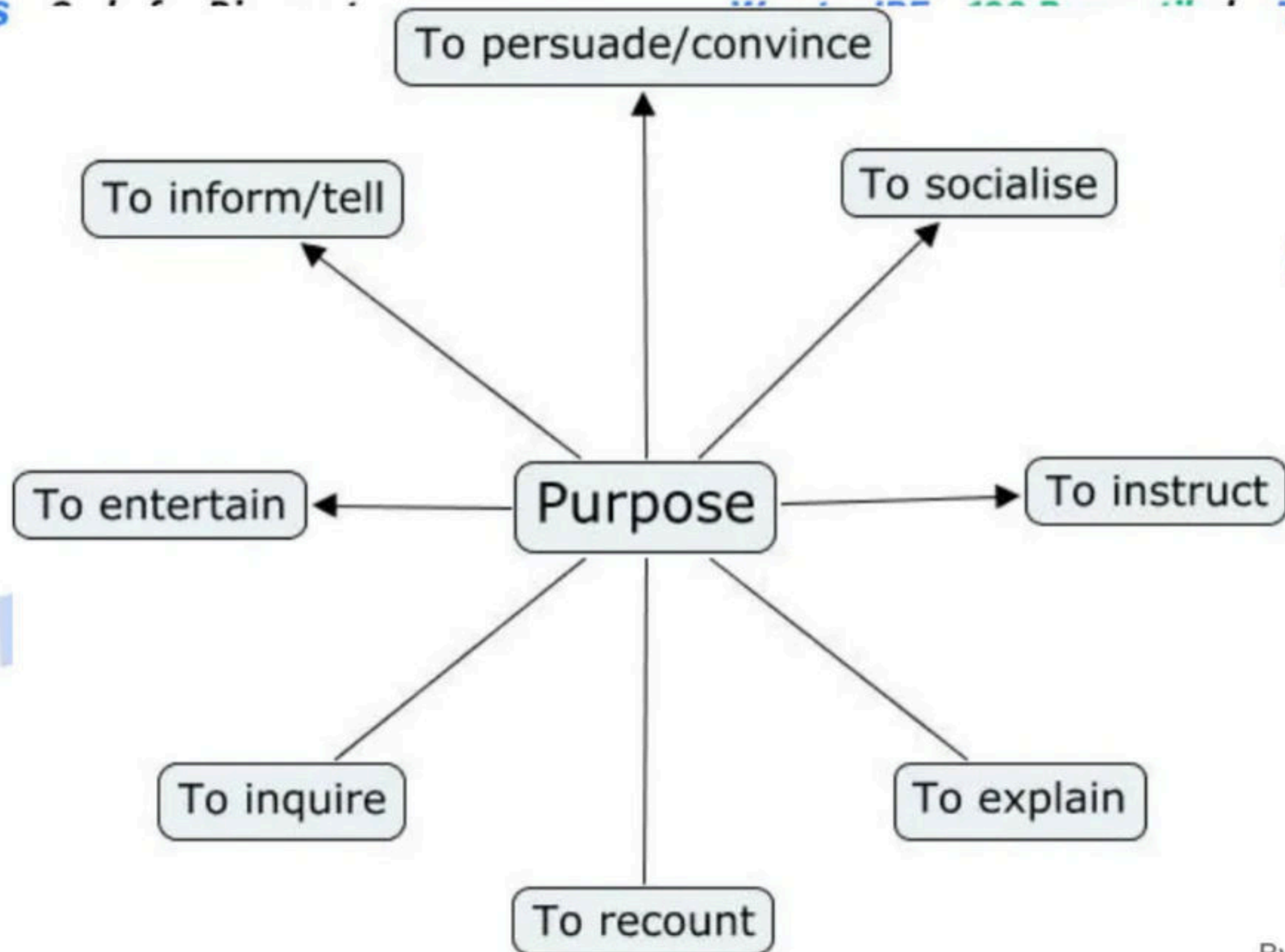
FORMAL COMMUNICATION

VS

INFORMAL COMMUNICATION



By Navdeep kaur



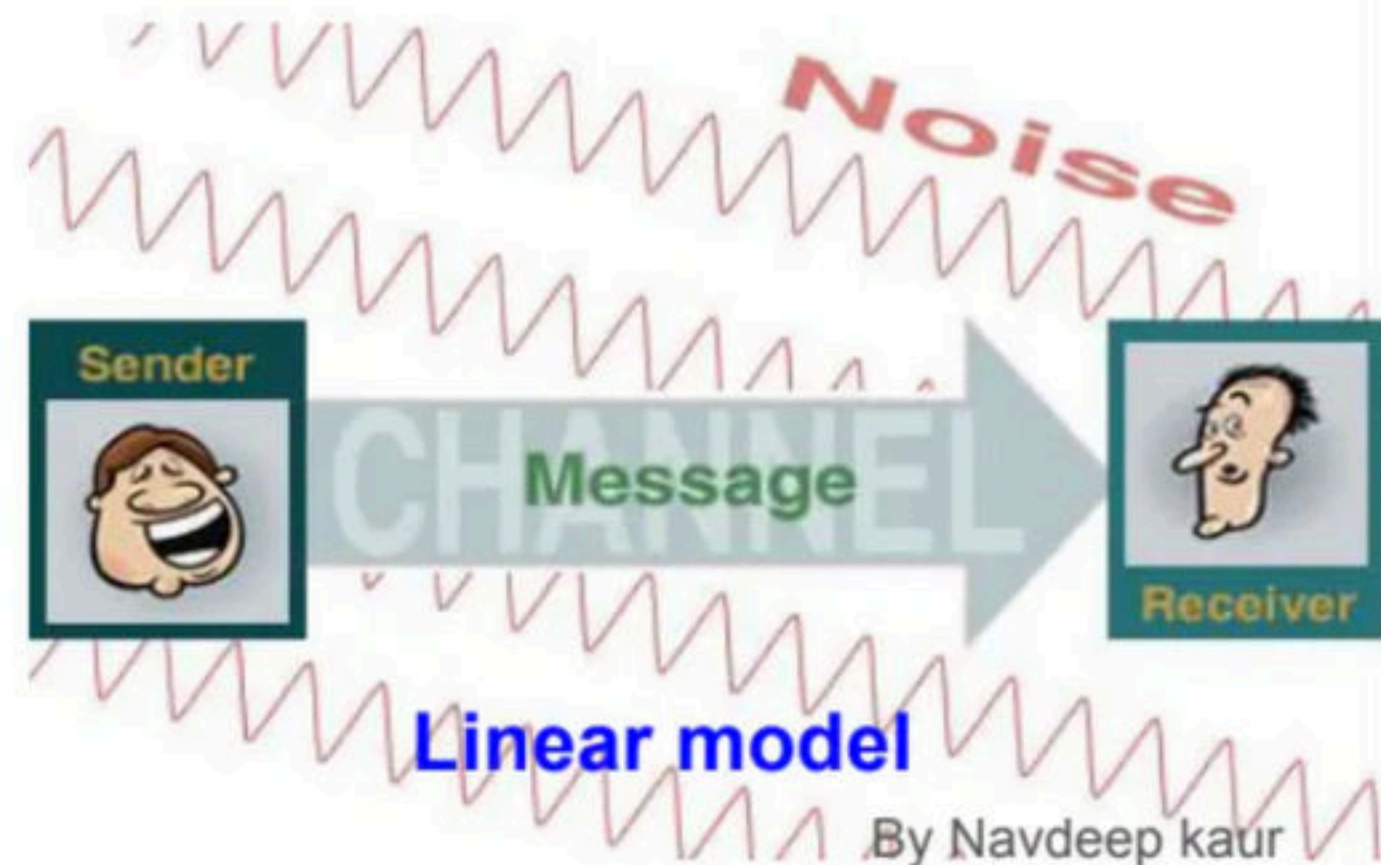
Rules about behavior that may not be clearly articulated but are understood

- Everyone is not an expert.
- Communication will not solve everything.
- Communication cannot break down.
- Communication is not inherently good.
- More communication is not always better.
- It is pervasive.

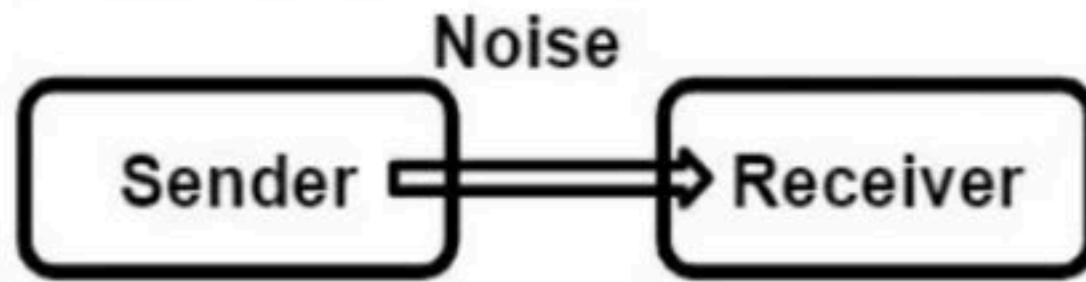
Important

The models of communication :

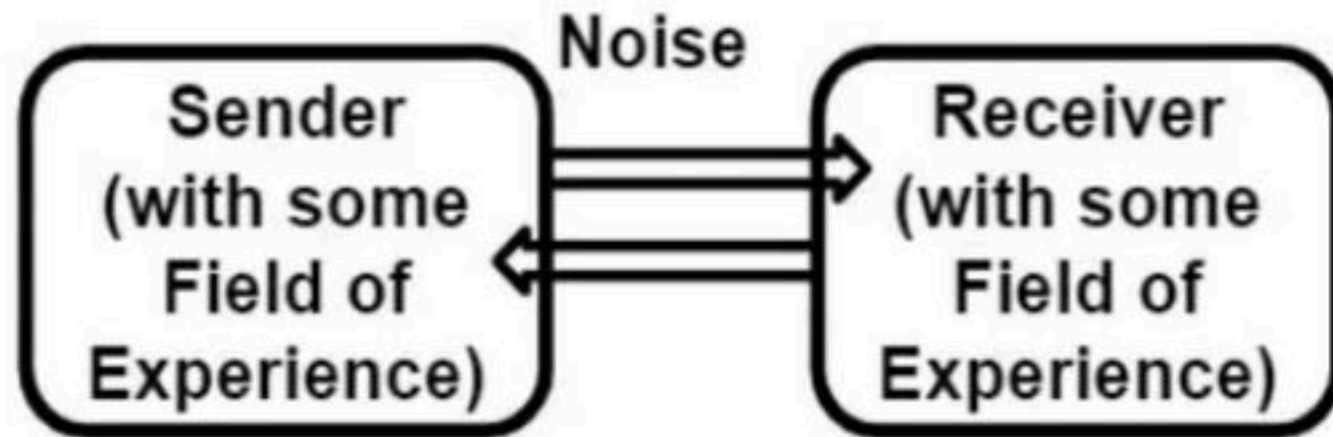
- One way communication process: Linear model
- Two way process
- Shannon Weaver model of communication
- Murphy's model of Communication
- Berlo's model of Communication
- Thill and Bovee's Model



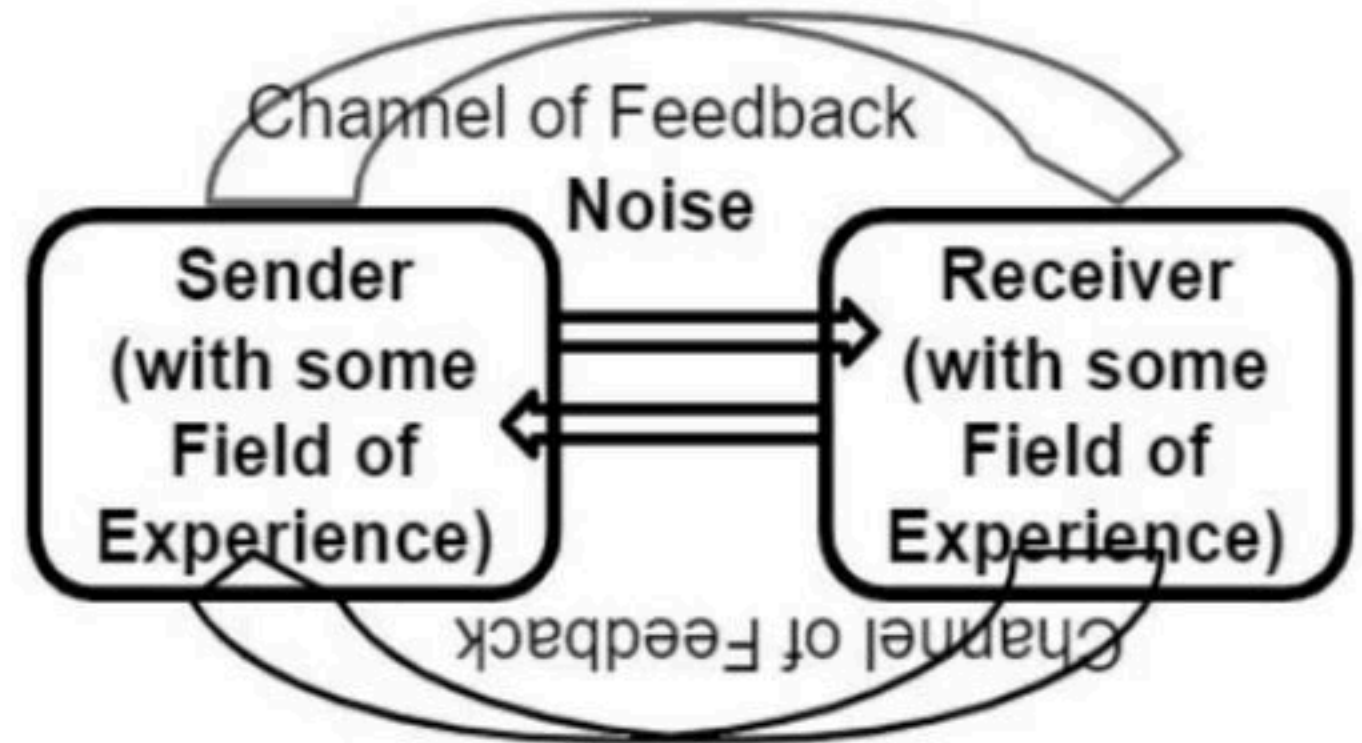
Transmission/ Linear Model



Interactive Model



Transactional Model



linear model of communication are:

1. Lasswell's Model
2. Aristotle's Model
3. Shannon Weaver Model
4. Berlo's S-M-C-R Model

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Lasswell's model

Lasswell's communication model was developed by communication theorist Harold D. Lasswell in 1948.

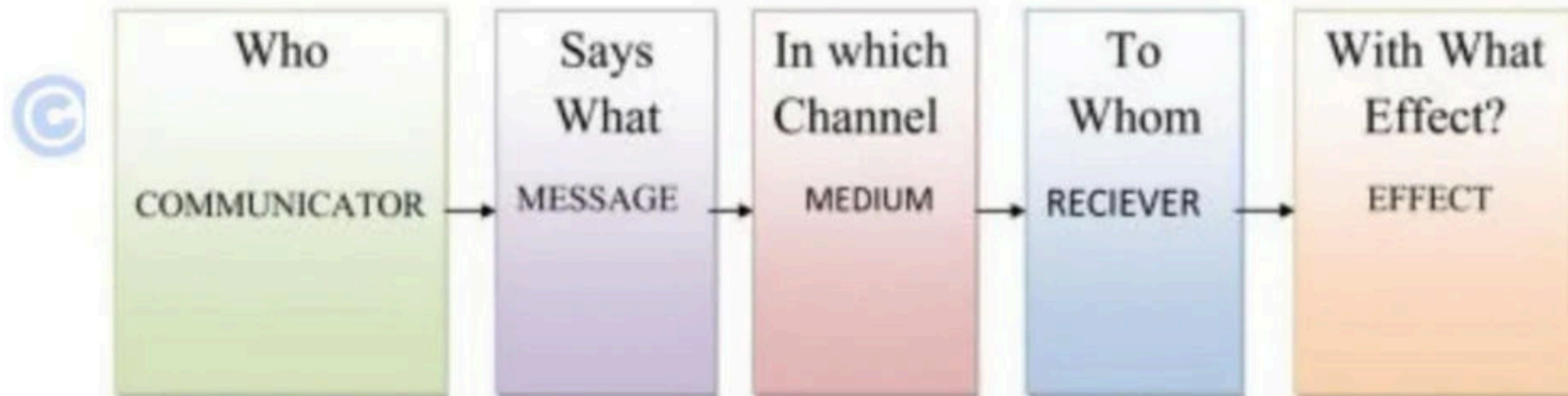
Who: the person who formulates the message

What: the content of the message

Channel: the medium by which the message is being communicated

Whom: the person or persons who receive the message

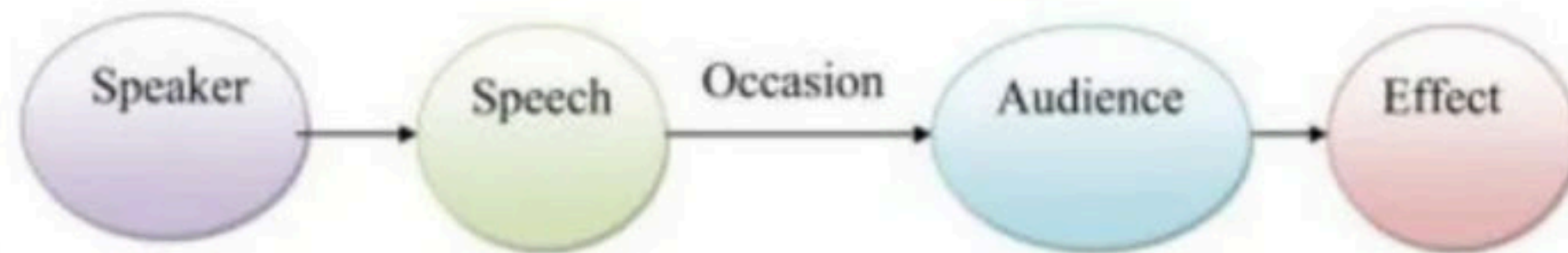
Effect: the outcome of the message.



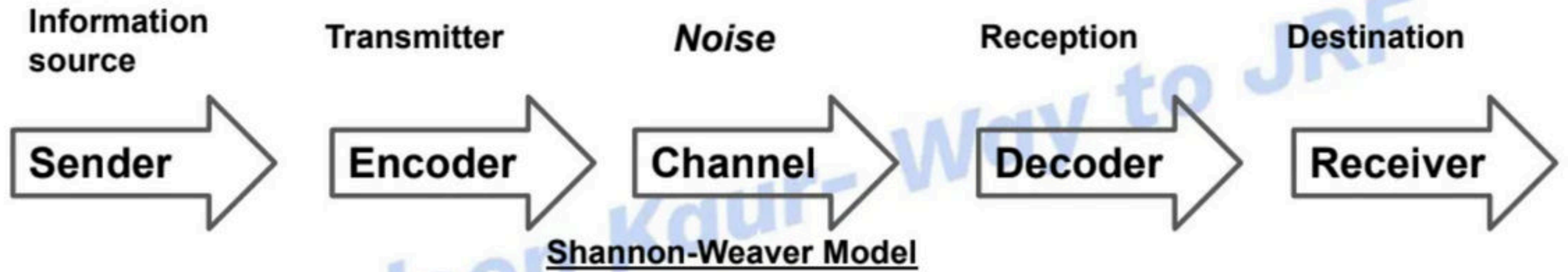
Aristotle's Model

Aristotle developed a linear model of communication for oral communication known as Aristotle's Model of Communication. This is considered as the first model of communication and was proposed before 300 B.C. It is also the most widely accepted among all communication models. Aristotle Model is mainly focused on speaker and speech. It can be broadly divided into 5 primary elements:

1. Speaker
2. Speech
3. Occasion
4. Audience
5. Effect



Shannon and Weaver were the first to present the Linear Model of Communication in 1949's *The Mathematical Theory of Communication*



They were working in telephone industry
1940s added technology angle to it where it helps explain texting well and other kind of information technology

but it **doesn't really capture the face-to-face dynamics** very well a couple of things that are missing from it for example are **nonverbal communication** that's obviously a huge part of life but the model, Feedback added later in model

The Shannon and Weaver Model

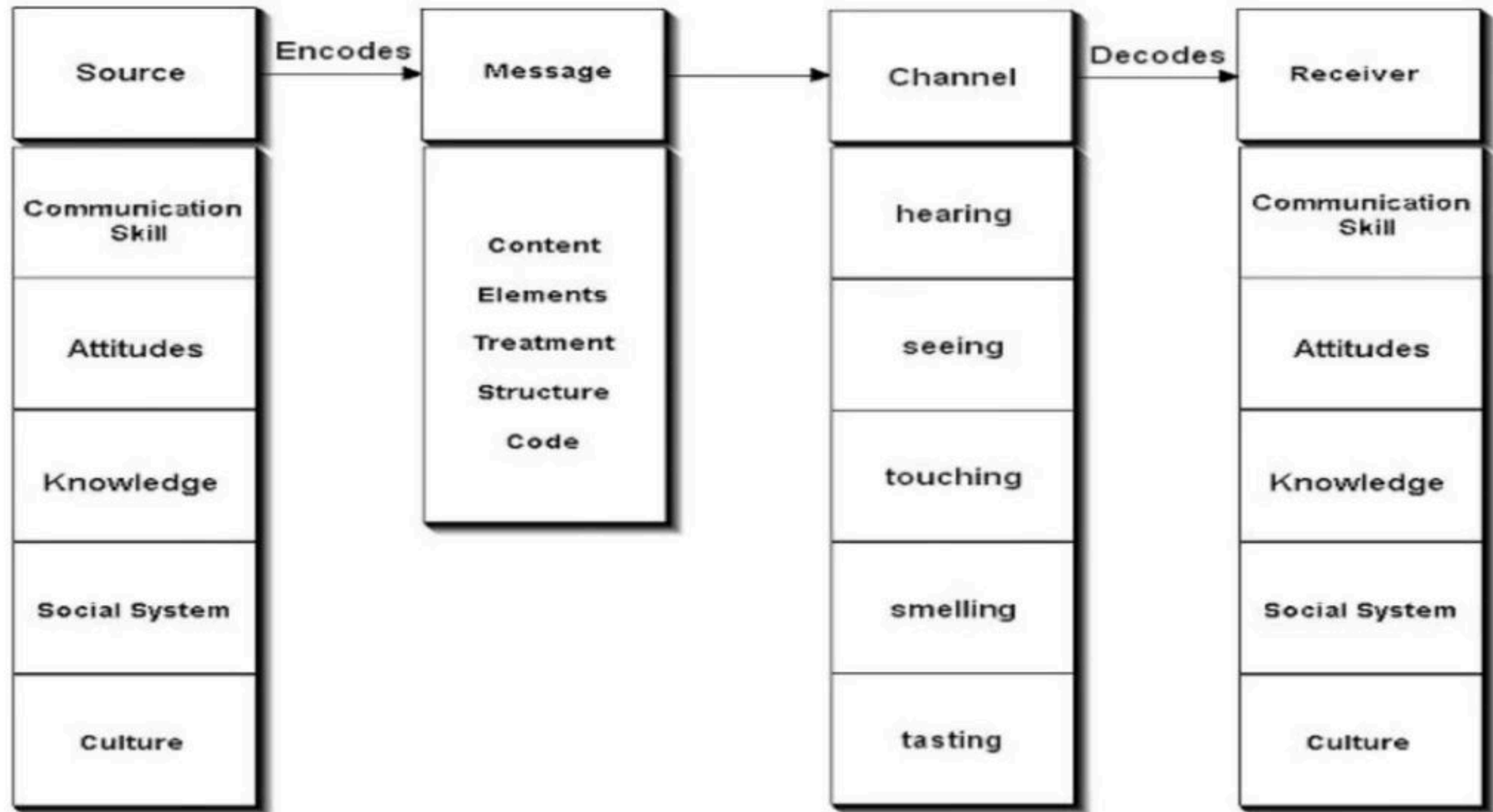
Claude Shannon
Weaver



Warren



Warren Weaver

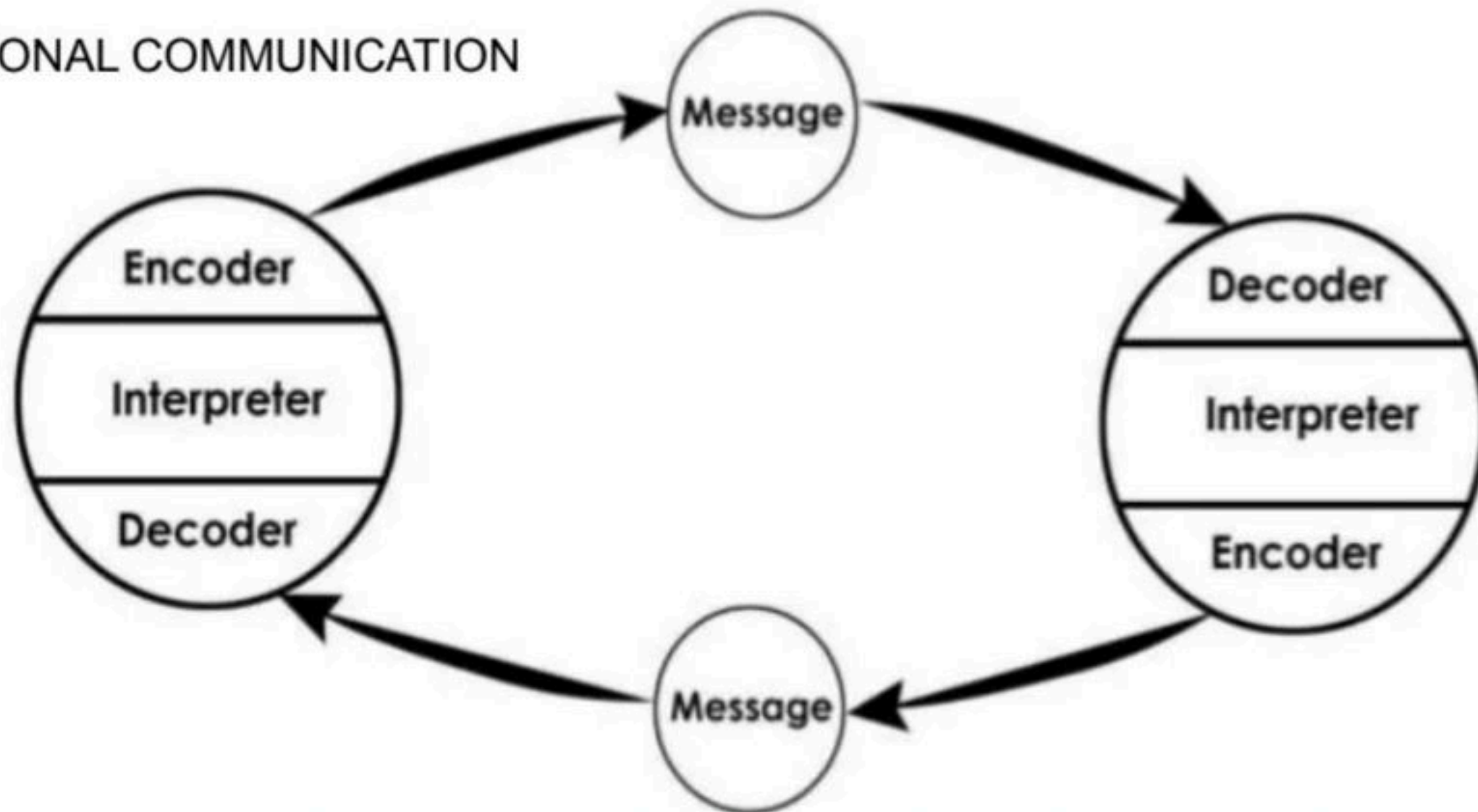


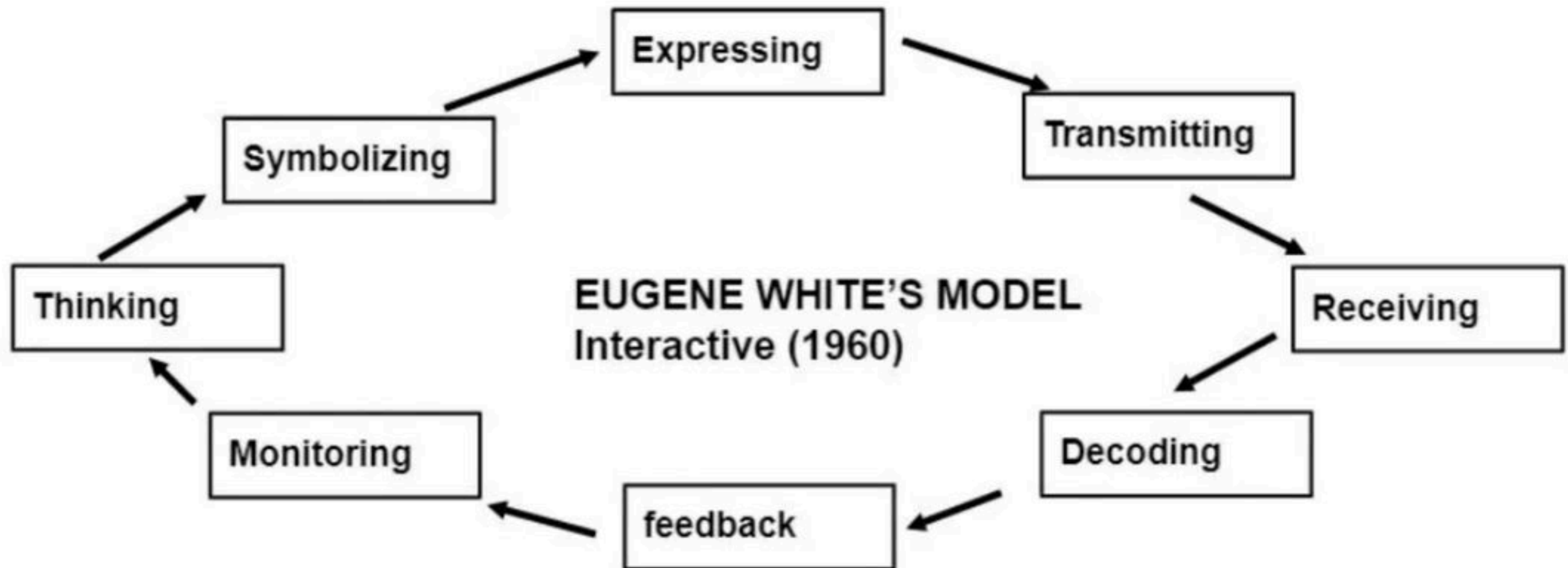
A Source encodes a message for a channel to a receiver who decodes the message:
S-M-C-R Model.

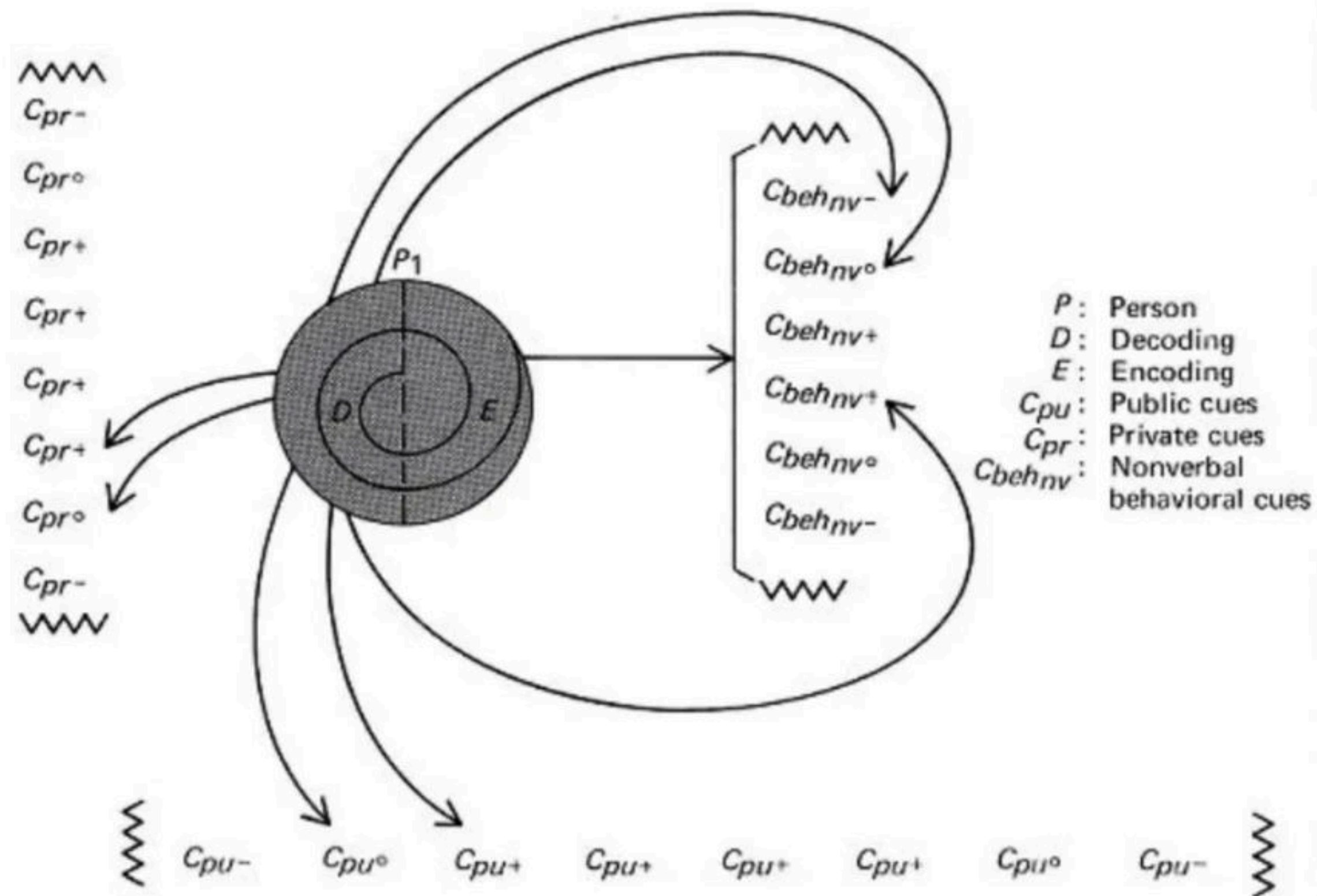
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Willbur Schramm Communication Model

INTERPERSONAL COMMUNICATION







Advantages of Barnlund's Transactional Model of Communication

- The model shows shared **field experience** of the sender and receiver.
- Transactional model talks about **simultaneous message sending, noise and feedback**.
- Barnlund's model is taken by critics as the most systematic model of communication.

Disadvantages of Barnlund's Transactional Model of Communication

- Barnlund's model is very complex.
- Both the sender and receiver must understand the codes sent by the other. So they must each possess a similar "code book". (The concept of code book is not mentioned in the model but understood.)

Communication Models

Classical Communication Models

- Aristotle's definition of rhetoric Rhetoric- Greek philosopher-teacher Aristotle (384-322 B.C.)
- Aristotle's model of proof
- Bitzer's Rhetorical Situation

Early Linear Models

- The Shannon-Weaver Mathematical Model, 1949
- Berlo's S-M-C-R, 1960

Non-linear Models

- Schramm's Interactive Model, 1954
- Dance's Helical Spiral, 1967
- Westley and MacLean's Conceptual Model, 1957
- Becker's Mosaic Model, 1968

Multidimensional Models

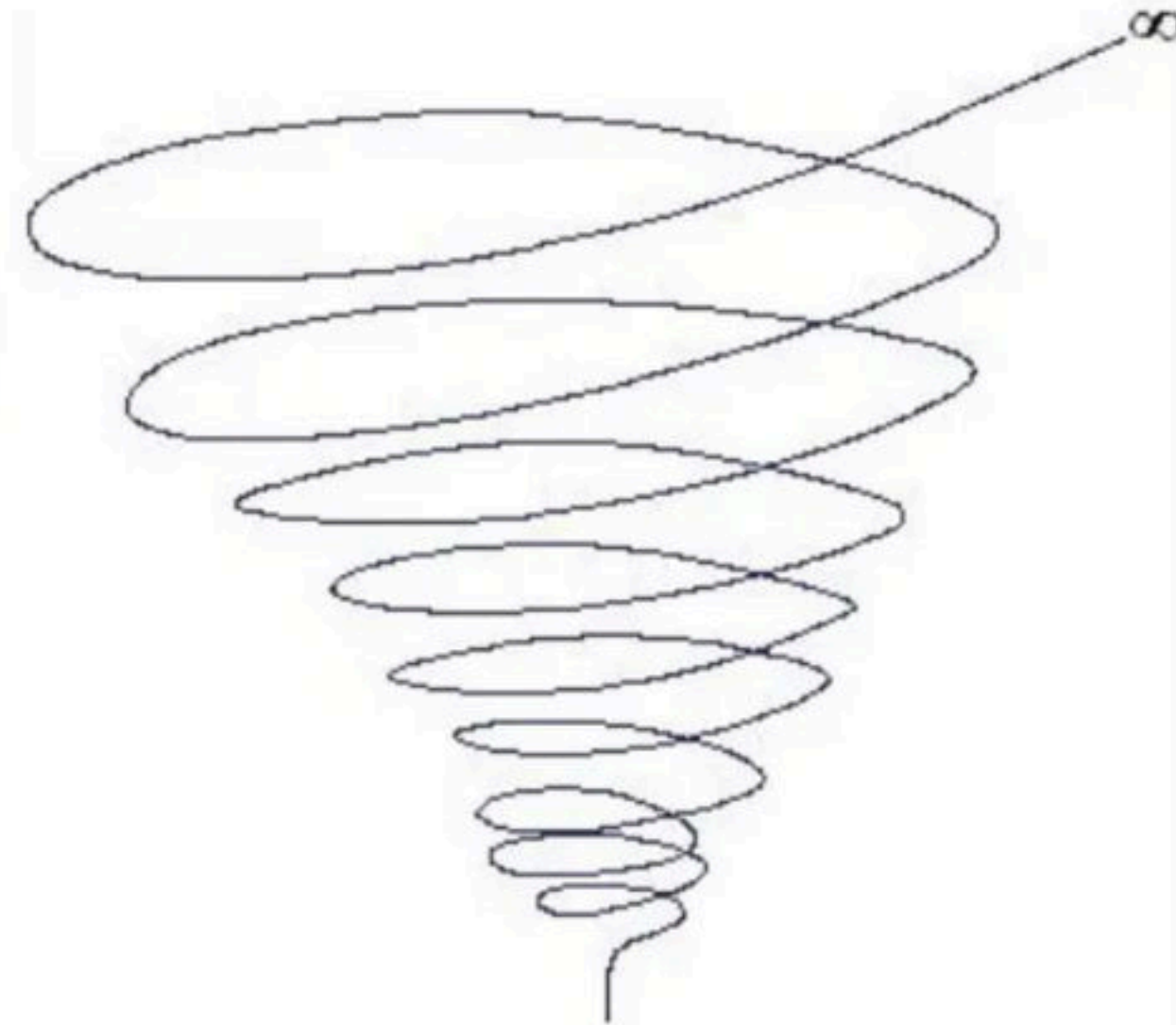
- Ruesch and Bateson, Functional Model, 1951
- Barnlund's Transactional Model, 1970

Dance's Helical Spiral, 1967 given by Frank Dance

i. Depicts communication as a dynamic process.

Mortensen: "The helix represents the way communication evolves in an individual from his birth to the existing moment."

ii. Dance: "At any and all times, the helix gives **geometrical testimony** to the concept that communication while moving forward is at the same moment coming back upon itself and being affected by its past behavior, for the coming curve of the helix is fundamentally affected by the curve from which it emerges. Yet, even though slowly, the helix can gradually free itself from its lower-level distortions. **The communication process, like the helix, is constantly moving forward and yet is always to some degree dependent upon the past, which informs the present and the future.** The helical communication model offers a flexible communication process"



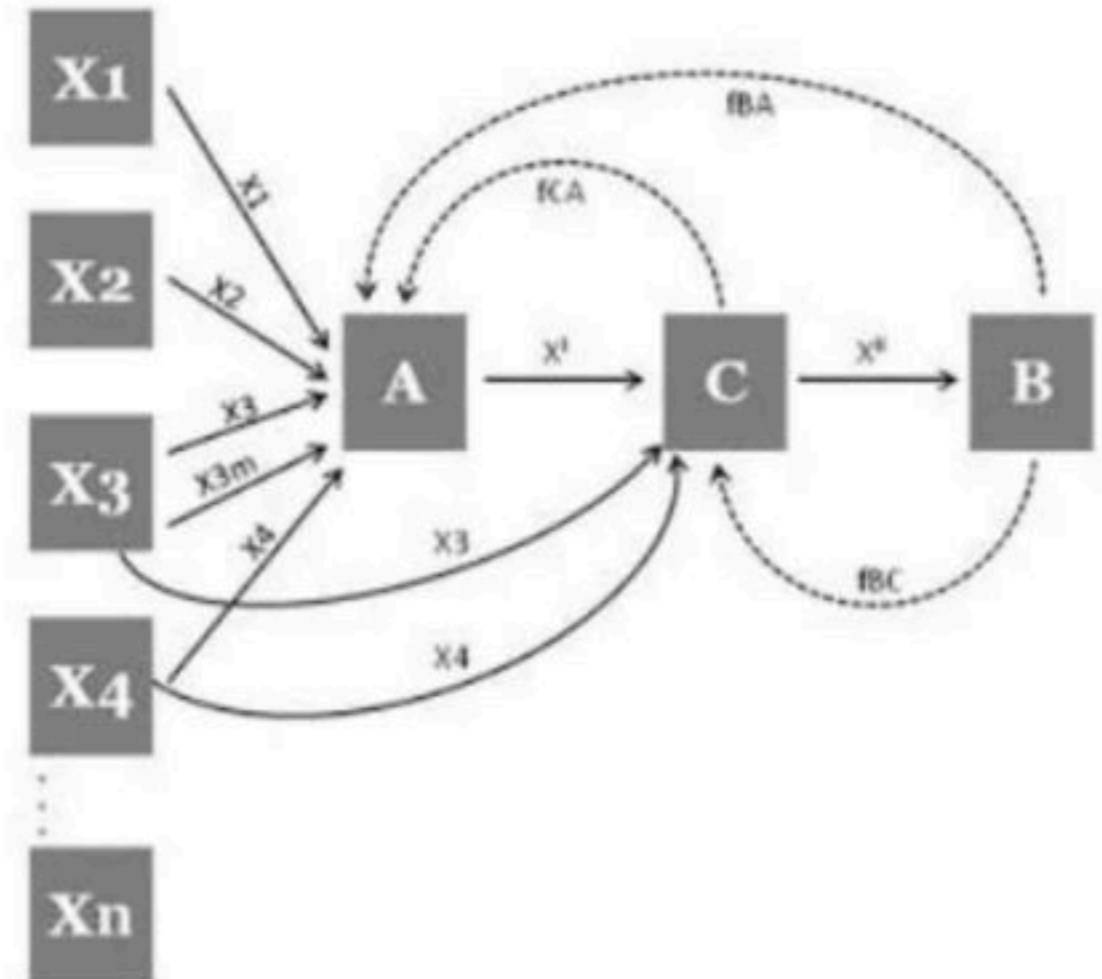
→ **Westley and MacLean's Conceptual Model, 1957**

This theory can be work under two contexts, they are **Interpersonal and Mass communication**.

X1, X2, X3 and X4....—are news articles or information, Feedback (f), Clients (A), Reader or Audience (B) and GateKeeper (c)
Westely and Maclean realized that communication begins only when a person receives message from surroundings.

This model considers a strong relation between responds from surroundings and the process of communication.
Each receiver responds to the message they received based on their object of orientation.

Westley and MacLean's Model of Communication

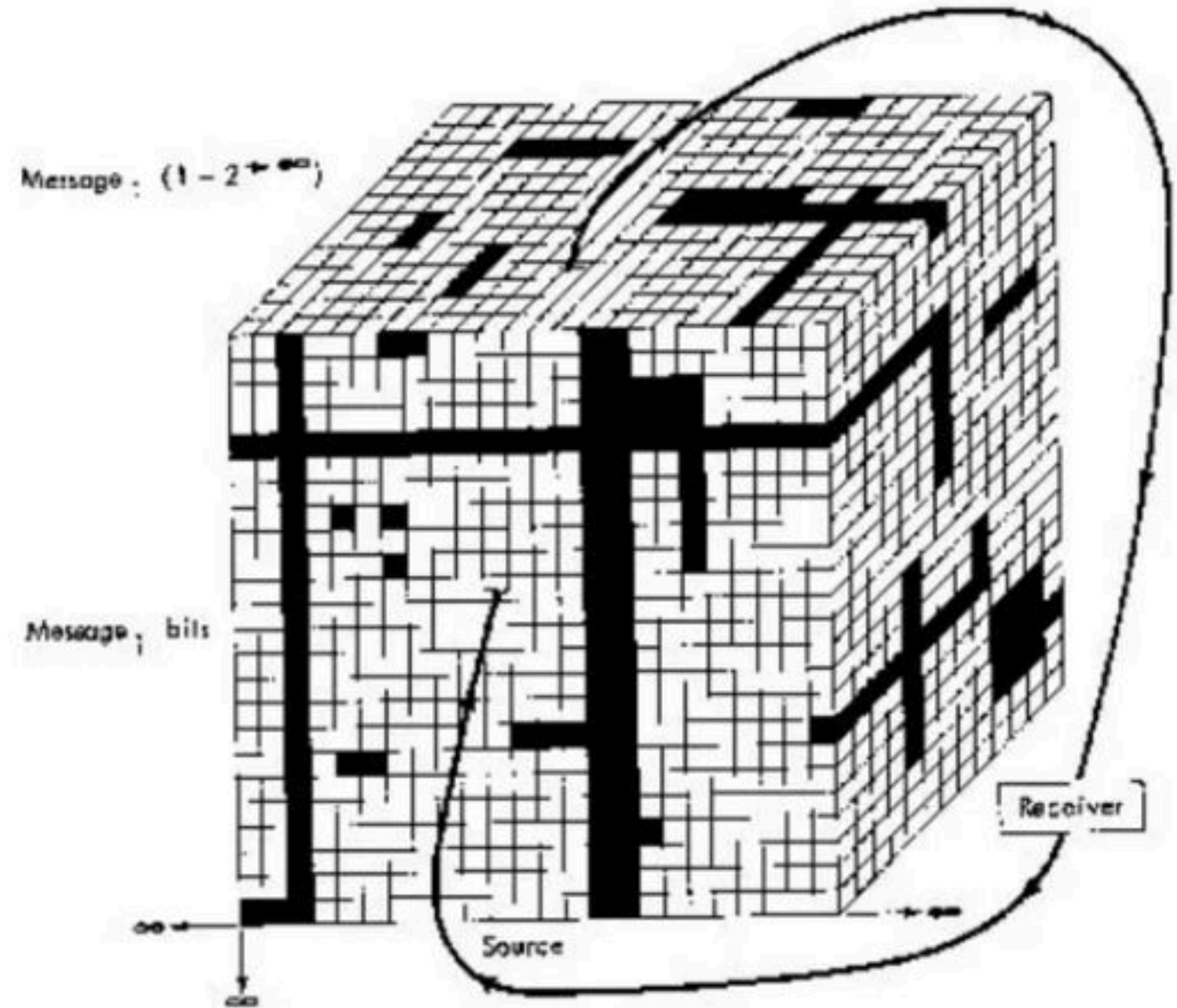


→ **Becker's Mosaic Model, 1968**

a picture or pattern produced by arranging together small pieces of stone, tile, glass, etc

Becker assumes that most communicative acts link message elements from **more than one social situation**

Becker likens complex communicative events to the activity of a receiver who moves through a constantly changing cube or mosaic of information. **The layers of the cube correspond to layers of information.** Each section of the cube represents a potential source of information; note that some are blocked out in recognition that at any given point some bits of information are not available for use. Other layers correspond to potentially relevant sets of information.



THEODORE M. NEWCOMB (July 24, 1903)

A great pioneer in the field of social psychology.

Merely 50 years he worked for the improvement of human motivation, perception and learning to shape the deep understanding of social process.

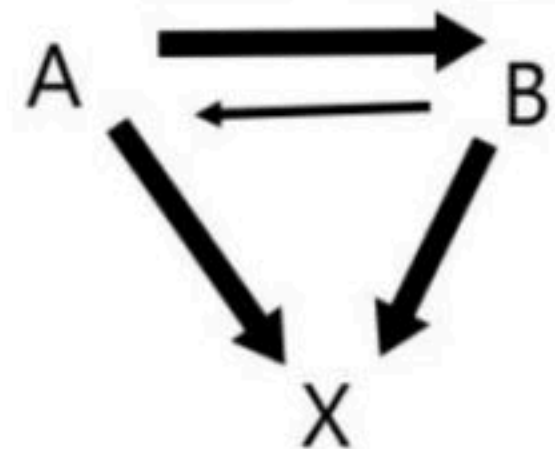
He published a new social approach in field of communication which is called “ABX” system (later it became Newcomb’s model)

The New Comb’s model of communication/“ABX” model of communication.

The main purpose of this theory is to introduce the role of communication in a social relationship (society) and to maintain social equilibrium within the social system.

He does not include the message as a separate entity in his diagram.

Newcomb Model



The **Halo effect** is a type of cognitive bias in which our overall impression of a person influences how we feel and think about his or her character.

Essentially, your overall impression of a person ("He is nice!") impacts your evaluations of that person's specific traits ("He is also smart!").

Halo Effect

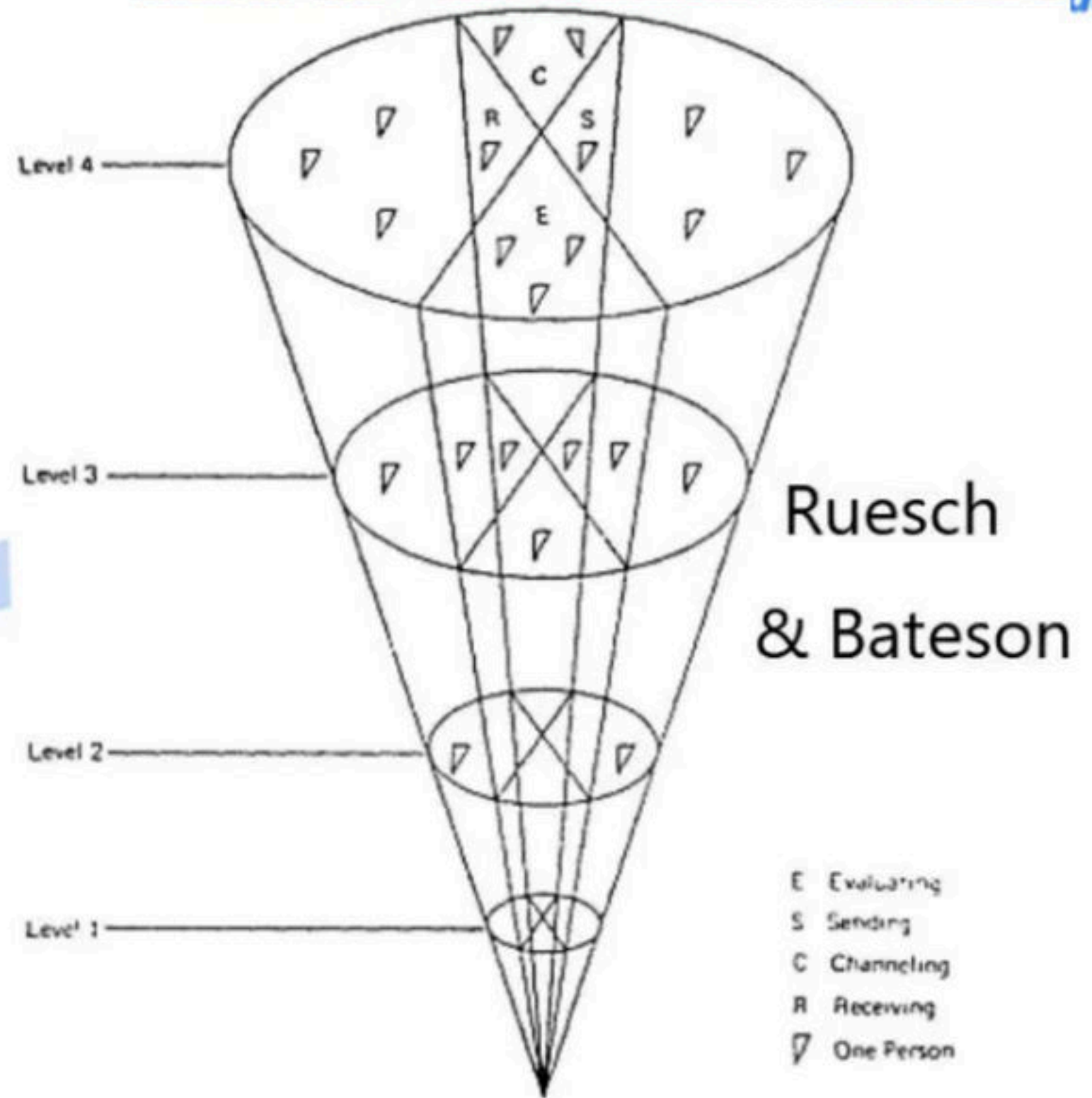
Drawing general impression of individual on the basis of a single characteristic. i.e. if someone is good at one dimension, he/she is perceived to be good at other dimensions as well.



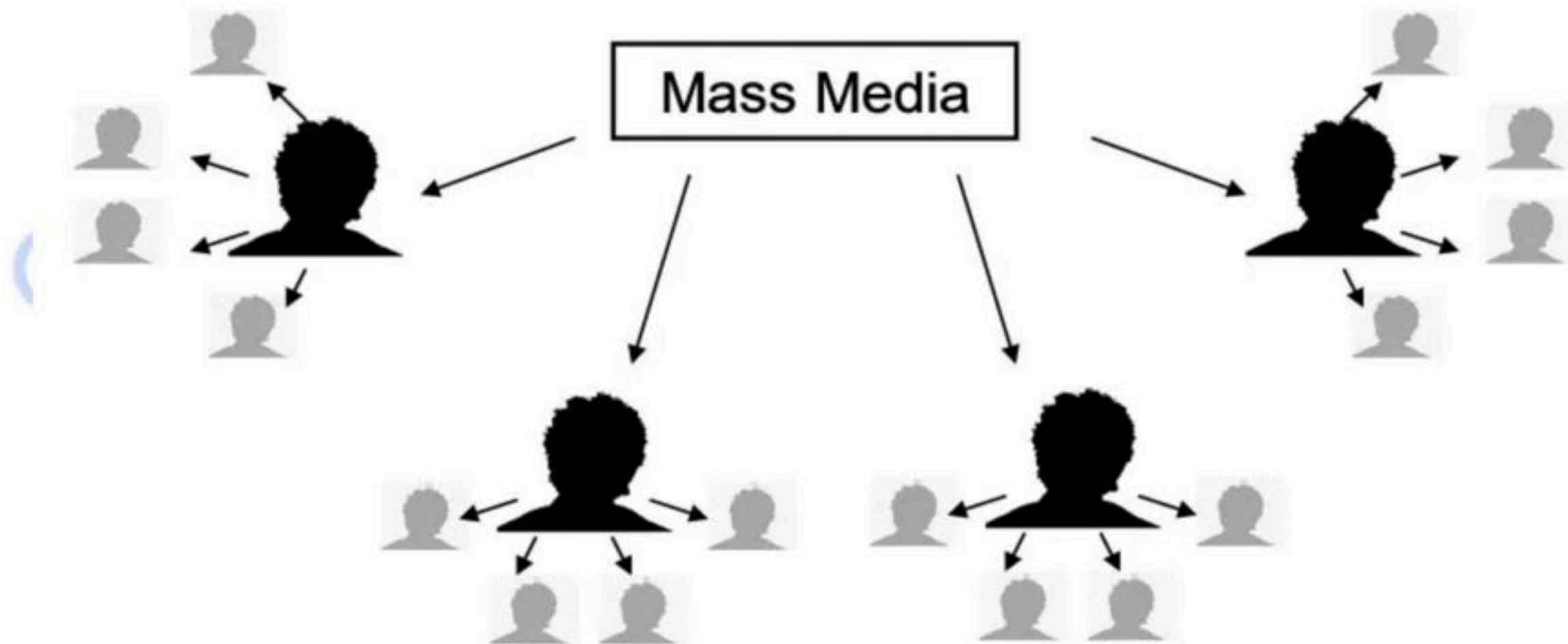
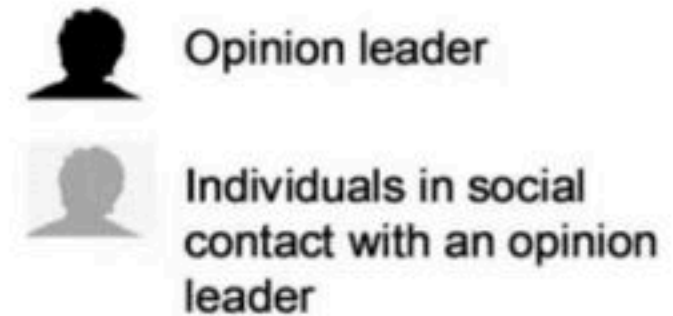
→ Ruesch and Bateson, Functional Model, 1951

Ruesch and Bateson conceived of communication as functioning simultaneously at four levels of analysis.

1. One is the basic intrapersonal process (level 1).
2. The next (level 2) is interpersonal and focuses on the overlapping fields of experience of two interactants.
3. Group interaction (level 3) comprises many people.
4. And finally a cultural level (level 4) links large groups of people.



Two-step flow model



Components of Nonverbal Communication

The study of non-verbal signals is divided into three main areas:

- (1) **paralanguage**, the way we say what we say,
- (2) **kinesics**, the study of body language and facial expression, and
- (3) **proxemics**, the study of how physical space is used.

Other forms of non-verbal communication look at the use of time and the mode of dress.

Areas of Nonverbal Communication

- Chronemics (time)
- Proxemics (space)
- Oculistics (gaze/eye contact)
- Olfactics (smell)
- Haptics (touch)
- Kinesics (body language)
- Chromatics (color)
- Silence
- Vocalics (voice)

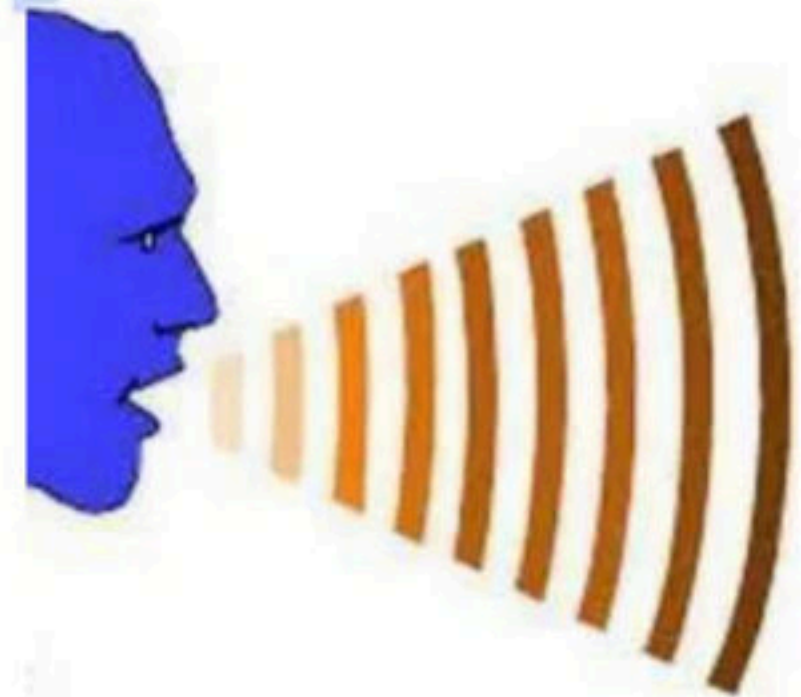
Paralanguage

The study of paralanguage focuses on the way things are said. Example: two identical verbal messages may communicate entirely different meanings when the tone of voice is different.

A great deal is conveyed by the tone of voice, the pitch, the rate of speech and the emphasis on words. In fact, the entire meaning of a sentence can change by altering the emphasis on certain words

Sentences Possible meaning

- 1) **I never said that:** I didn't say it.
Somebody else might have.
- 2) **I never said that.** At no time did I ever say that.
What makes you think I did?
- 3) **I never said that.** I didn't say it in so many words.
I may have implied it, but I didn't say it.



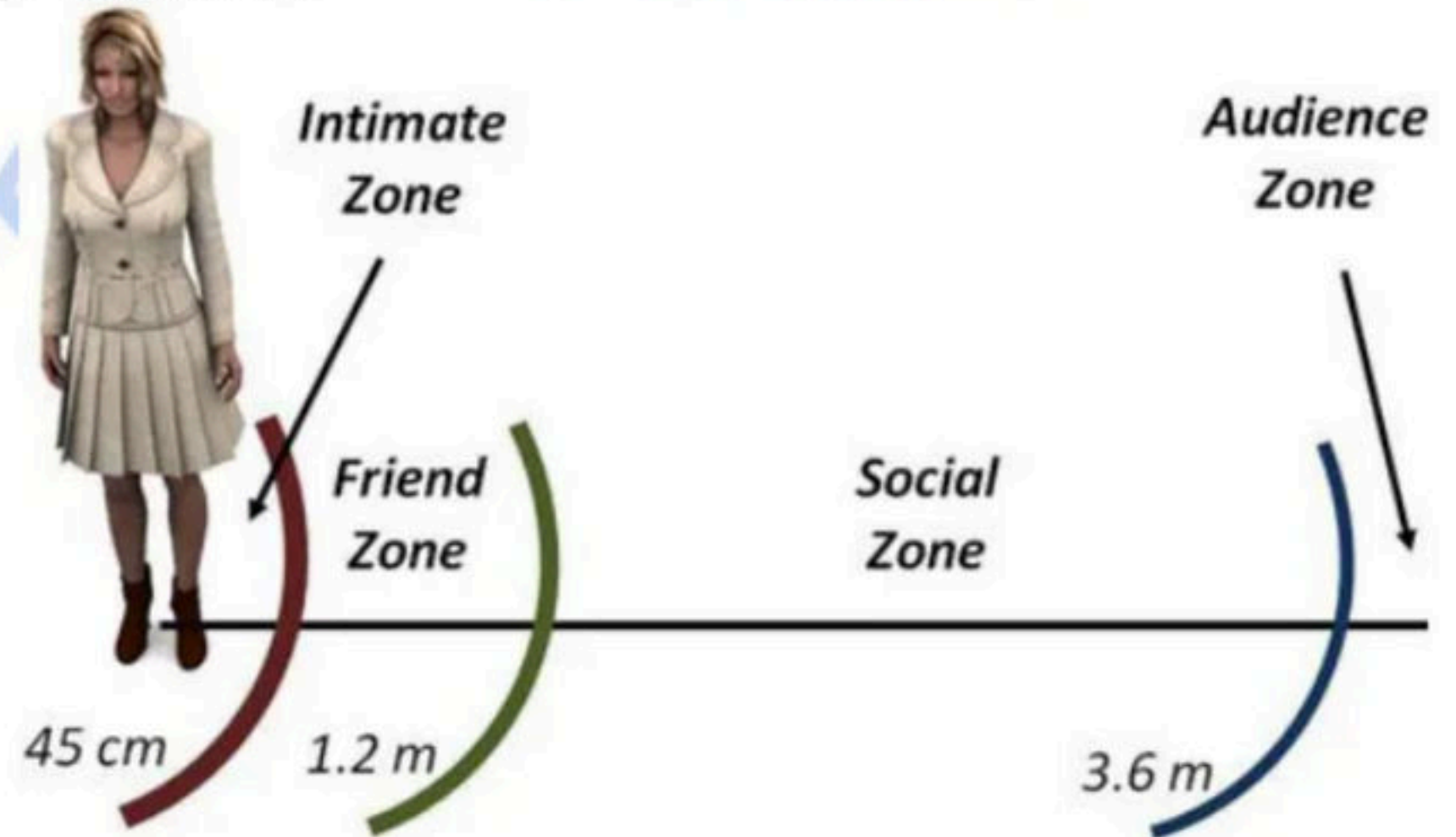
Paralanguage has several component parts. They are: (1) voice qualities, (2) voice qualifiers, (3) voice characteristics, and (4) vocal segregates.

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Proxemics

Proxemics studies how people use the physical space around them and what this communicates.

People often put an invisible boundary between themselves and others. This is called the personal feature space. The four feature space categories or zones are depicted in the figure that follows. They are:



Four Principles of Interpersonal Communication:

Interpersonal communication is inescapable

We can't not communicate. The very attempt not to communicate communicates something. Through not only words, but through tone of voice and through gesture, posture, facial expression, etc., we constantly communicate to those around us.

Interpersonal communication is irreversible

You can't really take back something once it has been said. The effect must inevitably remain. Despite the instructions from a judge to a jury to "disregard that last statement the witness made," the lawyer knows that it can't help but make an impression on the jury. A Russian proverb says, "Once a word goes out of your mouth, you can never swallow it again."

Interpersonal communication is complicated

No form of communication is simple. Because of the number of variables involved, even simple requests are extremely complex. Theorists note that whenever we communicate there are really at least six "people" involved:

- 1) who you think you are;
- 2) who you think the other person is;
- 3) who you think the other person thinks you are;
- 4) who the other person thinks /she is;
- 5) who the other person thinks you are; and
- 6) who the other person thinks you think s/he is.

Interpersonal communication is contextual

In other words, communication does not happen in isolation. There is:

1. **Psychological context**, which is who you are and what you bring to the interaction. Your needs, desires, values, personality, etc., all form the psychological context. ("You" here refers to both participants in the interaction.)
2. **Relational context**, which concerns your reactions to the other person--the "mix."
3. **Situational context** deals with the psycho-social "where" you are communicating. An interaction that takes place in a classroom will be very different from one that takes place in a bar.
4. **Environmental context** deals with the physical "where" you are communicating. Furniture, location, noise level, temperature, season, time of day, all are examples of factors in the environmental context.
5. **Cultural context** includes all the learned behaviors and rules that affect the interaction. If you come from a culture (foreign or within your own country) where it is considered rude to make long, direct eye contact, you will out of politeness avoid eye contact. If the other person comes from a culture where long, direct eye contact signals trustworthiness, then we have in the cultural context a basis for misunderstanding.

Most managers agree that “**active listening**” is the most crucial skill that a person needs to become a successful manager. Listening can **improve work quality** and **boost productivity**. Good listening skills **help employees to update and revise their collection of facts, skills, and attitudes**, and also to improve their speaking skills.

However, despite the benefits derived from good listening, it is rare to come across people with good listening skills. Several studies that have been conducted have revealed why people continue to listen poorly despite the many advantages of good listening. Let us look at some of the common barriers to effective listening.



Physiological Barriers

Hearing impairment: Sometimes, poor listening can be traced to hearing deficiencies. These can be overcome through medication and treatment.

Speaking-Thinking rate: Human beings can process information faster than they can speak. While individuals speak an average of 120-150 words per minute, the human mind processes approximately 500 words within that time.

This **speaking-thinking gap** allows receivers to get diverted and to **day-dream**. To overcome this, receivers should analyze the message in the time gap. This will help them in listening better.

Dyslexia: Difficulty in reading, recognition and processing of graphic symbols, particularly those pertaining to language.

Dysgraphia: Difficulty in writing. Problem with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organizing letters, numbers and words on a line or page.

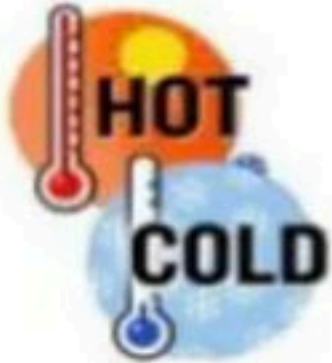
Dyscalculia: Difficulty in doing mathematics, have trouble processing and understanding what they hear.

Dyspraxia: impairment or immaturity of the organization of movement. It is associated with problems of perception, language and thought, according to the Dyspraxia Foundation. Children that have dyspraxia may suffer from clumsiness, slightly slurred speech, awkwardness with walking or short term memory loss.

Environmental Barriers

The following, if encountered, can make us switch off from what is being said, to allow our minds to temporarily concentrate on our surroundings:

1. *The room too hot or too cold*



2. *The chair uncomfortable*



3. *The lighting too bright or too dim*



4. *Bad ventilation; stuffy/smoky atmosphere*

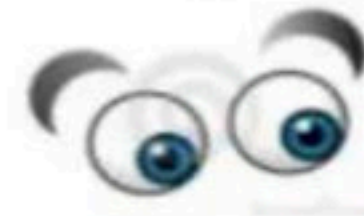


5. *Noise*



6. *Smells*

7. *Sights*

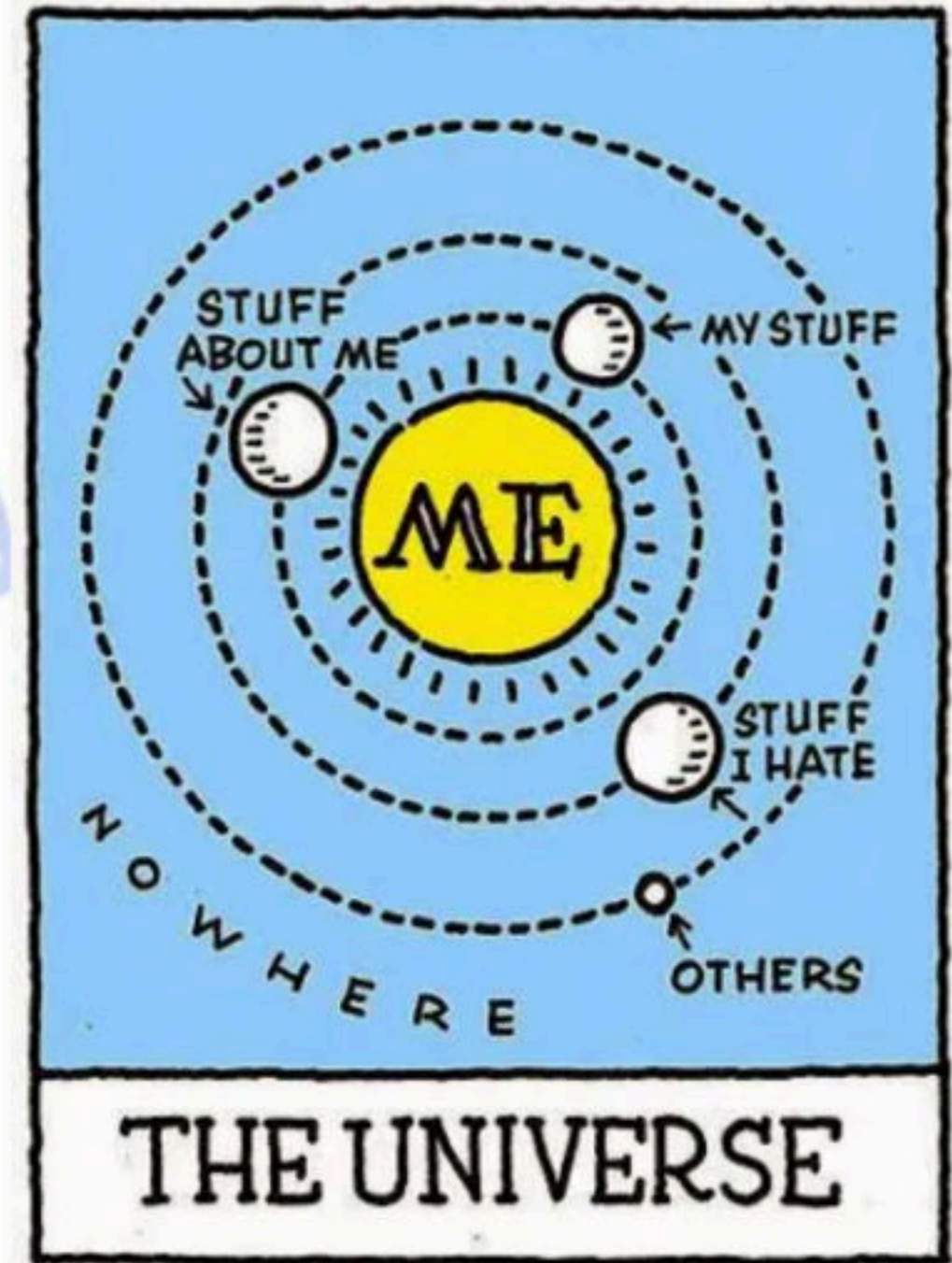


Egocentrism:

Receivers who are **too concerned about themselves** also tend to be poor listeners. The listening behavior of such people is dominated by a few personal concerns that can be summed up as:

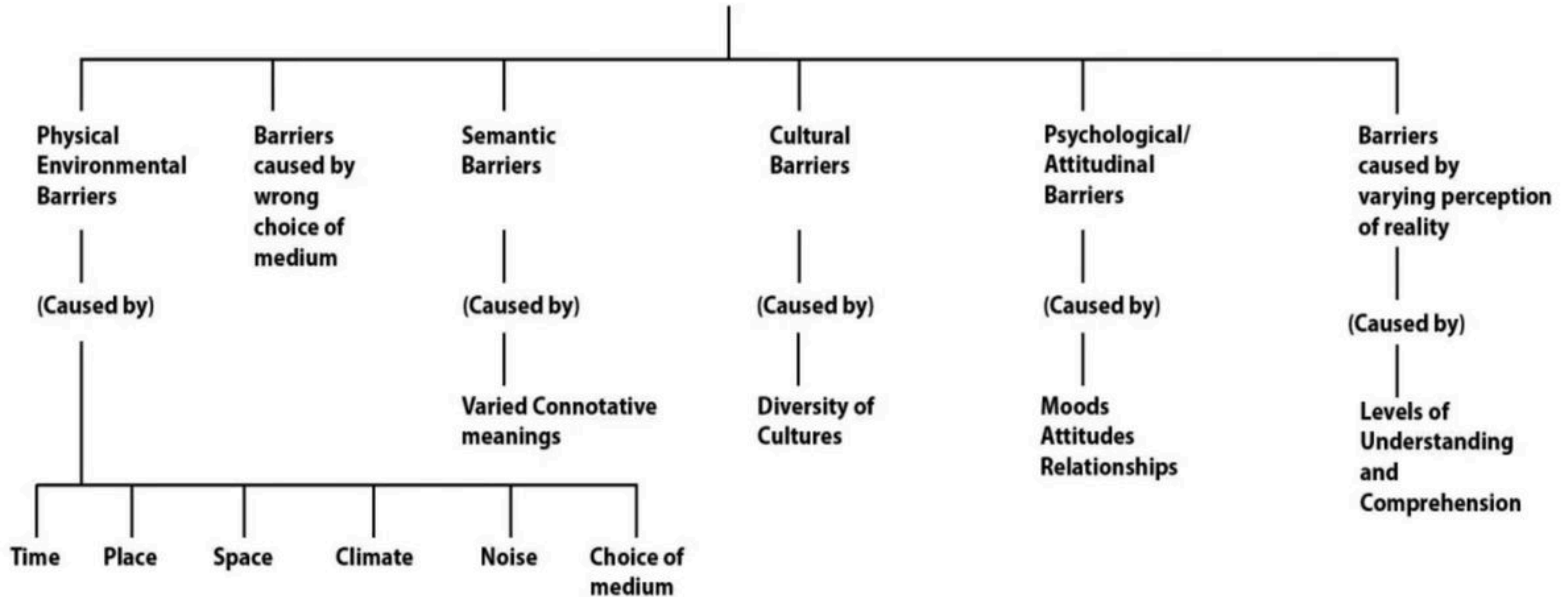
1. I must defend my position.
2. I already know what you have to say.
3. How am I coming through?

Such concerns **create barriers that destroy the critical link between speaker and listener.**





Barriers to Communication



Attitudinal Barriers

The attitude of the listeners can also sometimes hinder the listening process.

Prejudices (preconceived opinion) : Sometimes the prejudices and **deep-seated beliefs** of the receivers make it difficult for them to be receptive to the speaker.

Eg. Person is looking mad (without any fact)

To break this barrier, the receivers must exercise some **control over their instinctive responses and learn to postpone judgment until they have listened to exactly what is being said.**

Preoccupation: Sometimes, the receivers may be preoccupied with other concerns and nothing of what the speaker says registers in their mind.

Eg. This is my favorite chapter; Amitabh bachchan will say good only

A casual attitude: A few receivers might have the attitude that hearing is something that is relatively easy, and can be **done without putting in much concentration and effort.** Such a casual attitude is a major barrier to listening.

Morphology is the study of the internal structure of words and forms a core part of linguistic study today.

Smallest independent units of language

to understand morphology, you need to know the term morpheme, which is the **smallest unit of a word** with meaning.

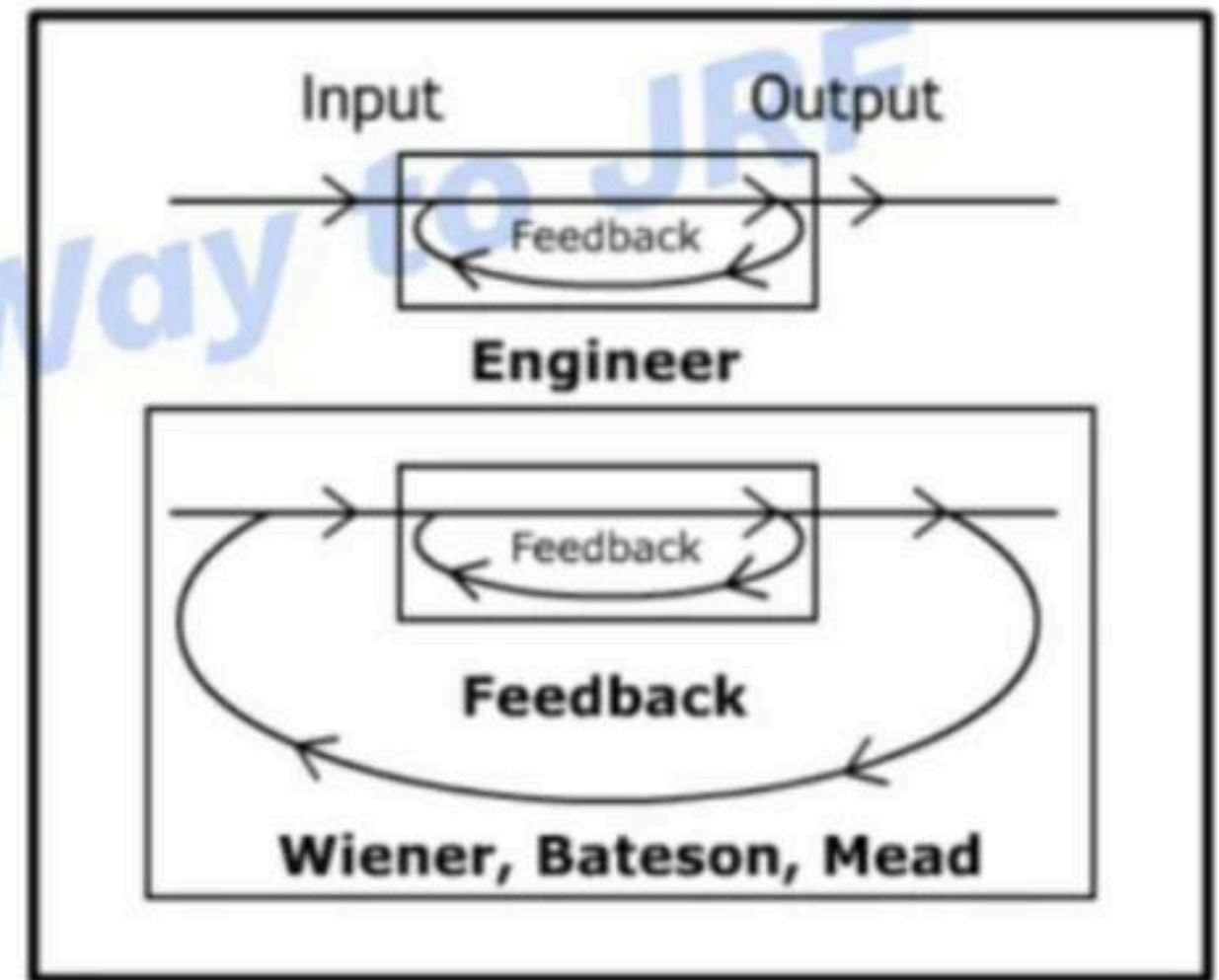
Firehouse: Breaking the first word into smaller parts shows the morphemes fire and house. These are morphemes as they contain inherent meaning.

→ Fire means bright light, heat, and smoke, while

→ house means a dwelling for human beings.

Putting these together creates a completely new word: a structure or other area for storing firefighting apparatus such as fire engines and related vehicles, personal protective equipment

Cybernetics is a transdisciplinary approach for exploring regulatory systems—their structures, constraints, and possibilities. Norbert Wiener defined cybernetics in 1948 as **"the scientific study of control and communication in the animal and the machine."**



FIGURATIVE LANGUAGE

Simile

A simile is a type of figurative language which is used to compare one thing against another. Similes compare the likeness of two things and often feature the words 'like' or 'as': "As strong as an ox/ As brave as a lion."

Metaphor

A metaphor is a phrase describing something as something it is not in reality. It is used to compare two things symbolically. A metaphor literally describes something as something it is not. "Love is a battlefield"

Oxymoron

An oxymoron is a term which features two words which appear to contradict each other but make sense of the situation overall.

- For example: That woman is pretty ugly.

Hyperbole

A hyperbole is a figure of speech which exaggerates the meaning of a sentence.

- For example: My granddad is as old as time.

Cliche: a phrase or idea that has been used so many times that it no longer has any real meaning or interest

Polysemy refers to a word that has two or more similar meanings:

The house is at the foot of the mountains

One of his shoes felt too tight for his foot

'Foot' here refers to the bottom part of the mountains in the first sentence and the bottom part of the leg in the second.



Navdeep Kaur

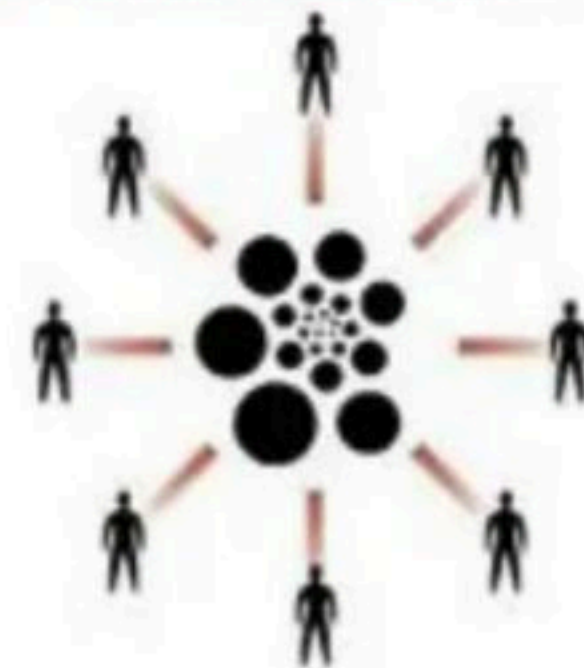
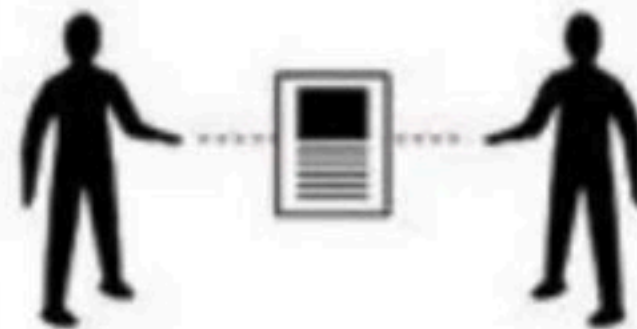
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More than just the words you use, effective communication combines a set of 4 skills:

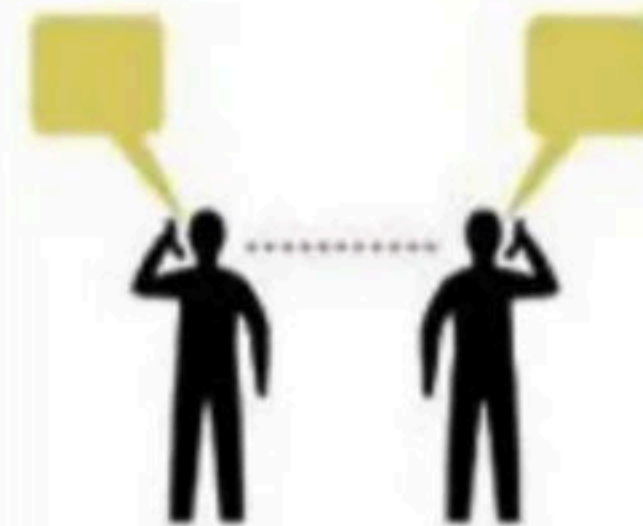
- 1. Engaged listening**
- 2. Nonverbal communication**
- 3. Managing stress in the moment**
- 4. Asserting yourself in a respectful way**

It takes time and effort to develop these skills. The more effort and practice you put in, the more instinctive and effective your communication skills will become.

Different Time
(asynchronous)



Same Time
(synchronous)



Same Place
(in person)

Different Place
(online)

2020

A teacher who encourage students participation in communication will ensure

- A. opposite views
- B. self-Esteem
- C. class performance
- D. professional development
- E. binary distraction

Choose correct answer from following

- 1 a b and c
- 2 a c and e
- 3 b c and d
- 4 a d and e

एक शिक्षक जो संचार में छात्रों की भागीदारी को प्रोत्साहित करेगा, यह सुनिश्चित करेगा

- उ। विपरीत विचार
- ख। आत्म-सम्मान
- सी। वर्ग प्रदर्शन
- D. व्यावसायिक विकास
- ई। बाइनरी व्याकुलता

A teacher who encourage students participation in communication will ensure

- A. opposite views
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- C. class performance
- D. professional development
- E. binary distraction

Choose correct answer from following

- 1 a b and c
- 2 a c and e
- 3 b c and d
- 4 a d and e

Opposite views and binary distraction are negative,
> Encoder encodes message into signals as a transmitter.
To send messages through cables or satellites messages converted into signals like waves or Binary data.
> If there is distraction in binary data then receiver will not be able to understand
> Self esteem is to believe on self being worthy
> class performance and professional development encourages students participation

एक शिक्षक जो संचार में छात्रों की भागीदारी को प्रोत्साहित करेगा, यह सुनिश्चित करेगा

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- ई। बाइनरी व्याकुलता

In communication process, when the sender and the receiver interchange their roles in respect of sending and receiving the message, it is called

1. Universal model
2. Transactional model
3. Singular-flow model
4. Pluralistic model

संचार प्रक्रिया में, जब प्रेषक और रिसीवर संदेश भेजने और प्राप्त करने के संबंध में अपनी भूमिकाओं का आदान-प्रदान करते हैं, तो इसे कहा जाता है

1. यूनिवर्सल मॉडल
2. लेन-देन मॉडल
3. एकवचन-प्रवाह मॉडल
4. बहुवचन मॉडल

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Under Transactional model every thing happens at same time Communicators are independent and act any way they want at the same time sending receiving noise other issues can happen. It is social reality and classroom communication is also Transactional

Everything we do every decision we make and cause of action we take is based on our consciously and unconsciously have believed attitude values

Stage of value development and Critical feature in term of value education

value collection: providing opportunity for imitation

value assessment: providing hint for inner evaluation, helps to gain insight into their priorities and achieve a more balanced and fulfilling life.

value clarification: exposure to other values

value clarification help people to learn to become aware of their values in order to make choices and take action based on them and how they impact on others

value consolidation: characterisation through integration of values, to gather values

Match List I with List II

List I List II

Stages of value development Exemplification of value formation

A. Stage I - Value collection I. Choosing and imbibing the values

one cherishes

B. Stage II - Value assessment behaviours, particularly parents II. Observing and imitating the adult

C. Stage III - Value clarification III. Predictability of human behaviour is

assured

D. Stage IV - Value consolidation IV. Finding out gaps in values preached and practice

Choose the correct answer from the options given below:

1. A - I, B - IV, C-III, D-II

2. A - IV, B - III, C-II, D-I

3. A - II, B-I, C-IV, D-III

4. A - III, B - II, C-I, D-IV

मूल्य विकास के चरण

मूल्य गठन का अनुकरण

ए। स्टेज I - मूल्य संग्रह I. मूल्यों का चयन करना और उनका पालन करना

एक चेरी

बी। स्टेज II - मूल्य मूल्यांकन व्यवहार, विशेष रूप से माता-पिता II। वयस्क को देखना और उसकी नकल करना

सी। स्टेज III - मूल्य स्पष्टीकरण III। मानव व्यवहार की भविष्यवाणी है

आश्वासन

डी। स्टेज IV - मूल्य समेकन IV। मूल्यों के प्रचार और अभ्यास में अंतराल का पता लगाना

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Stages of value development Exemplification of value formation

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मूल्य विकास के चरण

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ए। स्टेज I - मूल्य संग्रह I. मूल्यों का चयन करना और उनका पालन करना

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बी। स्टेज II - मूल्य मूल्यांकन व्यवहार, विशेष रूप से माता-पिता II। वयस्क को देखना और उसकी नकल करना

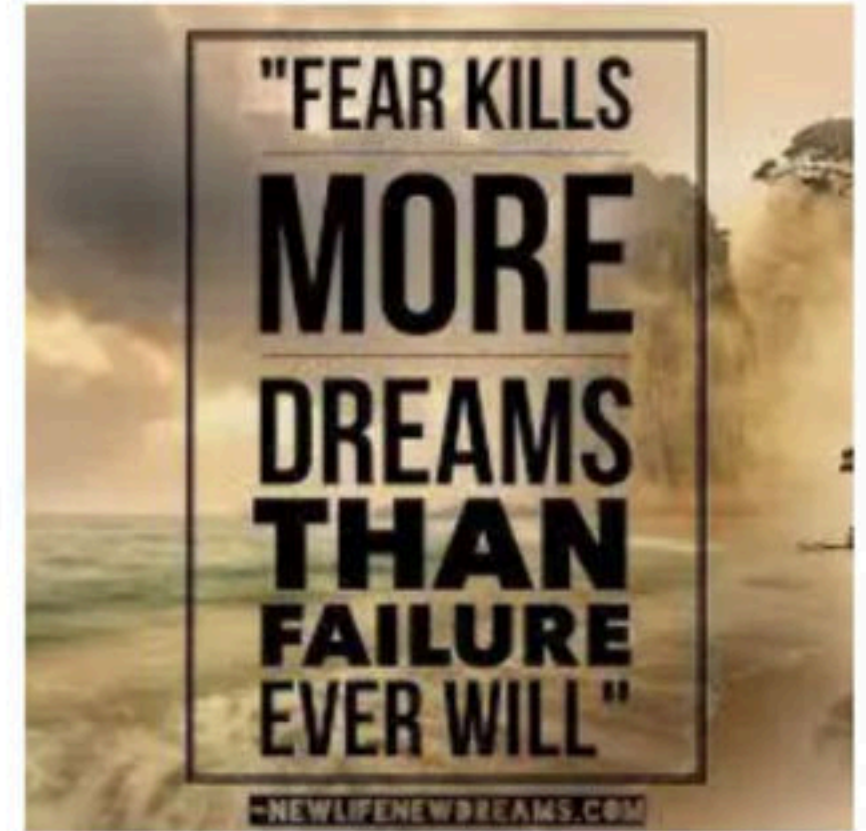
सी। स्टेज III - मूल्य स्पष्टीकरण III। मानव व्यवहार की भविष्यवाणी है

आश्वासन

डी। स्टेज IV - मूल्य समेकन IV। मूल्यों के प्रचार और अभ्यास में अंतराल का पता लगाना

Be active during Preparation

- Biggest issue Panic
- Ur fear kills ur time



How to Manage and deal with Ques.

Read Ques carefully

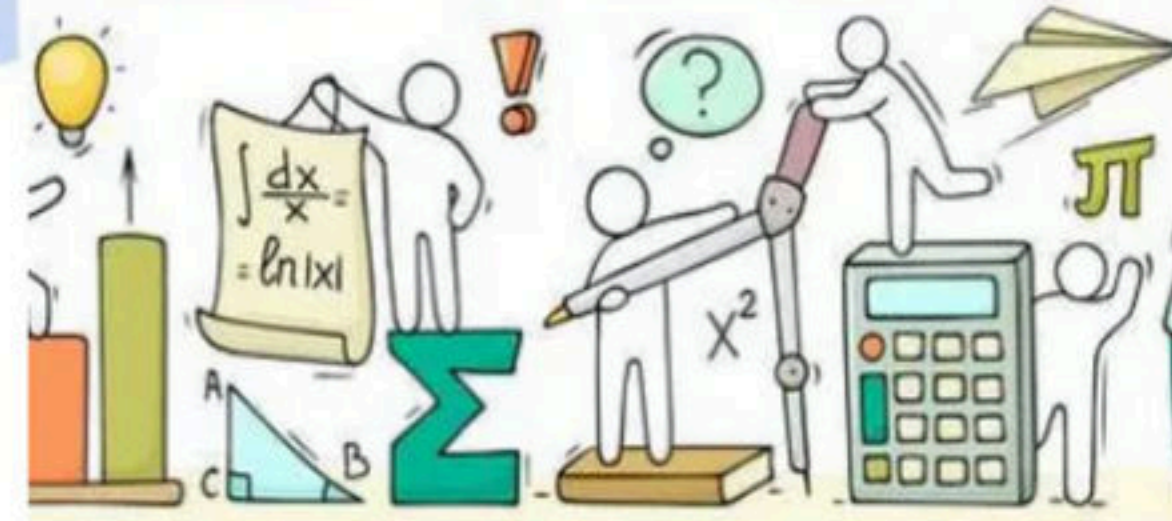
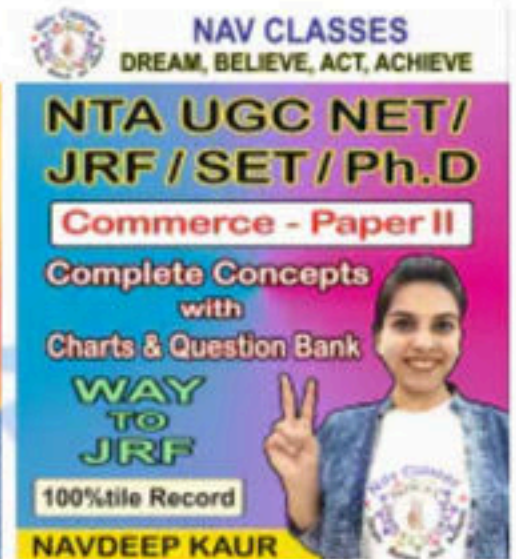
Best to be Fast but don't skip Important



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**



All Nav Learners who Participated in Contest
Plz wait you will be added automatically till
10PM, 30 August 2021.

For Others it's optional even then if you
want to access You Have to pay nominal
amount
Rs. 35

Test will be on 1st September 2021, 10 AM
In English & Hindi Both

2021 Biggest Bonanza Mock Tests

Free for Contest Participants
For others Nominal Amount



Instructions: Make short Video on How u are preparing from book Navdeep Kaur's Book and Upload on Youtube (Public or Unlisted) or Drive (make link: anyone with link can see) copy paste link in form in Description.

Last Date: 22 August to fill form, **Result:** 28 August 8 AM

निर्देश: आप कैसे तैयारी कर रहे हैं, इस पर लघु वीडियो बनाएं नवदीप कौर की पुस्तक से और यूट्यूब (सार्वजनिक या असूचीबद्ध) या ड्राइव पर अपलोड करें (लिंक बनाएं: लिंक वाला कोई भी देख सकता है) विवरण में फॉर्म में कॉपी पेस्ट लिंक।

Gift for all participants

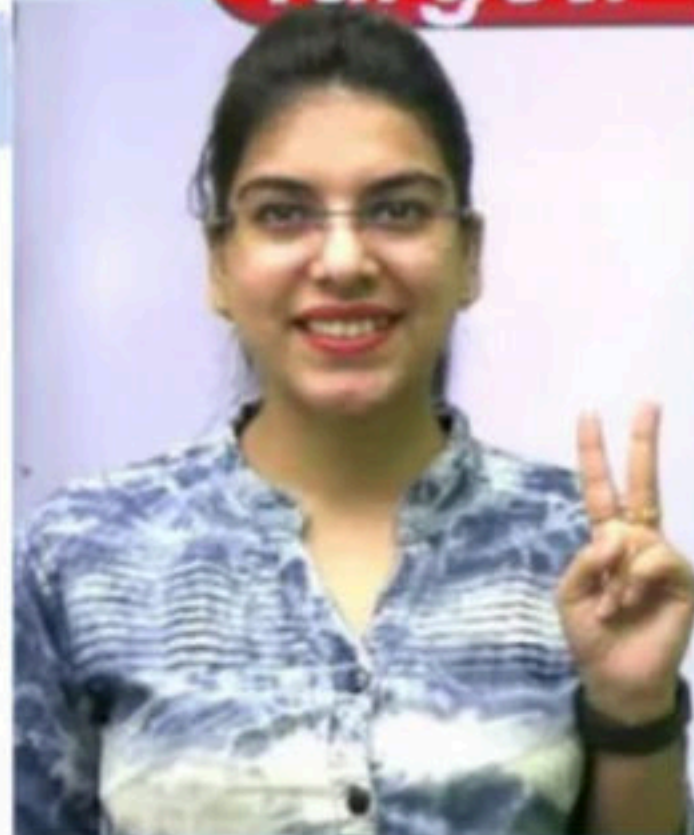
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By Navdeep Kaur**

- As they doing efforts in making Video and Reviews

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Target: 100 Percentile AIR- 1



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इस बार JRF लेकर रहेंगे**



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.

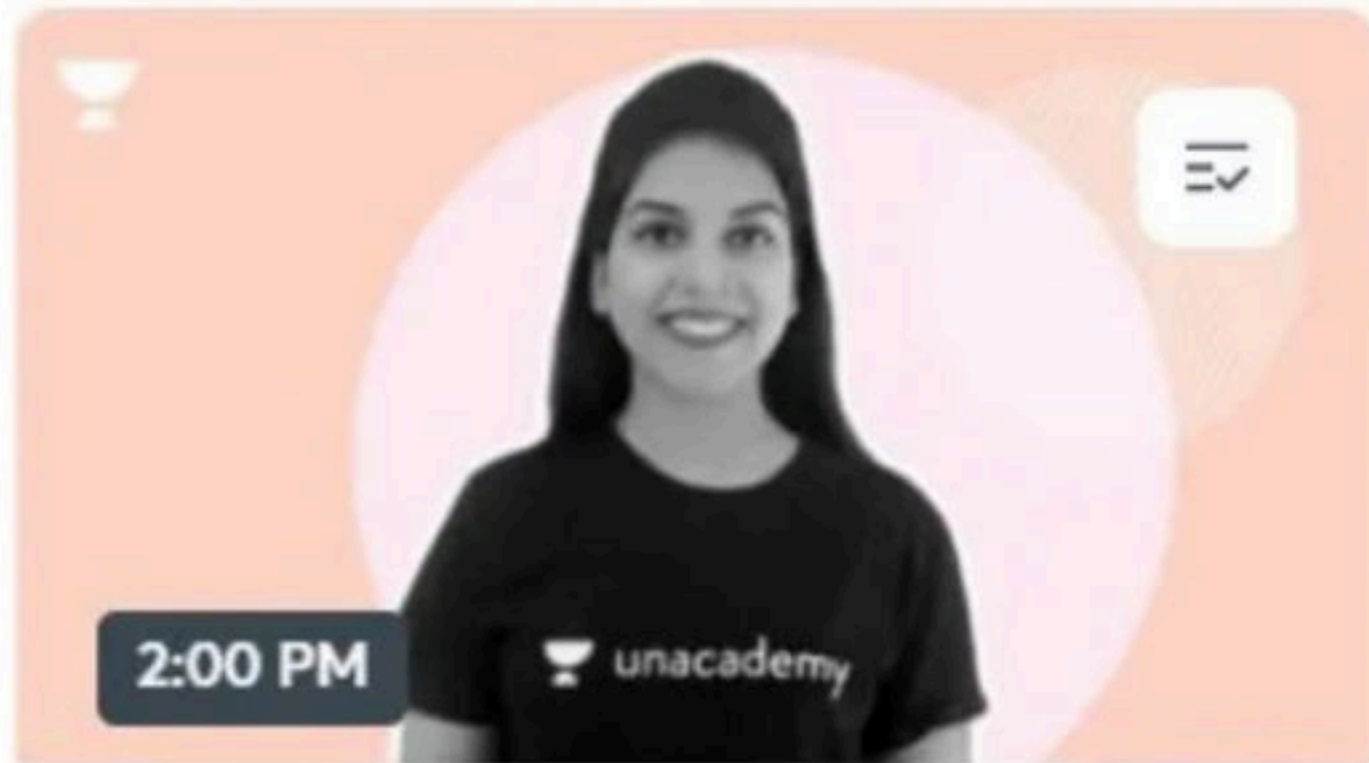


Unit-X Higher Education System

- 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.



NAVCLASSES - Code for Discount



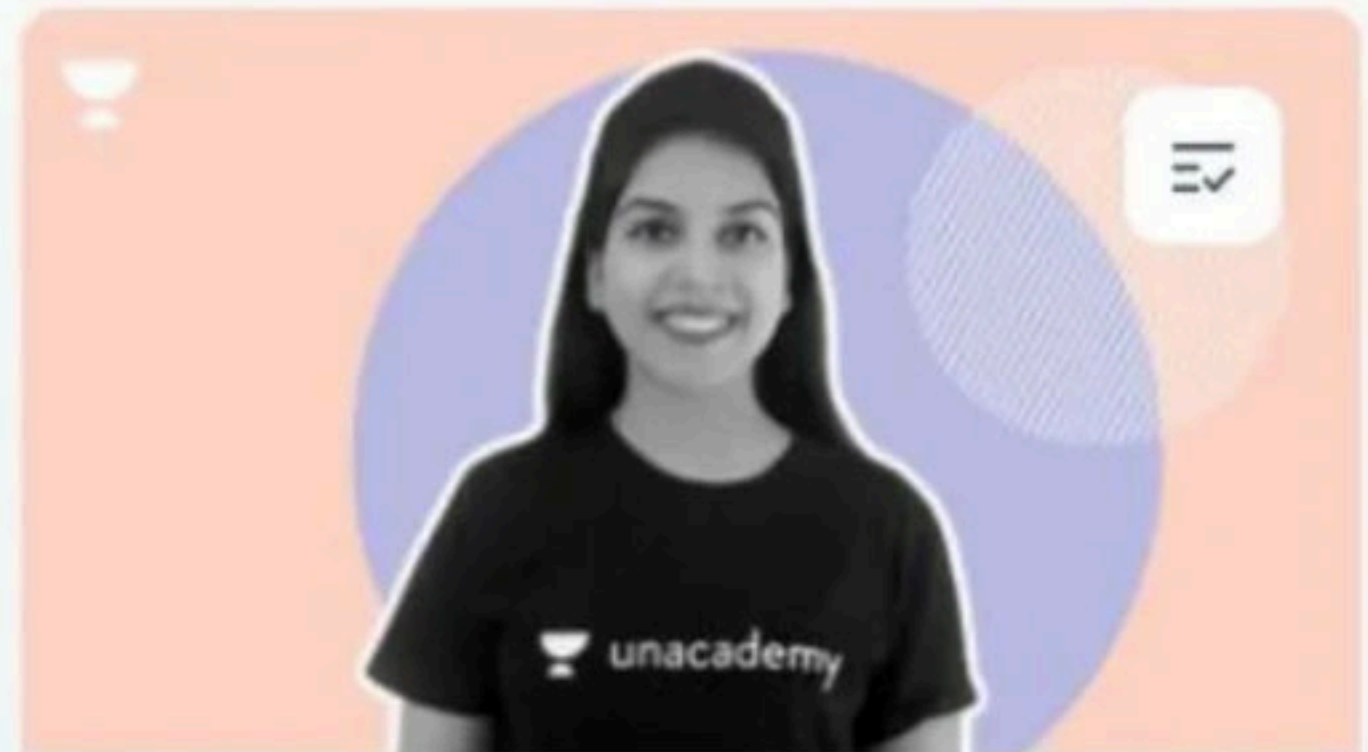
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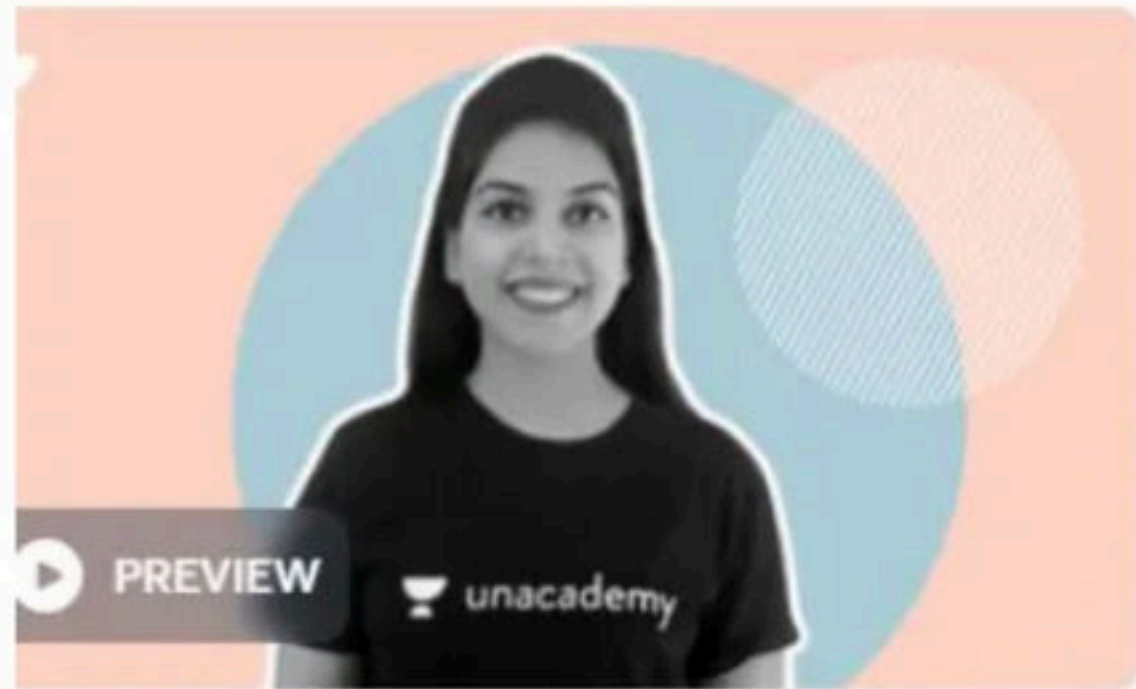
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Jul 7, 2021 - Aug 19, 2021



22 lessons

Till 21st September we can have **40 Days**

10 - 10 Units in **Paper 1 and Paper 2**

4 Days each if we do Both Papers Daily

Divide Time between Both Papers keep 2 : 3 Ratio

Like 2 to easy for u and 3 ratio to Difficult for you

Example

If you Have 5 hours for Self Study After
Subscription Classes or All your work

Then

2 Hours paper 1 (As Navdeep Kaur also providing
REVISION in Free Spacial classes & Nav Classes
Youtube, Maha Episodes keep watching them live)

3 Hours to Paper 2 your subject (For Commerce
management Maha Episodes will come during last days
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



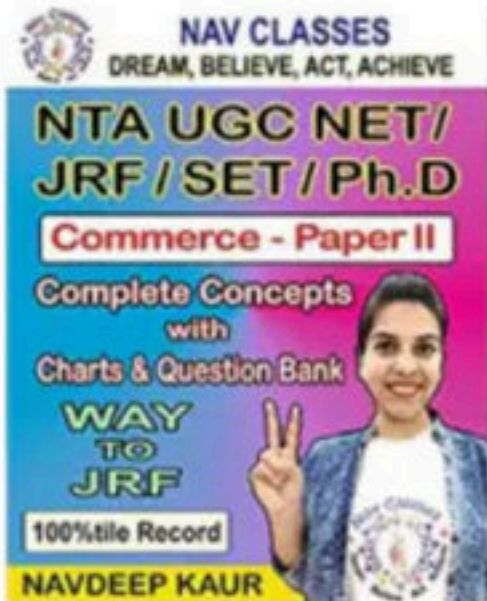
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PRIME MINISTER
NARENDRA MODI

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

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

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।

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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
- (डी) 1, 2 और 3

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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
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- (c) 2 and 3 only
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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?

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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- (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
- > For whom
- > How Important
- > Why only this most admirable
- > 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



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Target: 100 Percentile AIR- 1

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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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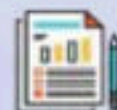


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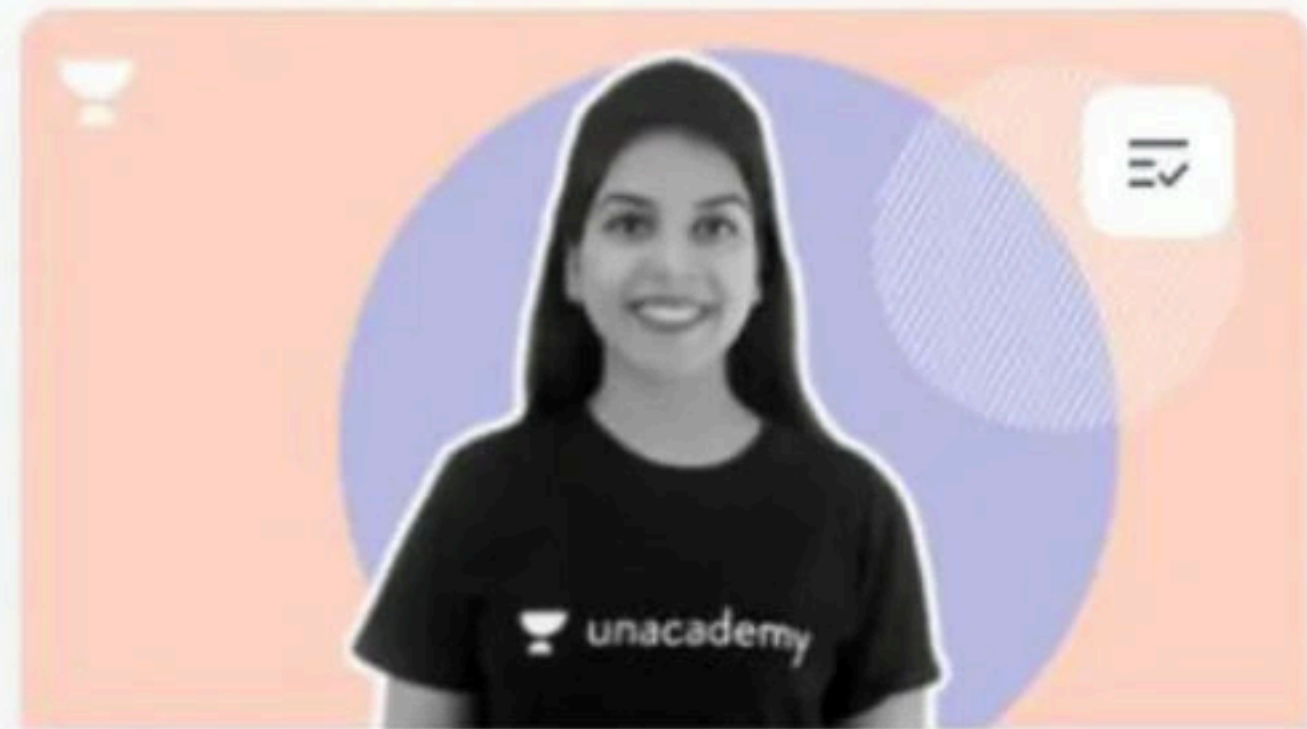


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Schedule

Feb 21 - May 30 • 14 tests

Code:
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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:
NAVCLASSES

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

