

UGC NET MEMORY BASED QUESTION PAPER 2026 WITH ANSWER KEY

Q1. Match List - I with List - II:

List - I (Proposition)	List - II (Standard Form)
A. Universal affirmative	I. No S is P
B. Universal negative	II. All S is P
C. Particular affirmative	III. Some S is not P
D. Particular negative	IV. Some S is P

Choose the correct answer from the options given below:

- (a) A-I, B-IV, C-II, D-III
- (b) A-II, B-I, C-IV, D-III
- (c) A-IV, B-I, C-III, D-II
- (d) A-II, B-IV, C-I, D-III

Ans.(b)

Sol. Introduction:

In categorical logic, propositions are expressed in four standard forms called A, E, I, O. These propositions form the basis of Aristotelian syllogistic reasoning and the Square of Opposition. Knowing how each type of proposition is symbolized is essential to solve questions related to validity, conversion, obversion, and contraposition in logic.

Information Booster:

Let's decode each form:

(a) A-Proposition (Universal Affirmative)

- Standard form: All S is P
- Example: *All cats are animals.*
- Matches with II → hence A = II

(b) E-Proposition (Universal Negative)

- Standard form: No S is P
- Example: *No dogs are cats.*
- Matches with I → hence B = I

(c) I-Proposition (Particular Affirmative)

- Standard form: Some S is P
- Example: *Some birds are parrots.*
- Matches with IV → hence C = IV

(d) O-Proposition (Particular Negative)

- Standard form: Some S is not P
- Example: *Some students are not attentive.*
- Matches with III → hence D = III

Thus, the correct pairing is:

A-II, B-I, C-IV, D-III → Option (B)

Additional Information:

(a) Universal vs Particular:

- A (All S is P) & E (No S is P) are universal → apply to the entire class.

- I (Some S is P) & O (Some S is not P) are particular → apply to part of the class.
- (b) Affirmative vs Negative:
 - A & I are affirmative (they affirm a relationship).
 - E & O are negative (they deny a relationship).
- (c) Square of Opposition Relations:
 - Contradictories: $A \leftrightarrow O$, $E \leftrightarrow I$ (one must be true, the other false).
 - Contraries: $A \leftrightarrow E$ (both cannot be true, but both can be false).
 - Subcontraries: $I \leftrightarrow O$ (both cannot be false, but both can be true).
 - Subalternation: Truth “flows downwards”: $A \rightarrow I$, $E \rightarrow O$, while falsity “flows upwards”.
- (d) Exam Trick:
 - Remember with mnemonic:
 - A (All) → *All S is P*
 - E (Exclude) → *No S is P*
 - I (Include some) → *Some S is P*
 - O (Oppose some) → *Some S is not P*

Q2. Match List - I with List - II:

List - I	List - II
A. Ad hominem	I. Mistaking correlation for causation
B. Straw man	II. Attacking the person instead of issue
C. False cause	III. Misrepresenting someone's argument
D. Red Herring	IV. Diverting attention to another issue

Choose the correct answer from the options given below:

- (a) A-IV, B-II, C-I, D-III
- (b) A-II, B-III, C-I, D-IV
- (c) A-II, B-I, C-III, D-IV
- (d) A-III, B-II, C-I, D-IV

Ans.(b)

Sol. Introduction:

Logical fallacies are common errors in reasoning that weaken arguments. UGC NET often tests them because they directly connect to critical thinking and communication skills. Identifying these fallacies helps in academic research, debates, and teaching.

Information Booster:

- Ad Hominem (A-II):
 - Means “to the person.”
 - Attacks the person's character instead of addressing the argument.
 - Example: “You can't trust his views on climate change; he failed in school.”
- Straw Man (B-III):
 - Misrepresenting an opponent's argument to make it easier to attack.
 - Example: A says “We should regulate pollution,” B replies, “So you want to shut down all factories?”

- False Cause (C-I):
 - Mistaking correlation for causation.
 - Example: "Whenever I wear my lucky shirt, my team wins. The shirt causes the victory."
- Red Herring (D-IV):
 - Diverts attention away from the real issue.
 - Example: "Why worry about climate change when unemployment is such a big problem?"

Additional Knowledge:

- Fallacies are broadly divided into Formal Fallacies (structural errors in logic) and Informal Fallacies (errors in reasoning/argument content).
- Other examples include:
 - Appeal to Ignorance: Assuming something is true because it hasn't been proven false.
 - Slippery Slope: Assuming one event will lead to extreme outcomes.
- In research and academic writing, avoiding fallacies is essential to maintain credibility.

Q3. Match the informal fallacy (List I) with its specific characteristic of emotional appeal (List II):

List I (Fallacy)	List II (Characteristic)
A. Argumentum ad Baculum	I. Appealing to the pity or sympathy of the listener.
B. Argumentum ad Misericordiam	II. Appealing to the threat of force or negative consequences.
C. Argumentum ad Populum	III. Appealing to the desire to be part of a popular group.
D. Argumentum ad Verecundiam	IV. Appealing to the authority of an unqualified source.

Options:

- (a) A-II, B-I, C-III, D-IV
- (b) A-I, B-II, C-III, D-IV
- (c) A-II, B-IV, C-I, D-III
- (d) A-III, B-I, C-IV, D-II

Ans.(a)

Sol. Correct Option – (a)

Introduction

Informal fallacies often rely on emotional manipulation rather than logical evidence. These are categorized under "Fallacies of Relevance," where the premises are logically irrelevant to the conclusion but psychologically persuasive.

Information Booster

Ad Baculum (Appeal to Force): "Accept this policy or you will be fired." The "reason" is a threat, not logic.

Ad Misericordiam (Appeal to Pity): "I should pass the exam because I have been sick all week." Health status doesn't prove academic competency.

Ad Populum (Bandwagon): "Everyone is buying this crypto-currency, so it must be a good investment."

Ad Verecundiam (Inappropriate Authority): Using a famous actor's opinion to prove a point about molecular biology.

Additional Knowledge

These fallacies are common in advertising and political rhetoric. In UGC NET, identifying the "emotion" (fear, pity, vanity) is the quickest way to find the correct answer.

Q4. Identify the correct statements regarding qualitative research:

- A. In purposive sampling, participants are selected based on specific characteristics relevant to the study.
- B. Triangulation involves using multiple data sources to enhance the credibility of findings.
- C. Member checking is a process where participants validate the researcher's interpretation of data.
- D. Qualitative data analysis often begins during the data collection phase.

Choose the correct answer from the options given below:

- (a) A, B, and C only
- (b) A, B, C, and D
- (c) B, C, and D only
- (d) A, C, and D only

Ans.(b)

Sol. Qualitative research is an interpretive approach aimed at understanding social phenomena through the meanings people assign to them; the correct answer includes all statements (A), (B), (C), and (D).

Information Booster:

Purposive Sampling (Statement A): Unlike quantitative research which relies on random selection, qualitative research uses purposive (or purposeful) sampling. Researchers hand-pick participants who possess specific characteristics or experiences that are central to the research question to ensure "information-rich" cases.

Triangulation (Statement B): To increase the credibility and trustworthiness of the results, researchers use triangulation. This involves cross-checking data from multiple sources (e.g., comparing interview transcripts with field observations) to ensure a comprehensive understanding of the phenomenon.

Member Checking (Statement C): Also known as participant validation, this is a technique where the researcher shares their findings or themes with the participants. It allows the subjects to confirm if the researcher's interpretation accurately reflects their views and experiences, reducing researcher bias.

Ongoing Data Analysis (Statement D): In qualitative studies, data collection and analysis are not linear. Analysis often starts while data is still being collected. This "iterative" process allows the researcher to refine interview questions or pursue new leads based on early findings.

Additional Knowledge: Understanding the Depth of Qualitative Rigor

Subjectivity vs. Objectivity: While quantitative research strives for objectivity, qualitative research acknowledges the subjective nature of reality. The researcher is considered the primary instrument for data collection.

Saturation Point: Researchers continue sampling and collecting data until they reach "saturation," which is the point where no new information or themes are observed in the data.

Transferability vs. Generalizability: Qualitative research does not aim for statistical generalizability. Instead, it aims for transferability, providing enough "thick description" so that readers can determine if the findings apply to their own unique contexts.

Q5. Match List I with List II.

List I (Scale of Measurement)	List II (Example of Variable)
A. Nominal Scale	I. Temperature in Celsius or Fahrenheit
B. Ordinal Scale	II. Type of Transportation (Car, Bus, Bike)
C. Interval Scale	III. Finishing Order in a Race (1st, 2nd, 3rd)
D. Ratio Scale	IV. Reaction Time in Seconds

Choose the correct answer from the options given below:

- (a) (A)–(II), (B)–(III), (C)–(I), (D)–(IV)
 (b) (A)–(I), (B)–(IV), (C)–(II), (D)–(III)
 (c) (A)–(IV), (B)–(II), (C)–(III), (D)–(I)
 (d) (A)–(III), (B)–(I), (C)–(IV), (D)–(II)

Ans.(a)

Sol.

The correct matches for the scales of measurement (NOIR) are:

A. Nominal Scale -> II. Type of Transportation (Car, Bus, Bike): The Nominal scale uses numbers (or labels) purely for classification or categorization. The categories are mutually exclusive, and the order has no meaning. Type of transportation is a set of distinct categories.

B. Ordinal Scale -> III. Finishing Order in a Race (1st, 2nd, 3rd): The Ordinal scale classifies and ranks objects or events based on some characteristic (order/ranking). The difference between ranks is not necessarily equal (the time gap between 1st and 2nd might be different from 2nd and 3rd).

C. Interval Scale -> I. Temperature in Celsius or Fahrenheit: The Interval scale has equal intervals between units, allowing for meaningful addition and subtraction. However, it lacks a true zero point (zero degrees Celsius does not mean the absence of heat).

D. Ratio Scale -> IV. Reaction Time in Seconds: The Ratio scale possesses all the properties of the interval scale, plus a true zero point. A reaction time of zero seconds means the complete absence of time taken, allowing for meaningful ratios (e.g., 4 seconds is twice as long as 2 seconds).

The correct match sequence is A-II, B-III, C-I, D-IV.

Information Booster:

Scale	Key Properties	Example Statistical Measures
Nominal (A)	Classification only	Mode, Frequency
Ordinal (B)	Classification + Order/Rank	Median, Rank-Order Correlation
Interval (C)	Classification + Order + Equal Intervals	Mean, Standard Deviation, t-tests, ANOVA
Ratio (D)	Classification + Order + Equal Intervals + True Zero	All Interval statistics + Geometric Mean, Coefficient of Variation

Q6. According to the National Credit Framework (NCrF), the credit level earned after obtaining a Bachelor's degree (three years of undergraduate programme) will be:

- (a) 7
 (b) 5.5
 (c) 6.5
 (d) 5

Ans.(b)

Sol.

According to the National Credit Framework (NCrF), the credit level corresponding to a Bachelor's degree, typically completed through a three-year undergraduate program, is 5.5. The NCrF establishes a unified system to assign credits to different educational and vocational qualifications, ensuring standardization and portability across various learning domains.

The NCrF specifies credit levels ranging from 1 (basic education) to 8 (doctoral degree or equivalent). A three-year Bachelor's degree corresponds to Level 5.5, indicating the completion of undergraduate education and providing a benchmark for further academic or vocational progress.

The framework emphasizes integrating academic learning with vocational and experiential achievements to enhance flexibility and recognition of diverse learning pathways.

Information Booster:

National Credit Framework: Bridges academic and vocational learning, recognizing formal and informal education.

Credit Level 5.5: Specific to Bachelor's degree programs, enabling academic mobility.

Lifelong Learning: Facilitates recognition of prior learning and supports upskilling and reskilling.

Alignment with NEP 2020: Promotes multidisciplinary education and holistic development.

Global Comparability: Aligns with international credit systems for seamless recognition.

Integration of Skills: Encourages vocational and co-curricular learning alongside academics.

Q7. The concept of "Academic Bank of Credits (ABC)" introduced in the National Education Policy 2020 is a revolutionary step in the evolution of the Indian higher education system because it:

- (a) Replaces the UGC with a more digital-friendly regulatory body.
- (b) Provides student loans at a subsidized interest rate.
- (c) Allows for multiple entry and exit points with the storage of academic credits.
- (d) Mandates the closure of all single-stream universities.

Ans.(c)

Sol.

Correct Option – (c)

Introduction: This question evaluates the understanding of a key flexibility-enhancing mechanism in the NEP 2020, which represents the latest evolutionary stage of the system.

Information Booster: The Academic Bank of Credits (ABC) is a digital repository that allows students to store their academic credits earned from various recognized Higher Education Institutions (HEIs). Its revolutionary aspect is that it facilitates a flexible four-year undergraduate program where students can enter and exit with a certificate (after 1 year), diploma (after 2 years), or a degree (after 3 or 4 years). The credits earned are digitally stored and can be transferred, allowing students to move between institutions and resume their education without losing progress. This breaks the rigidity of the traditional linear degree structure.

Additional Knowledge: The ABC is a core component of the NEP's vision for a "student-centric" and flexible system. It is inspired by credit transfer systems in countries like the United States and is intended to integrate vocational and academic education seamlessly.

Q8. Which of the following anthropogenic activities primarily contribute to the enhanced greenhouse effect and climate change?

- A. Deforestation for agriculture
- B. Use of fertilizers containing Nitrous Oxide (N_2O)
- C. Burning of fossil fuels (coal, oil, gas)
- D. Shifting to renewable energy sources like solar and wind
- E. Reforestation efforts

Choose the correct answer from the options given below:

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

Ans.(a)

Sol. Introduction:

- The question pertains to the Human and Environment Interaction, specifically focusing on Anthropogenic activities and their impacts on the environment.
- It requires identifying activities that actively cause the enhanced greenhouse effect and climate change, distinguishing them from mitigation efforts.
- The three correct options cover major human sectors—Land Use Change, Agriculture, and Energy—that significantly drive the increase in atmospheric Greenhouse Gas (GHG) concentrations, thus enhancing the planet's heat-trapping capacity.

Information Booster:

Activity	GHG(s) Generated	Sector/Mechanism
A. Deforestation	CO_2	Land Use Change: Clearing forests releases stored carbon and eliminates a vital natural carbon sink.
B. Use of fertilizers	N_2O	Agriculture: Microbial action on synthetic nitrogen fertilizers releases potent Nitrous Oxide N_2O
C. Burning of fossil fuels	CO_2, CH_4	Energy: Combusting coal, oil, and gas rapidly transfers geologically stored carbon into the active carbon cycle.

Q9. Arrange the following major international agreements in the correct chronological order of their adoption (from earliest to most recent):

- A. Kyoto Protocol (1997)
- B. Vienna Convention for the Protection of the Ozone Layer (1985)
- C. Paris Agreement (2015)
- D. United Nations Framework Convention on Climate Change (UNFCCC) (1992)

Choose the option that represents the correct chronological sequence:

- (a) $A \rightarrow D \rightarrow B \rightarrow C$
- (b) $B \rightarrow D \rightarrow A \rightarrow C$
- (c) $B \rightarrow A \rightarrow D \rightarrow C$
- (d) $D \rightarrow B \rightarrow A \rightarrow C$

Answer: B

Sol. Introduction:

- The question requires arranging four landmark international agreements based on their year of adoption, tracing the global community's evolving response to major environmental crises: the depletion of the ozone layer and climate change.

Information Booster:

- The first step is to identify the year of adoption for each agreement:

Agreement	Option	Year of Adoption	Core Focus
Vienna Convention for the Protection of the Ozone Layer	B	1985	Framework for protecting the Ozone Layer.
United Nations Framework Convention on Climate Change	D	1992	Framework to stabilize Greenhouse Gas concentrations.
Kyoto Protocol	A	1997	Legally binding emission reduction targets for developed countries.
Paris Agreement	C	2015	Universal agreement for all countries to contribute to climate mitigation (NDCs).

- Therefore, the correct chronological order from earliest to most recent is:
- B (1985)→D (1992)→A (1997)→C (2015)
- The relationship between the options in the question illustrates this perfectly:
- Vienna Convention (1985) is the framework for Ozone.
- The Montreal Protocol (1987) is the action protocol for Ozone.
- UNFCCC (1992) is the framework for Climate Change.
- The Kyoto Protocol (1997) and Paris Agreement (2015) are the action protocols/agreements for Climate Change.

Q10. Which of the following are differences between Modified Mercalli Scale (MMS) and Richter Scale (RS)?

- A. RS measures the energy released while MMS measures both energy and devastation
- B. RS uses linear scale while MMS uses logarithmic scale
- C. Value of RS is constant in an earthquake while MMS varies depending upon distance
- D. Levels in RS is more than MMS

Choose the most appropriate answer from the options given below:

- (a) A and B only
- (b) B and C only
- (c) C and D only
- (d) A and C only

Ans.(d)

Sol. Introduction: This question asks to identify the differences between the Modified Mercalli Scale (MMS) and the Richter Scale (RS), both of which are used to describe earthquakes but measure different aspects. Understanding these distinctions is crucial in seismology.

Information Booster: Let's analyze each statement:

- A. RS measures the energy released while MMS measures both energy and devastation.
 - Richter Scale (RS): Measures the magnitude of an earthquake, which is a quantitative measure related to the energy released at the earthquake's source. It quantifies the size of the seismic waves.
 - Modified Mercalli Scale (MMS): Measures the intensity of an earthquake. Intensity describes the observable effects of an earthquake at a particular location, including how much shaking is felt by people and the degree of damage caused to structures and the ground (devastation). It's a qualitative measure based on observed effects.
 - Therefore, this statement correctly identifies a key difference: RS measures magnitude (energy released), while MMS measures intensity (effects/devastation). This statement is TRUE.
- B. RS uses linear scale while MMS uses logarithmic scale.
 - Richter Scale (RS): Is a logarithmic scale. Each whole number increase on the Richter scale represents a tenfold increase in the amplitude of seismic waves and approximately a 32-fold increase in the energy released.
 - Modified Mercalli Scale (MMS): Is an ordinal scale with 12 levels (I to XII), based on qualitative observations. It is not a logarithmic scale in the mathematical sense; it's a descriptive scale of effects.
 - Therefore, this statement is incorrect because RS uses a logarithmic scale, not a linear one. This statement is FALSE.
- C. Value of RS is constant in an earthquake while MMS varies depending upon distance.
 - Richter Scale (RS): The magnitude of a given earthquake, as measured by the Richter scale, is generally considered a single, constant value for that specific earthquake event, regardless of where it is measured (though slight variations can occur due to local geology or instrumentation). It describes the earthquake's size at its source.
 - Modified Mercalli Scale (MMS): The intensity of an earthquake, as measured by the MMS, varies significantly with distance from the epicenter. The shaking and damage are typically strongest near the epicenter and decrease as one moves further away.
 - Therefore, this statement correctly identifies another key difference. This statement is TRUE.
- D. Levels in RS is more than MMS.
 - Richter Scale (RS): Is an open-ended, continuous scale, typically ranging from values near 0 to over 9 (though higher magnitudes are rare). It's not divided into discrete "levels" in the same way.
 - Modified Mercalli Scale (MMS): Has 12 distinct levels, represented by Roman numerals (I to XII), each corresponding to a specific set of observed effects.
 - Comparing "levels" directly is misleading. MMS has 12 defined levels. RS is a continuous numerical scale. This statement is ambiguous and generally considered FALSE in the context of defined levels.

Additional Knowledge:

- Magnitude vs. Intensity: This is the most fundamental distinction. Magnitude (Richter) tells you *how big* the earthquake was at its source (like the wattage of a light bulb). Intensity (Mercalli) tells you *how much it was felt or what damage it caused* at a specific location (like how bright the light bulb appears in different rooms).
- Measurement Basis: Richter uses seismograph readings (quantitative). Mercalli uses observations, interviews, and damage reports (qualitative/descriptive).
- Scales: Richter is logarithmic. Mercalli is ordinal/descriptive, not mathematical.

- **Variability:** Magnitude is a single value for an earthquake. Intensity varies from place to place.
- **Evolution:** The Richter scale has largely been superseded by the Moment Magnitude Scale (Mw) for large earthquakes, as Mw provides a more accurate measure of the total energy released. However, the Richter scale remains widely known and used for smaller earthquakes. The Mercalli scale is still widely used to describe the local effects of earthquakes.

Q11. G is the brother of F. E is the father of K. C is the daughter of A. F is the mother of E. C is the sister of E. How is G related to A?

- (a) Wife's brother
- (b) Sister's husband
- (c) Husband's sister
- (d) Brother's wife

Ans.(a)

Sol. Given:

G is the brother of F.

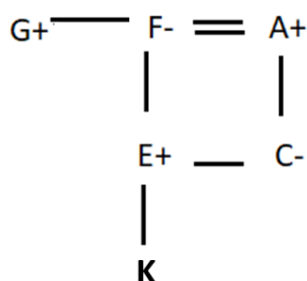
E is the father of K.

C is the daughter of A.

F is the mother of E.

C is the sister of E.

Symbol in Diagram	Meaning
- / O	Female
+ / □	Male
=	Married Couple
—	Siblings
	Difference Of Generation



So, G is A's wife's brother.

Thus, the correct option is: (a)

Q12. Which number will replace the question mark (?) in the following series?

11, 17, 28, 51, 96, 187, 368, ?

(a) 792

(b) 713

(c) 731

(d) 729

Ans.(c)

Sol. Given: 11, 17, 28, 51, 96, 187, 368, ?

Logic: Each term is roughly double the previous one, with alternating -5 and -6:

$$11 \times 2 - 5 = 17$$

$$17 \times 2 - 6 = 28$$

$$28 \times 2 - 5 = 51$$

$$51 \times 2 - 6 = 96$$

$$96 \times 2 - 5 = 187$$

$$187 \times 2 - 6 = 368$$

Next step (continue the pattern, now -5):

$$368 \times 2 - 5 = 736 - 5 = 731$$

Thus, the correct option is (C) 731.

Q13. Arrange the following landmark education policies/commissions of post-independence India in the chronological order of their establishment/submission:

A. National Education Policy (NEP) 2020

B. Radhakrishnan Commission

C. Kothari Commission

D. National Policy on Education (NPE) 1986

Choose the correct answer:

(a) D, A, B, C

(b) C, B, A, D

(c) A, D, B, C

(d) B, C, D, A

Ans.(d)

Sol. The correct chronological order (earliest to latest) is: B (1948-49), C (1964-66), D (1986), A (2020).
Information Booster:

B. Radhakrishnan Commission (1948-49): Focused primarily on higher education and recommended integrating secondary and higher education more closely. Its key recommendation was the formation of the University Grants Commission (UGC).

C. Kothari Commission (1964-66): Recommended the famous "Education and National Development" strategy, proposing the uniform 10+2+3 structure nationwide and emphasizing the modernization of education.

D. National Policy on Education (NPE) 1986: Aimed at establishing a national system of education, promoting equity, and launching specific schemes like Operation Blackboard for primary schools and the establishment of Navodaya Vidyalayas.

A. National Education Policy (NEP) 2020: The current policy, which proposes replacing the 10+2 system with a 5+3+3+4 curricular structure and aims for universalization of education from pre-school to secondary level.

Additional Information:

The Radhakrishnan Commission (B) heavily influenced the structure of universities and stressed the need for liberal education to foster citizenship.

The Kothari Commission (C) emphasized the link between education and national goals, advocating for common schools, vocationalization, and increasing the expenditure on education to 6% of GDP.

The NPE 1986 (D) was reviewed in 1992 by the Acharya Ramamurti Committee, leading to modifications to the policy.

The NEP 2020 (A) also focuses on multidisciplinary, a regulatory structure with a single regulator for higher education (excluding legal and medical), and phasing out the affiliation system over 15 years.

Q14. Which of the following statements A–D are correct?

A. Amount on Rs. 5000 at 10% compound interest for 3 years = Rs. 6655.

B. If A does $\frac{1}{3}$ of a work in 5 days, the full work takes 15 days.

C. Successive discounts 20% and 30% give a net discount of 44%.

D. The smallest 5-digit multiple of 72 is 10020.

(a) A and B only

(b) B and C only

(c) A, B and C only

(d) A, B, C and D

Ans.(c)

Sol. Correct option: (c)

Solution:

A: Amount = $5000(1.10)^3 = 5000 \times 1.331 = 6655 \rightarrow \text{True}$.

B: If $\frac{1}{3}$ of work takes 5 days \rightarrow total = $3 \times 5 = 15$ days $\rightarrow \text{True}$.

C: Net factor = $0.8 \times 0.7 = 0.56 \rightarrow$ net discount = $1 - 0.56 = 0.44 = 44\% \rightarrow \text{True}$. D: $10000 \div 72 \approx 138.888...$
 \rightarrow next integer multiple = $139 \times 72 = 10008 \rightarrow \text{False}$.

A, B and C only \rightarrow option (c).

Q15. Match LIST-I with LIST-II

LIST-I (n, p)	LIST-II (Mean and SD)
A. n = 10, p = 0.4	I. 2.4 and 1.385
B. n = 6, p = 0.3	II. 1.8 and 1.095
C. n = 12, p = 0.2	III. 4.0 and 1.549
D. n = 8, p = 0.5	IV. 4.0 and 1.414

1. A-II, B-III, C-I, D-IV
 (b) A-III, B-II, C-I, D-IV
 (c) A-II, B-I, C-IV, D-III
 (d) A-IV, B-III, C-I, D-II

Ans.(b)

Sol. Correct Answer: (b)

Solution:

Mean = np ; SD = \sqrt{npq}

- A: $10 \times 0.4 = 4.0$; SD = $\sqrt{2.4} = 1.549 \rightarrow$ III
- B: $6 \times 0.3 = 1.8$; SD = $\sqrt{1.26} = 1.095 \rightarrow$ II
- C: $12 \times 0.2 = 2.4$; SD = $\sqrt{1.92} = 1.385 \rightarrow$ I
- D: $8 \times 0.5 = 4.0$; SD = $\sqrt{2.0} = 1.414 \rightarrow$ IV

Correct mapping \rightarrow A-III, B-II, C-I, D-IV

Q16. Considering the principles of the Psychomotor Domain of Bloom's Taxonomy (Harrow/Simpson/Dave), which of the following statements are correct objectives for a practical skill-based educational program?

- I. The learner will be able to perform a complete task with a high degree of speed and accuracy (Articulation/Precision).
- II. The learner will develop a generalized tendency to apply the skill willingly and consistently (Characterization).
- III. The learner will create new, original, and efficient methods for performing the task (Adaptation/Naturalization).
- IV. The learner will internalize the value of neatness and precision in execution (Valuing).

Options:

- (a) II and III only
- (b) I, II, and III only
- (c) I, III, and IV only
- (d) I and III only

Ans.(d)

Sol.

Correct Option – (d)

Introduction: The Psychomotor Domain focuses on objectives related to manual and physical skills, coordination, and speed. It is distinct from the Cognitive (knowledge) and Affective (attitude) domains.

Information Booster:

Statement I (Correct): Precision (Dave's classification) or Articulation (Simpson's classification) involves performing a skill accurately, quickly, and flawlessly, demonstrating mastery. This is a primary psychomotor objective.

Statement II (Incorrect): Developing a *generalized tendency* and *consistency* across different situations is the goal of Characterization, which belongs to the Affective Domain, not the Psychomotor Domain.

Statement III (Correct): The highest levels, Adaptation and Naturalization (or Origination), involve modifying existing skills to meet new challenges or creating entirely new movement patterns that are highly efficient, demonstrating mastery and innovation.

Statement IV (Incorrect): Internalizing the *value* of neatness and precision is an attitude or emotional objective, which belongs to the Affective Domain (Valuing or Organization), not the psychomotor skill execution itself.

Additional Knowledge: In a teaching program for technical education (e.g., a B.Tech program), the cognitive objectives are handled by lectures, affective objectives by ethics and attitude development, and psychomotor objectives by laboratory work and practicals.

Q17. Arrange the following steps in the general sequence of a learner's psychological process of acquiring, processing, and retaining new information:

1. Encoding
 2. Retrieval
 3. Storage
 4. Attention/Perception
- (a) 4, 1, 3, 2
 - (b) 1, 4, 3, 2
 - (c) 4, 3, 1, 2
 - (d) 1, 2, 3, 4

Ans.(a)

Sol.

Correct Option – (a)

INTRODUCTION: The learning process, according to cognitive psychology, is an information-processing system similar to a computer, involving distinct stages to move data from the sensory environment into long-term memory and back.

INFORMATION BOOSTER: The process of human memory and learning follows this distinct chronological order:

1. 4. Attention/Perception: The initial stage where the sensory data is noticed and selected by the learner from the environment.
2. 1. Encoding: The process of converting the perceived information into a usable mental construct code that can be retained in memory e.g., associating a word with an image.
3. 3. Storage: The retention of the encoded information over time, placing it into short-term or long-term memory.
4. 2. Retrieval: The act of locating and accessing the stored information when needed for application or recognition.

ADDITIONAL KNOWLEDGE: If encoding 1 is faulty or shallow, retrieval 2 will be difficult, even if the information was stored 3. The quality of attention 4 is crucial for effective encoding.

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Q18. Arrange the three conventional levels of teaching in the correct ascending order of cognitive complexity i.e., from the least thoughtful level to the most thoughtful level:

1. Memory Level ML
2. Reflective Level RL
3. Understanding Level UL

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

Ans.(c)

Sol.

Correct Option – (c)

INTRODUCTION: The Levels of Teaching Model provides a framework for instructional planning, spanning from simple rote memorization to complex problem-solving. This hierarchy is based on the psychological maturity and cognitive capacity demanded of the learner at each stage.

INFORMATION BOOSTER: The established psychological and pedagogical hierarchy of teaching levels is:

1. 1. Memory Level ML: Concerned with retention and recall of facts Rote Learning. Taught by Herbart.
2. 3. Understanding Level UL: Concerned with grasping the meaning, comprehension, and seeing relationships between facts. Taught by Morrison.
3. 2. Reflective Level RL: Concerned with critical thinking, analysis, and solving real-life problems by generating insights. Taught by Hunt. This is the highest level, where the learner moves toward the problem-solving approach.

ADDITIONAL KNOWLEDGE: The role of the teacher changes dramatically across these levels: the teacher is dominant and autocratic at the Memory Level, acts as a supportive guide at the Understanding Level, and serves as a democratic facilitator at the Reflective Level.

Q19. Arrange the levels of the Revised Cognitive Domain (Anderson & Krathwohl) in the correct ascending order of complexity:

1. Applying,
2. Understanding,
3. Creating,
4. Analyzing,
5. Remembering,
6. Evaluating.

Choose the correct sequence:

- (a) 5, 2, 1, 6, 4, 3
- (b) 5, 1, 2, 4, 6, 3
- (c) 5, 2, 1, 4, 6, 3
- (d) 2, 5, 1, 4, 6, 3

Ans.(c)

Sol.

Correct Option – (c)

Introduction: The Revised Cognitive Domain represents a hierarchy of increasing cognitive complexity, where mastery of a lower level is generally prerequisite to engaging in the next higher level.

Information Booster (Ascending Order):

1. Remembering (5)
2. Understanding (2)
3. Applying (1)
4. Analyzing (4)
5. Evaluating (6)
6. Creating (3)

Additional Knowledge: This sequence is widely used today for framing learning objectives (e.g., in a lesson plan, a teacher might first ask students to Remember facts, then to Understand their meaning, and finally to Create a new product based on them).

Q20. Identify the correct statements regarding MOOCs in India:

1. NPTEL is the oldest MOOC initiative in India.
2. SWAYAM was launched before NPTEL.
3. ARPIT is a teacher training initiative under SWAYAM.
4. UGC does not recognize credits earned via MOOCs.

Choose the correct code:

- (a) 1 and 3 only
- (b) 2 and 4 only
- (c) 1, 2 and 3 only
- (d) 1, 3 and 4 only

Ans.(a)

Sol. Correct Option - (a)

Introduction: Massive Open Online Courses (MOOCs) in India have revolutionized access to higher education, especially through government-backed platforms like NPTEL and SWAYAM. These platforms provide quality education to a wide audience and offer flexibility in learning.

Information Booster: Let's examine each statement:

Statement 1: NPTEL is the oldest MOOC initiative in India. True. NPTEL (National Programme on Technology Enhanced Learning) was launched in 2003 as a joint initiative by the IITs and IISc. It initially began as a project to provide video lectures in engineering disciplines and later expanded into a full-fledged MOOC platform.

Statement 2: SWAYAM was launched before NPTEL. False. SWAYAM was launched in 2017, much after NPTEL. Hence, NPTEL predates SWAYAM.

Statement 3: ARPIT is a teacher training initiative under SWAYAM. True. ARPIT (Annual Refresher Programme in Teaching) is a government initiative under SWAYAM for faculty development. It helps in upgrading teaching skills through MOOCs.

Statement 4: UGC does not recognize credits earned via MOOCs. False. UGC issued a regulation in 2016 allowing students to earn up to 40% credits through SWAYAM MOOCs, making this statement incorrect.

Additional Information:

NPTEL functions under the National Coordinator role for technical courses on SWAYAM.

ARPIT offers MOOCs specifically tailored for higher education teachers and is recognized by UGC for promotion requirements.

Q21. Match List-I with List-II:

List - I	List - II
A. Learner-cantered approach	I. Competency-Based Education
B. Self-paced learning	II. Montessori Method
C. Mastery learning	III. Programmed Instruction
D. Behavioural objectives	IV. Bloom's Taxonomy

Choose the correct answer from the options given below:

- (a) A-III, B-II, C-I, D-IV
- (b) A-II, B-III, C-I, D-IV
- (c) A-II, B-I, C-III, D-IV
- (d) A-IV, B-II, C-I, D-III

Ans.(b)

Sol. Correct Option – (b)

Introduction: Matching questions test conceptual clarity about educational theories, instructional design, and methodology. This question connects approaches/methods with their key educational frameworks or origins.

Information Booster:

A-II: Montessori Method emphasizes a learner-centered approach where the child's needs and pace dictate learning activities.

B-III: Programmed Instruction allows students to proceed at their own pace, making it self-paced learning.

C-I: Competency-Based Education focuses on mastery learning — ensuring learners demonstrate required skills before moving forward.

D-IV: Bloom's Taxonomy is often used to frame behavioural objectives for measurable learning outcomes.

Additional Information:

Learner-centered approaches reduce teacher dominance, encouraging student autonomy.

Programmed Instruction is often linked to B.F. Skinner's principles of reinforcement.

Bloom's Taxonomy has cognitive, affective, and psychomotor domains.

Q22. Identify the correct statements about p-values in hypothesis testing.

- (A) A p-value is the probability that the null hypothesis is true.
- (B) A smaller p-value provides stronger evidence against the null hypothesis.

(C) A p-value less than the significance level (α) leads to rejection of the null hypothesis.

(D) A p-value can be greater than 1.

Choose the correct answer from the options given below:

(a) (A) and (C) Only

(b) (B) and (C) Only

(c) (A), (B) and (C) Only

(d) (B) and (D) Only

Ans.(b)

Sol. The p-value is a statistical measure used to determine the strength of evidence against the null hypothesis; in this context, the correct statements are that a smaller p-value provides stronger evidence against the null hypothesis and a p-value less than the significance level (α) leads to its rejection.

Information Booster:

Evidence Against the Null: A p-value quantifies how "extreme" your observed data is, assuming the null hypothesis (H_0) is true. Therefore, the smaller the p-value, the more unlikely it is that your results occurred by random chance, providing stronger evidence to support the alternative hypothesis.

Decision Rule ($p < \alpha$): In formal hypothesis testing, we compare the p-value to a pre-determined significance level, denoted as α (usually 0.05). If the p-value is less than or equal to α , the result is considered statistically significant, and we reject the null hypothesis.

Probability of Observed Results: It represents the probability of obtaining test results at least as extreme as the results actually observed, under the assumption that the null hypothesis is correct.

Additional Knowledge:

Not the Probability of the Null being True: A common misconception is that the p-value is the "probability that the null hypothesis is true." This is incorrect. In frequentist statistics, the null hypothesis is either true or false (it is not a random variable). The p-value only tells us about the compatibility of the data with the hypothesis, not the truth of the hypothesis itself.

Probability Range (0 to 1): By definition, a p-value is a probability. Therefore, it must always fall within the range of 0 and 1. It is mathematically impossible for a p-value to be greater than 1. If a calculation yields a result greater than 1, it indicates a computational error.

Effect Size vs. P-value: It is important to note that a small p-value does not necessarily mean the effect is "large" or practically important; it only means the effect is statistically unlikely to be zero.

Q23. Which institution recently signed an MoU with Assam Rifles to advance drone technology for defence applications?

(a) IIT Guwahati

(b) IIIT Manipur

(c) DRDO Hyderabad

(d) NIT Silchar

Ans.(b)

Sol. The correct answer is: (b) IIIT Manipur

Explanation:

- Assam Rifles signed an MoU with the Indian Institute of Information Technology (IIIT) Manipur at Mantripukhri.
- The partnership focuses on drone-based surveillance, reconnaissance, and logistics support.
- This marks an important defence-academia collaboration in the Northeast region.

Information Booster:

- MoU formalized in presence of Maj Gen Ravroop Singh, IG Assam Rifles (South).
- Includes DGCA-certified drone training courses.
- Around 80 participants attended the inaugural training session.
- Advanced Drone Training and Refresher Course launched under this initiative.

Additional Knowledge:

- Assam Rifles, India's oldest paramilitary force, is responsible for border security and counter-insurgency in the Northeast.
- IIIT Manipur was established in 2015 under the PPP model.

Q24. With respect to RAM and ROM, which of the following statements are true?

- (A) ROM is Real optical memory.
- (B) RAM stores the instructions you are currently working on.
- (C) ROM stores the BIOS.
- (D) RAM allows the user to read and write data.
- (E) Both RAM and ROM lose their data when the power is turned off.

Choose the correct answer from the options given below:

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

Ans.(b)

Sol.

The correct answer is (B), (C) and (D) only.

RAM stores data that is actively being worked on, such as currently running programs. RAM is read-write memory, which means users can read from and write to it during computer operations.

ROM is non-volatile and stores critical data, such as the BIOS (Basic Input/Output System) that helps start the computer. ROM is read-only memory, which retains information even without power.

Information Booster

1. RAM (Random Access Memory): RAM is a volatile memory that loses its contents when the system is powered off. It holds temporary data that is actively being used by the computer's CPU.
2. ROM (Read-Only Memory): ROM is non-volatile and contains essential instructions for booting the computer, such as the BIOS. It retains its content even when the computer is turned off.
3. Difference between RAM and ROM: RAM is designed for fast data access and is writable, whereas ROM is permanent storage designed for critical system instructions.

Q25. Which of the following statements about the URL given below are correct?

<https://www.mygov.in/index.html>

- A. http is the name of the protocol and stands for HyperText Transaction Protocol
- B. in is a top-level domain name and represents a website hosted in India
- C. mygov. is a second-level domain name in the name of the website.

Choose the most appropriate answer from the options given below:

- (a) A and B only
- (b) A and C only
- (c) B and C only
- (d) A, B and C

Ans.(c)

Sol.

- A. Incorrect. The correct full form is HyperText Transfer Protocol, not HyperText Transaction Protocol.
- B. Correct. The ".in" domain is a country-code top-level domain (ccTLD) representing India.
- C. Correct. "mygov" is the second-level domain in this URL.

Q26. Arrange the following steps of Data Transmission in the correct order:

- A. Encoding the data into signals
- B. Data is processed by the sending device
- C. Transmission of signals over the medium
- D. Reception of signals by the receiving device
- E. Decoding the signals into usable data

Options:

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

Ans.(a)

Sol. Correct Option: (a)

Introduction: Data transmission ensures that digital information is sent accurately from one device to another.

Information Booster:

1. B – Data is processed by the sending device.
2. A – Encoding into signals (electrical, optical, or radio).
3. C – Transmission over the medium (wired/wireless).
4. D – Reception by the receiving device.
5. E – Decoding into usable form.

Additional Information: Encoding must precede transmission; raw binary cannot travel efficiently without conversion.

Q27. Arrange the following computer memory types in increasing order of their data access speed (Slowest to Fastest):

1. Cache Memory
2. Secondary Storage (HDD)
3. RAM (Main Memory)
4. CPU Registers
5. SSD

- (a) 2, 5, 3, 1, 4
(b) 5, 2, 3, 1, 4
(c) 2, 5, 1, 3, 4
(d) 4, 1, 3, 5, 2

Ans.(a)

Sol.

Correct Option – (a)

Introduction: Memory hierarchy is a design concept in computer architecture that organizes storage based on response time. There is an inverse relationship between access speed and storage capacity.

Information Booster:

HDD (Magnetic): Slowest due to moving mechanical parts.

SSD (Flash): Faster than HDD as it has no moving parts but slower than volatile memory.

RAM: Volatile main memory with high speed but limited capacity.

Cache: Located near or on the CPU to reduce access time for frequently used data.

Registers: Located inside the CPU; these are the fastest storage units in a computer system.

Additional Knowledge: While speed increases from HDD to Registers, the cost per bit also increases significantly. Registers are used for immediate execution of instructions, whereas HDD is for long-term data retention.

Q28. Arrange these programming languages from oldest to most recent based on their inception:

1. Python
 2. Fortran
 3. C
 4. Java
- (a) 2, 3, 1, 4
(b) 2, 1, 3, 4
(c) 3, 2, 4, 1
(d) 2, 3, 4, 1

Ans.(a)

Sol.

Correct Option – (a)

Detailed Solution:

Introduction: Programming languages have evolved from Low-Level Languages (which look like machine code) to High-Level Languages (which look more like English) to make software development faster and less prone to errors.

Information Booster: * Fortran (1957): Short for *Formula Translation*. It was designed by John Backus at IBM for complex scientific, mathematical, and statistical calculations.

C (1972): Developed by Dennis Ritchie at Bell Labs. It is a "structured" language and is so powerful that most modern operating systems (like Windows and Linux) are written in C.

Python (1991): Designed by Guido van Rossum to be easy to read and write. It is now the leading language for Artificial Intelligence and Data Science.

Java (1995): Created by James Gosling at Sun Microsystems. Its "Write Once, Run Anywhere" (WORA) capability meant it could run on any device with a Java Virtual Machine (JVM).

Additional Knowledge: In recent years, Python has surpassed Java in popularity due to its extensive libraries (like NumPy and TensorFlow) used in AI development.

Q29. Match the following generations of computers (Column A) with their defining technological characteristic (Column B):

Column A: Generation	Column B: Defining Technological Characteristic
1. First Generation	A. Use of Artificial Intelligence (AI) and Parallel Processing
2. Second Generation	B. Use of Integrated Circuits (ICs)
3. Third Generation	C. Use of Vacuum Tubes
4. Fifth Generation	D. Use of Transistors

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

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

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

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

Ans.(a)

Sol.

Correct Option – (a)

Introduction: The classification of computers into "generations" provides a framework for understanding the rapid technological advancements that have led to the exponential growth in computing power and accessibility. Each generation is marked by a fundamental hardware innovation.

Information Booster:

1. First Generation (1940-1956) - C: The defining technology was the Vacuum Tube. These computers were enormous, consumed vast amounts of electricity, generated immense heat, and were unreliable. Examples include ENIAC and UNIVAC.

2. Second Generation (1956-1963) - D: Transistors replaced vacuum tubes. Transistors were smaller, faster, more reliable, and more energy-efficient. This led to computers that were more compact and powerful, with programming moving from machine language to assembly and early high-level languages like FORTRAN and COBOL.

3. Third Generation (1964-1971) - B: The invention of the Integrated Circuit (IC) was the hallmark of this era. ICs packed multiple transistors onto a single silicon chip, drastically reducing the size and cost

of computers while increasing their speed and efficiency. This period saw the emergence of operating systems and the minicomputer.

4. Fifth Generation (Present and Beyond) - A: This generation is based on Artificial Intelligence (AI) and Parallel Processing. The goal is to develop machines capable of natural language processing, learning, and self-organization, moving beyond number-crunching to reasoning and problem-solving.

Additional Knowledge: The Fourth Generation (1971-Present) is defined by the Microprocessor, which placed an entire CPU on a single chip. This innovation led to the personal computer (PC) revolution. The lines between generations are now blurring, with advancements in quantum computing, nanotechnology, and bio-chips potentially signaling the dawn of a sixth generation.

Q30. Match the List I with List II

List I (Film City)		List II (Location)	
A.	Innovative Film City	I.	Hyderabad
B.	Ramoji Film City	II.	Bengaluru
C.	Prayag Film City	III.	Kolkata
D.	MGR Film City	IV.	Chennai

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

(b) A-II, B-I, C-III, D-IV

(c) A-I, B-II, C-III, D-IV

(d) A-I, B-II, C-IV, D-III

Ans.(b)

Sol.

- A. Innovative Film City is located in Bengaluru, Karnataka (Option II).
- B. Ramoji Film City is located in Hyderabad, Telangana (Option I).
- C. Prayag Film City is located in Kolkata, West Bengal (Option III).
- D. MGR Film City is located in Chennai, Tamil Nadu (Option IV).

Information Booster:

(a) Innovative Film City, located in Bengaluru, is a popular tourist destination with various attractions related to films and entertainment.

(b) Ramoji Film City in Hyderabad is one of the largest film studio complexes in the world, hosting film shoots and offering a variety of entertainment services.

(c) Prayag Film City, located in Kolkata, is known for being a hub for film production and hosting various cultural events.

(d) MGR Film City, located in Chennai, is named after the famous actor and former Chief Minister of Tamil Nadu, M.G. Ramachandran (MGR), and is a center for Tamil film production.

Q31. Match the following types of communication barriers with their examples:

List I (Barrier Type)	List II (Example)
A. Physical Barrier	1. A speaker using complex jargon in a speech
B. Semantic Barrier	2. A listener's emotional distress

C. Psychological Barrier	3. Loud construction noise outside a classroom
D. Organizational Barrier	4. A rigid chain of command in a company

Options:

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

Ans.(a)

Sol. Correct Option – (a)

Introduction: Communication barriers can be categorized into different types, each with specific characteristics and real-life examples. Matching-type questions test whether learners can correctly connect the theoretical barrier category with the practical example.

Information Booster:

A-3 (Physical): Construction noise outside = physical obstruction to hearing.

B-1 (Semantic): Use of jargon = word meanings not understood by all.

C-2 (Psychological): Emotional distress = preoccupied mind, prevents listening.

D-4 (Organizational): Rigid hierarchy = formal structure restricts free flow of messages.

Additional Knowledge: Such barriers often overlap. For instance, jargon (semantic) can also create psychological frustration. NET-level exams test your ability to differentiate primary classification.

Q32. Match List I with List II:

List I – Form of Communication	List II – Example
(A) Intra-personal	(I) Fulfilling task needs
(B) Inter-personal	(II) Persuasion of large audiences
(C) Team	(III) Judging your own actions
(D) Public	(IV) Establishing personal relations

Choose the correct answer from the options given below:

- (a) (A)-(I), (B)-(II), (C)-(III), (D)-(IV)
- (b) (A)-(II), (B)-(III), (C)-(IV), (D)-(I)
- (c) (A)-(IV), (B)-(I), (C)-(II), (D)-(III)
- (d) (A)-(III), (B)-(IV), (C)-(I), (D)-(II)

Ans.(d)

Sol. The correct matches between forms of communication and their examples are:

(A) Intra-personal → (III) Judging your own actions: Intra-personal communication involves self-reflection and evaluation, such as assessing one's actions or decisions.

(B) Inter-personal → (IV) Establishing personal relations: Inter-personal communication occurs between two or more individuals to build relationships and exchange information.

(C) Team → (I) Fulfilling task needs: Communication within a team focuses on achieving collective goals, coordinating activities, and fulfilling tasks.

(D) Public → (II) Persuasion of large audiences: Public communication involves addressing large groups to inform, persuade, or entertain, such as in speeches or broadcasts.

- Information Booster 1. Intra-personal communication involves self-dialogue, decision-making, and emotional regulation.
2. Inter-personal communication builds personal and professional relationships through one-on-one or small-group interactions.
3. Team communication emphasizes collaboration, coordination, and goal alignment within groups.
4. Public communication targets larger audiences and focuses on influencing, informing, or entertaining them.
5. Understanding these forms aids in selecting appropriate strategies for effective communication.

Q33. Which of these is NOT a Sustainable Development Goal (SDG) ?

- (a) Climate Action
- (b) Quality Education
- (c) Employment to everyone
- (d) Zero Hunger

Ans.(c)

Sol. The correct answer is (c) Employment to everyone. While employment is an important element of sustainable development, "Employment to everyone" is not the title of any of the 17 Sustainable Development Goals (SDGs). The SDGs are a set of global objectives adopted by the United Nations in 2015 as part of the 2030 Agenda to eradicate poverty, protect the planet, and promote peace and prosperity.

Employment is addressed under SDG 8: Decent Work and Economic Growth, which promotes sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all. However, the specific goal is not titled "Employment to everyone", nor does it promise universal employment, which would be overly idealistic given global economic complexities.

In contrast:

- (a) Climate Action – SDG 13, focuses on taking urgent action to combat climate change.
- (b) Quality Education – SDG 4, ensures inclusive and equitable quality education and promotes lifelong learning.
- (d) Zero Hunger – SDG 2, aims to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture.

Information Booster:

The 17 SDGs were adopted in 2015 and are to be achieved by 2030.

SDG 8 addresses employment but is titled "Decent Work and Economic Growth", not "Employment to everyone."

SDGs use specific, measurable language and are structured with 169 associated targets.

Goals such as Zero Hunger, Quality Education, and Climate Action are officially designated SDGs.

Employment-related indicators under SDG 8 include youth employment, gender parity, and labor rights.

Global employment targets are also aligned with economic productivity, innovation, and entrepreneurship.

SDG 8 aims at reducing informal employment and supporting job creation through policy innovation.

Q34. The image, sound and video data can be created in a number of file formats. In this context, which of the following are compressed file formats?

- (A) JPEG
- (B) MP3
- (C) MIDI
- (D) AVI
- (E) MP4

Choose the correct answer from the options given below:

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

Ans.(a)

Sol.

The following are compressed file formats:

JPEG: A compressed image format.

MP3: A compressed audio format.

MP4: A compressed video format.

MIDI is not a compressed format but a protocol for musical instruments. AVI is an uncompressed or minimally compressed video format.

Important Key Points:

1. JPEG, MP3, and MP4 are all commonly used compressed file formats.
 2. MIDI is a protocol for audio data, while AVI is often used for uncompressed video.
-

Q35. Identify the correct order of the following major technological changes in computers based on the fourth to first generation of computers.

- (A) Microprocessors
- (B) Vacuum Tubes
- (C) Integrated Circuits
- (D) Transistors

Choose the correct answer from the options given below:

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

Ans.(c)

Sol. The correct order of the major technological changes in computers from the fourth to the first generation is as follows:

1. Microprocessors: Fourth generation (1970s–present)
2. Integrated Circuits: Third generation (1960s–1970s)
3. Transistors: Second generation (1950s–1960s)
4. Vacuum Tubes: First generation (1940s–1950s)

Information Booster:

Microprocessors integrate the CPU into a single chip, leading to the development of personal computers.

Transistors replaced vacuum tubes, making computers smaller and more efficient.

Additional Knowledge:

Vacuum tubes were used in the earliest computers but were large, unreliable, and consumed a lot of power.

Q36. Which of the following statements about mini computers is incorrect?

- (a) Mini computers are multi-user computer systems.
- (b) Mini computers are cheaper than micro computers.
- (c) Mini computers are medium-sized computers.
- (d) The storage and speed of mini computers are less than those of mainframe computers and super computers.

Ans.(b)

Sol. Mini computers are medium-sized systems designed to serve multiple users but are generally more expensive than microcomputers due to their higher processing power and multi-user capabilities. Microcomputers, such as personal computers, are typically single-user systems and are less costly compared to mini computers.

Important Key Points:

1. Mini Computers: Serve multiple users and are commonly used in small organizations for shared applications.
2. Micro Computers: Intended for personal use, typically less expensive and suitable for individual tasks.
3. Cost Difference: Due to multi-user support and more robust processing capabilities, mini computers are generally more expensive than microcomputers.

Knowledge Booster:

Storage and Speed: Mini computers have less storage and speed compared to larger systems like mainframes.

Application Use: Mini computers are often used in labs, small businesses, and academic institutions.

Mainframes and Supercomputers: Designed for high-level processing, significantly faster than mini computers and primarily used for enterprise-level tasks.

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Q37. In the context of Open and Distance Learning (ODL) in India, the term "Programme Study Centre" primarily serves the purpose of:

- (a) Developing the curriculum for various programmes.
- (b) Conducting examinations and declaring results.
- (c) Providing academic counselling and facilitating practical sessions for learners.
- (d) Producing and distributing self-learning materials.

Ans.(c)

Sol.

Correct Option – (c)

Introduction: This question targets the specific functional role of Programme Study Centres (PSCs) within the complex ecosystem of an ODL university like IGNOU.

Information Booster: Programme Study Centres (PSCs) are the localized, physical touchpoints for students enrolled in ODL programmes. Their core functions are student support and academic facilitation. This includes:

Providing academic counselling and guidance.

Organizing contact classes for difficult topics.

Conducting practical sessions for science, computer, or management courses.

Facilitating access to library and laboratory resources.

Acting as a liaison between the student and the central university.

They are not involved in the core academic functions of curriculum design (done by the School of Studies) or examination conduct (managed by the Regional Centres and the Examination Division).

Additional Knowledge: The network of PSCs, along with Regional Centres, is crucial for mitigating the feeling of isolation among ODL learners and for ensuring the quality of the learning experience, as mandated by the Distance Education Bureau (DEB) of the UGC.

Q38. What is the average number of students studying B.C.A. in all the five colleges together?

Read the given passage and answer the following questions

The following table presents the details about the number of students enrolled in three different academic programmes namely. B.A., B.C.A. and B.B.A. in five different colleges (A-E) during the year 2020. Based on the data in the table, answer the questions 1-5:

College-wise enrollment of students

College	Academic programme		
	B.A.	B.C.A.	B.B.A.
A	275	350	425
B	300	325	475
C	325	300	325
D	450	375	425
E	325	425	225

(a) 365

(b) 395

(c) 330

(d) 355

Ans.(d)

Sol. The total number of students studying B.C.A. in all the five colleges

we add the number of students in each college:

$$350 + 325 + 300 + 375 + 425 = 1775$$

The average number of students studying B.C.A. in all the five colleges together

$$= 1775 / 5 = 355.$$

Q39. What is the respective ratio of total number of students studying in B.C.A. in the colleges C and E together to those studying in B.A. in the colleges A and B together?

Read the given passage and answer the following questions

The following table presents the details about the number of students enrolled in three different academic programmes namely. B.A., B.C.A. and B.B.A. in five different colleges (A-E) during the year 2020. Based on the data in the table, answer the questions 1-5:

College-wise enrollment of students

College	Academic programme		
	B.A.	B.C.A.	B.B.A.
A	275	350	425
B	300	325	475
C	325	300	325
D	450	375	425
E	325	425	225

(a) 24:23

(b) 25:27

(c) 29:23

(d) 29:27

Ans.(c)

Sol. The total number of students studying B.C.A. in colleges C and E

$$= (300 + 425) = 725.$$

The total number of students studying B.A. in colleges A and B = $(275 + 300) = 575$.

The ratio of total number of students studying in B.C.A. in the colleges C and E to those studying B.A. in the colleges A and B = $725 : 575 = 29 : 23$.

Q40. What is the respective ratio of total number of students studying in B.C.A., B.A. and B.B.A. in all the colleges together?

Read the given passage and answer the following questions

The following table presents the details about the number of students enrolled in three different academic programmes namely. B.A., B.C.A. and B.B.A. in five different colleges (A-E) during the year 2020. Based on the data in the table, answer the questions 1-5:

College-wise enrollment of students

College	Academic programme		
	B.A.	B.C.A.	B.B.A.
A	275	350	425

B	300	325	475
C	325	300	325
D	450	375	425
E	325	425	225

- (a) 71:67:75
 (b) 67:71:75
 (c) 71:68:75
 (d) 75:71:68

Ans.(a)

Sol. Total number of students in B.C.A. = $350 + 325 + 300 + 375 + 425 = 1775$

Total number of students in B.A. = $275 + 300 + 325 + 450 + 325 = 1675$

Total number of students in B.B.A. = $425 + 475 + 325 + 425 + 225 = 1875$

Now, the respective ratio of total number of students in B.C.A., B.A and B.B.A. can be calculated as:
 we need to divide each of the values in the first ratio by 25

$1775 : 1675 : 1875 = 71 : 67 : 75$

Q41. Number of students studying in B.B.A. in college C forms approximately what percent of the total number of students studying in B.B.A. in all the five colleges together?

Read the given passage and answer the following questions

The following table presents the details about the number of students enrolled in three different academic programmes namely. B.A., B.C.A. and B.B.A. in five different colleges (A-E) during the year 2020. Based on the data in the table, answer the questions 1-5:

College-wise enrollment of students

College	Academic programme		
	B.A.	B.C.A.	B.B.A.
A	275	350	425
B	300	325	475
C	325	300	325
D	450	375	425
E	325	425	225

- (a) 21%
 (b) 39%
 (c) 33%
 (d) 17%

Ans.(d)

Sol. Total number of students in B.B.A. = $425 + 475 + 325 + 425 + 225 = 1875$

The percentage of students studying in B.B.A. in college C = 325

Percent of the total number of students studying in B.B.A. in all the five colleges together
 $= (325 / 1875) \times 100 = 17\%$

Q42. . Number of students studying in B.A. in college B forms what percent of total number of students studying in all the programmes together in the same college? (rounded off to two digits after decimal)

Read the given passage and answer the following questions

The following table presents the details about the number of students enrolled in three different academic programmes namely. B.A., B.C.A. and B.B.A. in five different colleges (A-E) during the year 2020. Based on the data in the table, answer the questions 1-5:

College-wise enrollment of students

College	Academic programme		
	B.A.	B.C.A.	B.B.A.
A	275	350	425
B	300	325	475
C	325	300	325
D	450	375	425
E	325	425	225

- (a) 26.86%
- (b) 27.27%
- (c) 29.84%
- (d) 32.51%

Ans.(b)

Sol. The total number of students enrolled in college B in all the programs
 $= 300 + 325 + 475 = 1100$.

The percentage of students enrolled in B.A. in college B = $(300 / 1100) \times 100 = 27.27\%$

Q43. In March 2025, Waaree Energies Limited (WEL) inaugurated India's largest solar cell manufacturing facility with a capacity of 5.4 GW. Where is this facility located?

- (a) Surat, Gujarat
- (b) Chikhli, Gujarat
- (c) Nandigram, West Bengal
- (d) Noida, Uttar Pradesh

Ans.(b)

Sol. The Correct Answer is: (b) Chikhli, Gujarat

Mumbai-based Waaree Energies Limited (WEL) inaugurated India's largest solar cell manufacturing facility with a capacity of 5.4 GW in Chikhli, Gujarat in March 2025. Built with an investment of Rs 2,500 crore, the plant features Tunnel Oxide Passivated Contact (TOPCon) technology. The plant spreads across 150 acres and was officially inaugurated by Union Minister Pralhad Joshi and Gujarat CM Bhupendra Patel.

Information Booster:

- The Chikhli facility has a production capacity of 20 solar cells per second.
- Solar cell efficiency reaches up to 25%, a benchmark for the Indian solar sector.
- TOPCon technology is an advanced solar innovation offering improved energy conversion.
- India's solar power capacity grew from 2.82 GW in 2014 to 104 GW by March 2025, a rise of 3,580%.

- The facility also supports Mono PERC cell production and started trial runs in January 2025.
- Waaree Energies operates 4 plants in India: Chikhli, Surat, Noida, and Nandigram.
- WEL's total solar PV module capacity stands at 13.3 GW, the highest in India.

About Gujarat:

Chief Minister (CM)- Bhupendra Patel

Governor- Acharya Dev Vrat

Wildlife Sanctuaries- Shoolpaneshwar Wildlife Sanctuary, Pania Wildlife Sanctuary

Zoological Park- Sardar Patel Zoological Park

Q44. A train running at 26.5 km/h takes 18 s to pass a platform. Next, it takes 12 s to pass a man walking at 5 km/h in the opposite direction. Find the length of the platform.

- (a) 22.5 m
- (b) 27.5 m
- (c) 10.0 m
- (d) 12.5 m

Ans.(b)

Sol. A train running at 26.5 km/h takes 18 s to pass a platform.

Next, it takes 12 s to pass a man walking at 5 km/h in the opposite direction.

Relative speed is the sum of their individual speeds while two bodies are coming from the opposite direction.

$$1\text{m/s} = 18/5 \text{ km/h}$$

$$\text{Time} \times \text{Speed} = \text{Distance}$$

Then

$$\text{Total distance} = 26.5 \times 5/18 \times 18 = 132.5 \text{ m}$$

Hence, the relative speed of the train and the person

$$26.5 + 5 = 31.5 \text{ km/hr}$$

$$\text{Length of train} = 31.5 \times 5/18 \times 12$$

$$105 \text{ m}$$

$$\text{Thus, the length of the platform} = 132.5 - 105 = 27.5 \text{ m}$$

Q45. Which of the five essential characteristics of the middle term (hetu) is violated when an inference involves a non-inferentially contradicted middle?

Choose the correct answer from the options given below:

- (a) Middle term must be absent in all negative instances in which the major term is absent.
- (b) Middle term must be non-incompatible with the minor term.
- (c) Middle term must be present in the minor term.
- (d) Middle term must be present in all positive instances in which the major term is present.

Ans.(b)

Sol.

Middle term must be non-incompatible with the minor term. In an inference, if the middle term (hetu) is incompatible with the minor term, it is said to be violated. This happens when the middle term contradicts the minor term, leading to a faulty inference. For example, asserting "This object is fire because it is cold" would involve a contradiction, as fire and cold are incompatible properties.

Information Booster:

The middle term connects the major and minor terms in logical reasoning. For valid inference, the middle term must fulfill certain conditions:

1. It must be present in the minor term (i.e., apply to the subject of the argument).
2. It must not contradict the minor term.

When the middle term is incompatible with the minor term, the inference becomes logically flawed, leading to invalid conclusions.

Additional Knowledge: (a) Middle term must be absent in all negative instances in which the major term is absent: This refers to the rule of negative instances, but it is unrelated to non-inferential contradictions.

(c) Middle term must be present in the minor term: This is a necessary condition, but it is not directly relevant to the issue of contradiction.

(d) Middle term must be present in all positive instances in which the major term is present: This deals with the universal applicability of the middle term but is not the key issue here.

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UGC NET MEMORY BASED LAW QUESTION PAPER 2026 WITH ANSWER KEY

Q1. According to the definitions contained in **Section 2 of the Indian Contract Act, 1872**, certain legal concepts operate in a definite sequence before an agreement becomes a legally enforceable contract. Arrange the following terms **in the correct order of their occurrence**:

- A. **Consideration**
- B. **Proposals**
- C. **Agreement**
- D. **Promise**
- E. **Contract**

Select the correct sequence from the options given below:

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

The correct answer is: (a) B, D, A, C, E

Explanation:

According to **Section 2 of the Indian Contract Act, 1872**, the formation of a legally enforceable contract follows a definite and logical sequence:

1. **Proposal (B)** – Section 2(a)

The process begins when one person signifies to another his willingness to do or abstain from doing something with a view to obtaining the other's assent.

2. **Promise (D)** – Sections 2(b) & 2(c)

When the person to whom the proposal is made signifies his assent, the proposal is said to be accepted, and upon acceptance, it becomes a **promise**.

3. **Consideration (A)** – Section 2(d)

At the desire of the promisor, the promisee or any other person does or abstains from doing something. This act or abstinence forms the **consideration** for the promise.

4. **Agreement (C)** – Section 2(e)

Every promise and every set of promises forming consideration for each other constitutes an **agreement**.

5. **Contract (E)** – Section 2(h)

When an agreement is enforceable by law, it becomes a **contract**.

Hence, the correct chronological order is: **Proposal → Promise → Consideration → Agreement → Contract**,

which corresponds to **Option (a)**.

Q2. Match the List-I with List-II.

Exception under Section 101, BNS, 2023 (List-I)	Ground on which Culpable Homicide is not Murder (List-II)
Exception 1	Act committed without premeditation in a sudden fight in the heat of passion
Exception 2	Death caused with consent of a person above 18 years of age
Exception 3	Death caused due to grave and sudden provocation
Exception 4	Public servant exceeding lawful powers in good faith
Exception 5	Exceeding the right of private defence in good faith

Select the correct answer using the code given below:

- (a) A-5 B-3 C-4 D-1 E-2
 (b) A- 3 B- 4 C-5 D-1 E-2
 (c) A-4 B-5 C-3 D-1 E-2
 (d) A- 3 B- 5 C-4 D-1 E-2

The correct answer is: (d): A-3, B-5, C-4, D-1, E-2

Explanation:

Section 101 of the Bharatiya Nyaya Sanhita, 2023 lays down **five exceptions** where culpable homicide does **not amount to murder**. Each exception is based on a distinct mitigating circumstance:

Exception	Correct Match	Explanation
Exception 1	3	Applies when death is caused due to grave and sudden provocation , depriving the offender of self-control
Exception 2	5	Covers cases where the offender exceeds the right of private defence in good faith, without premeditation
Exception 3	4	Relates to a public servant exceeding lawful powers in good faith for advancement of public justice
Exception 4	1	Applies to death caused without premeditation in a sudden fight in the heat of passion
Exception 5	2	Covers cases where death is caused with the consent of a person above 18 years of age

Thus, the correct matching is:

A-3, B-5, C-4, D-1, E-2, which corresponds to **Option (a)**.

Q3. Match the List-I with List-II.

List-I (Article)	List-II (Subject Matter)
A. Article 324	1. Power of Parliament to make provisions with respect to elections
B. Article 325	2. Elections based on adult suffrage
C. Article 326	3. Superintendence, direction and control of elections vested in the Election Commission
D. Article 327	4. Bar to interference by courts in electoral matters
E. Article 329	5. Prohibition of discrimination in electoral rolls on grounds of religion, race, caste or sex

Select the correct answer using the code given below:

- (a) A-3 B-5 C-2 D-1 E-4
 (b) A-2 B-3 C-5 D-1 E-4
 (c) A-3 B-5 C-1 D-2 E-4
 (d) A-3 B-4 C-2 D-1 E-5

The correct answer is (a) A-3, B-5, C-2, D-1, E-4

Explanation:

The correct mapping for the Articles and their respective subject matters is as follows:

A. Article 324 (3): This is the foundation of the Election Commission of India. It states that the **superintendence, direction, and control** of the preparation of electoral rolls and the conduct of all elections to Parliament and State Legislatures shall be vested in the Election Commission.

B. Article 325 (5): This article ensures secularism in the voting process. It mandates that no person shall be ineligible for inclusion in the electoral roll or claim to be included in any special electoral roll on grounds only of **religion, race, caste, or sex**.

C. Article 326 (2): This defines the democratic nature of India. It specifies that elections to the Lok Sabha and State Legislative Assemblies shall be on the basis of **Adult Suffrage** (currently 18 years of age).

D. Article 327 (1): This empowers the **Parliament** to make provisions with respect to all matters relating to elections to either House of Parliament or the State Legislatures, including the preparation of electoral rolls.

E. Article 329 (4): This creates a **bar to interference by courts** in electoral matters. It specifically prevents the courts from questioning the validity of laws relating to the delimitation of constituencies or allotment of seats.

Q5. In the landmark judgment of Shiromani Gurdwara Parbandhak Committee v. Som Nath Dass, the Supreme Court conferred the status of a "Juristic Person" upon which of the following?

- (a) Mohammad Siddiq v. Mahant Suresh Das
- (b) Shiromani Gurdwara Parbandhak Committee v. Som Nath Dass
- (c) Saraswathi Ammal v. Jagadambal
- (d) Yogendra Nath Naskar v. Commissioner of Income Tax

The correct answer is (b) Shiromani Gurdwara Parbandhak Committee v. Som Nath Dass (2000)

Explanation

In this landmark judgment, a two-judge bench of the Supreme Court addressed whether a gift of land made to the **Guru Granth Sahib** was valid. The court ruled that:

- ☑ **Unique Status:** The Guru Granth Sahib is not just a book but is the "Living Guru" of the Sikhs.
- ☑ **Legal Fiction:** The law can create a "legal fiction" to treat a non-human entity as a person (juristic person) to protect its property and rights.
- ☑ **Capacity:** As a juristic person, the Guru Granth Sahib can be a "donee" (recipient) of a gift and can sue to recover its property through a human representative (the manager).

Q6. Assertion (A): Culpable homicide is the "genus" and murder is its "species."

Reason (R): All murder is culpable homicide, but all culpable homicide is not murder.

Choose the correct option:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

The correct answer is (a)

Explanation

☑ **Assertion (A) is true:** In legal terminology, a **genus** is a broad category, while a **species** is a specific type within that category. **Culpable Homicide (Section 299 IPC / Section 100 BNS)** is the broad category of unlawful killing. **Murder (Section 300 IPC / Section 101 BNS)** is simply an "aggravated form" of culpable homicide.

☑ **Reason (R) is true and explains (A):** The reason explains the "genus-species" relationship. Every act of murder must first satisfy the conditions of culpable homicide. However, many acts of culpable homicide (such as those committed under "Grave and Sudden Provocation" or "Self-Defense") do not reach the level of murder. Because murder sits inside the larger circle of culpable homicide, the statement in (R) perfectly justifies why one is the genus and the other is the species.

To help you master these foundational principles in the **Law of Torts**, here is a detailed breakdown and matching exercise for these landmark cases.

Q7. Match the landmark cases in List-I with the subject matter/doctrine in List-II:

List-I (Case Law)	List-II (Subject Matter)
A. Ashby v. White	1. Strict Liability
B. Ryland v. Fletcher	2. Malice in Law vs. Malice in Fact
C. Olga Tellis v. Bombay Municipal Corp.	3. Injuria Sine Damno
D. Allen v. Flood	4. Right to Livelihood (Art. 21)

Choose the correct option:

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

The correct answer is (a) A-3, B-1, C-4, D-2

Explanation

☑ **A. Ashby v. White (3):** Established **Injuria Sine Damno** (Injury without Damage).² The court held that if a legal right (like the right to vote) is violated, the plaintiff is entitled to damages even if no physical or financial loss occurred.³

☑ **B. Ryland v. Fletcher (1):** Formulated the **Rule of Strict Liability**. It holds that if a person brings something "non-natural" onto their land which is likely to do mischief if it escapes, they are liable for the resulting damage regardless of negligence.⁴

☑ **C. Olga Tellis v. Bombay Municipal Corp. (4):** This is a landmark Indian **Constitutional Law** case. The Supreme Court ruled that the "Right to Life" under **Article 21** includes the **Right to Livelihood**, specifically protecting pavement dwellers from being evicted without a fair procedure.

☑ **D. Allen v. Flood (2):** Clarified the role of **Malice** in Torts. It established that an act which is otherwise lawful does not become unlawful merely because it was done with a bad motive (malice in fact).

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Q8. In which landmark case did the Supreme Court of India held that where a man and woman live together as husband and wife for a long term, there is a presumption of marriage, and the woman is entitled to maintenance under Section 125 of CrPC?

- A) D. Velusamy v. D. Patchaiammal
- B) Chanmuniya v. Virendra Kumar Singh Kushwaha
- C) Indra Sarma v. V.K.V. Sarma
- D) Lata Singh v. State of Uttar Pradesh

The correct answer is (B) Chanmuniya v. Virendra Kumar Singh Kushwaha (2011)

Explanation

In this case, the Supreme Court addressed the plight of women who are not "legally wedded" but have lived in a marriage-like relationship for a significant duration.

❑ **The Ruling:** The Court held that a broad interpretation should be given to the term "wife." If a man and woman live together for a long time, the law will presume they are married.

❑ **The Goal:** The Court stated that "strict proof of marriage" should not be a pre-condition to claim maintenance, as it would frustrate the purpose of social justice legislation intended to prevent vagrancy and destitution.

Information Booster

Heading: Essential Requirements for Maintenance (The Velusamy Tests)

While Chanmuniya opened the door, the case of **D. Velusamy v. D. Patchaiammal (2010)** (Option A) laid down specific conditions for a live-in relationship to be considered "in the nature of marriage":

1. **Legal Age:** Both partners must be of legal age to marry.
2. **Marital Status:** Both must be otherwise qualified to enter into a legal marriage (e.g., both should be unmarried/divorced).
3. **Social Recognition:** They must hold themselves out to society as being akin to spouses.
4. **Voluntary Cohabitation:** They must have lived together voluntarily for a significant period.

Q9. Which specific clause of the Indian Constitution serves as the primary enabling provision for the reservation of seats for Scheduled Castes (SC) and Scheduled Tribes (ST) in educational institutions?

- A) Article 15(3)
- B) Article 15(4)
- C) Article 16(4)
- D) Article 16(4A)

The correct answer is (B) Article 15(4)

Explanation:

❑ **Article 15(4)** was inserted by the **1st Constitutional Amendment Act, 1951**, following the Supreme Court's decision in *State of Madras v. Champakam Dorairajan*.

❑ It explicitly empowers the State to make "**special provisions** for the advancement of any socially and educationally backward classes of citizens or for the **Scheduled Castes and the Scheduled Tribes**."²

☑ In the context of this Article, "special provisions" include the reservation of seats in educational institutions, including those aided by the State.

Information Booster:

Heading: The Evolution of Educational Reservations

Provision	Amendment	Scope
Article 15(4)	1st Amendment (1951)	General special provisions for SC/ST/OBC in education.
Article 15(5)	93rd Amendment (2005)	Reservation in Private (aided/unaided) educational institutions.
Article 15(6)	103rd Amendment (2019)	10% Reservation for Economically Weaker Sections (EWS) .

Q10. Which Article of the Indian Constitution provides that the Government of India may sue or be sued by the name of the Union of India and the Government of a State may sue or be sued by the name of that State?

- A) Article 299
- B) Article 300
- C) Article 110
- D) Article 13

The correct answer is (B) Article 300

Explanation

Article 300 of the Indian Constitution establishes the legal personality of the Union and the States. It specifies:

- ☑ **The Union of India:** This is the name used when the Central Government sues or is being sued.
- ☑ **The State of [Name]:** This is the name used when a State Government (e.g., The State of Uttar Pradesh) is a party to a legal suit.

Q11. Which of the following combinations correctly and exhaustively lists the elements included in the definition of "law" as per Article 13(3)(a) of the Indian Constitution?

- A) Ordinance, Order, Bye-law, Rule, Regulation, Notification, Custom or Usage
- B) Act, Ordinance, Statute, Decree, Notification, Custom or Usage
- C) Ordinance, Rule, Regulation, Administrative Instruction, Policy, Custom
- D) Law, Ordinance, Judicial Precedent, Notification, Custom or Usage

The correct answer is (A) Ordinance, Order, Bye-law, Rule, Regulation, Notification, Custom or Usage

Explanation:

Article 13(3)(a) provides a specific, inclusive definition to ensure that no form of state action can bypass Fundamental Rights. The exact wording of the article is:

"law" includes any **Ordinance, order, bye-law, rule, regulation, notification, custom or usage** having in the territory of India the force of law;"

Q12. Which of the following landmark cases is NOT primarily related to the protection of 'Personal Liberty' under Article 21 of the Indian Constitution?

- A) A.K. Gopalan v. State of Madras
- B) Maneka Gandhi v. Union of India
- C) Kharak Singh v. State of Uttar Pradesh
- D) Vishaka v. State of Rajasthan

The correct answer is (D) Vishaka v. State of Rajasthan

Explanation:

❑ **Why (D) is the correct answer:** The Vishaka case (1997) is primarily related to **sexual harassment at the workplace**. While it touches upon Article 21 (Right to Life with Dignity), its core contribution was the creation of the "**Vishaka Guidelines**" to protect working women. It is categorized more as a case on gender equality and workplace safety rather than a classic "personal liberty" case involving detention or freedom of movement.

❑ **The other options:**

- o **A.K. Gopalan (A):** The first major case on personal liberty where the SC took a narrow view of "procedure established by law."
- o **Maneka Gandhi (B):** The most famous personal liberty case which established that the "procedure" must be just, fair, and reasonable.
- o **Kharak Singh (C):** Dealt with the liberty of a person against unauthorized surveillance by the police (Right to Privacy as a part of Liberty).

Q13. Which of the following landmark cases is primarily known for laying down the test to distinguish between 'Preparation' and 'Attempt' to commit an offence?

- A) K.M. Nanavati v. State of Maharashtra
- B) Abhaynand Mishra v. State of Bihar
- C) Barendra Kumar Ghosh v. King Emperor
- D) Mithu v. State of Punjab

The correct answer is (B) Abhaynand Mishra v. State of Bihar (1961)

Explanation

In this case, the appellant had applied to Patna University for permission to appear in the M.A. exam as a private candidate, attaching forged certificates. The University issued an admission card, but the fraud was discovered before he could actually sit for the exam.

❑ **The Ruling:** The Supreme Court held that the appellant was guilty of an "**attempt**" to cheat.

❑ **The Principle:** The Court clarified that an attempt begins the moment a person does any act toward the commission of the offence after preparations are complete. It is not necessary that the act be the penultimate (second to last) act; any step taken toward the actual commission is sufficient to invite liability under **Section 511 of the IPC** (now **Section 62 of the BNS**).

Q14. Which of the following is NOT considered a "subject-matter of copyright" under the specific scope of Section 13 of the Copyright Act, 1957?

- A) Cinematograph films



- B) Sound recordings
- C) Live performance of an actor or singer
- D) Original dramatic and musical works

The correct answer is (C) Live performance of an actor or singer

Explanation

❑ **Why (C) is the answer:** While a live performance is legally protected, it is not categorized as a "work" in which copyright subsists under **Section 13**. Instead, it is protected under **Section 38** as "**Performer's Rights**" (Neighboring Rights).

❑ **Section 13(1)** exhaustively lists the classes of works where copyright subsists:

1. Original literary, dramatic, musical, and artistic works.
2. Cinematograph films.
3. Sound recordings.

❑ **The distinction:** Copyright (Section 13) protects the creation (the song or script), while Performer's Rights (Section 38) protect the delivery or presentation of that creation.

Q15. As per Section 70B(1) of the Information Technology Act, 2000, what is the official name of the agency appointed by the Central Government to serve as the national nodal agency for cyber incident response?

- A) National Cyber Security Center (NCSC)
- B) Indian Computer Emergency Response Team (CERT-In)
- C) National Critical Information Infrastructure Protection Centre (NCIIPC)
- D) Cyber Crime Investigation Cell (CCIC)

The correct answer is (B) Indian Computer Emergency Response Team (CERT-In)

Explanation

❑ **Section 70B** explicitly states that the Central Government shall appoint an agency to be called the **Indian Computer Emergency Response Team (CERT-In)**.

❑ Its primary mission is to protect the Indian cyber space by coordinating response activities for major computer security incidents.

❑ **Distinguishing from Option C:** While **NCIIPC** (Option C) is also a national nodal agency, it is established under **Section 70A** and specifically focuses on "Critical Information Infrastructure" (like power grids or banking systems), whereas **CERT-In** (Section 70B) handles general cyber security for the entire Indian cyber community.

Q16. Assertion (A): Minority educational institutions established under Article 30 of the Indian Constitution have a right to seek government aid, and the State cannot discriminate against them on the ground that they are under minority management.

Reason (R): The right of a minority to "establish and administer" educational institutions under Article 30 is absolute and cannot be subjected to any regulatory measures by the State, including those related to syllabus or faculty qualifications.

Options:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is NOT the correct explanation of (A).

(c) (A) is true, but (R) is false.

(d) (A) is false, but (R) is true.

The correct answer is (c) (A) is true, but (R) is false.

Explanation:

☑ **Assertion (A) is true:** Article 30(2) specifically mandates that the State, in granting aid to educational institutions, shall not discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

☑ **Reason (R) is false:** While Article 30 is phrased in absolute terms, the Supreme Court has repeatedly held (e.g., in *T.M.A. Pai Foundation v. State of Karnataka*) that the right to "administer" is not the right to "maladminister." The State can impose **reasonable regulations** for maintaining academic standards, excellence, and discipline (such as qualifications for teachers or health and hygiene standards).

Information Booster:

Heading: Key Facets of Article 30

Article 30 is often called the "Charter of Minority Rights" in education. It consists of two main parts:

Provision	Content
Article 30(1)	All minorities (Religious or Linguistic) have the right to establish and administer educational institutions of their choice.
Article 30(1A)	In case of compulsory acquisition of property of such institutions, the State must ensure the compensation amount doesn't restrict their right.
Article 30(2)	Non-discrimination by the State while providing financial aid.

Q17. Arrange the following provisions/entities of the Biological Diversity Act, 2002, in the correct chronological order as they appear in the sections of the Act (from lowest section number to highest):

1. Constitution of Local Biodiversity Fund
2. Establishment of National Biodiversity Authority (NBA)
3. Declaration of Biodiversity Heritage Sites
4. Constitution of State Biodiversity Fund

Choose the correct answer from the code given below.

- (a) 2 — 4 — 3 — 1
- (b) 2 — 3 — 4 — 1
- (c) 4 — 2 — 1 — 3
- (d) 1 — 2 — 3 — 4

The correct answer is (a) 2 — 4 — 3 — 1

Explanation:

The chronological order according to the section numbers is as follows:

Order	Provision / Entity	Section Number	Chapter
1st	National Biodiversity Authority (NBA)	Section 8	Chapter III
2nd	State Biodiversity Fund	Section 32	Chapter VIII
3rd	Biodiversity Heritage Sites	Section 37	Chapter IX
4th	Local Biodiversity Fund	Section 43	Chapter XI

Q18. Arrange the following relatives in the correct order of priority (from first to last) as they appear in the categories of Class II heirs:

- I. Father's widow
- II. Daughter's son's son
- III. Father's father
- IV. Mother's brother

Options:

- A) II — III — I — IV
- B) III — II — IV — I
- C) II — I — III — IV
- D) I — II — III — IV

The correct answer is **A) II — III — I — IV.**

Explanation

The priority of Class II heirs under the **Hindu Succession Act, 1956**, is determined by the "Entry" in which they are placed in the Schedule. Heirs in a higher entry (e.g., Entry III) exclude heirs in a lower entry (e.g., Entry V).

To solve this, we must identify the specific Entry for each relative listed:

1. **Daughter's son's son (II):** This relative belongs to **Entry III**.
2. **Father's father (III):** This relative belongs to **Entry V**.
3. **Father's widow (I):** This relative belongs to **Entry VI**.
4. **Mother's brother (IV):** This relative belongs to **Entry IX**.

Table of Class II Entries

Entry	Heirs
Entry I	Father
Entry II	(1) Son's daughter's son, (2) son's daughter's daughter, (3) brother, (4) sister
Entry III	(1) Daughter's son's son, (2) daughter's son's daughter, (3) daughter's daughter's son, (4) daughter's daughter's daughter
Entry IV	(1) Brother's son, (2) sister's son, (3) brother's daughter, (4) sister's daughter
Entry V	Father's father; father's mother
Entry VI	Father's widow; brother's widow
Entry VII	Father's brother; father's sister
Entry VIII	Mother's father; mother's mother
Entry IX	Mother's brother; mother's sister

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Q19. Consider the following statements regarding the rights of an 'Unpaid Seller' under the Sale of Goods Act, 1930, and identify which of them is NOT a right of the unpaid seller:

- I. A right of **Lien** on the goods for the price while he is in possession of them.
 - II. A right of **Stoppage in Transit** after he has parted with the possession of the goods if the buyer becomes insolvent.
 - III. A right of **Resale** of the goods, subject to the conditions mentioned in the Act.
 - IV. A right to **forfeit the buyer's personal property** to recover the unpaid balance of the price.
- A) Only I
B) Only III
C) Only IV
D) II and IV

The correct answer is (C) Only IV

Explanation:

- ☑ **Statement I is a right:** Under **Section 47**, an unpaid seller in possession of the goods is entitled to retain them until payment (Right of Lien).
- ☑ **Statement II is a right:** Under **Section 50**, if the buyer becomes insolvent, the seller can resume possession of the goods while they are in the course of transit.
- ☑ **Statement III is a right:** Under **Section 54**, the seller can resell the goods if they are perishable or after giving notice to the buyer.
- ☑ **Why Statement IV is NOT a right:** The rights of an unpaid seller are categorized into two: **Rights against the Goods** (Lien, Stoppage, Resale) and **Rights against the Buyer personally** (Suit for price, Suit for damages). However, the seller has **no legal authority to "forfeit" or seize the buyer's other personal property** (like the buyer's house or car) without a court decree. The seller must file a suit to recover the money.

Q20. Under which Chapter of the Protection of Human Rights Act, 1993, is the National Human Rights Commission (NHRC) constituted?

- A) Chapter I
B) Chapter II
C) Chapter III
D) Chapter V

The correct answer is (B) Chapter II

Explanation

- ☑ **Chapter II (Sections 3 to 11):** This chapter is titled "**The National Human Rights Commission.**"
- ☑ **Section 3** specifically provides for the "Constitution of a National Human Rights Commission" by the Central Government.
- ☑ It outlines the composition of the commission, the appointment of the Chairperson and other members, and the headquarters (New Delhi).

Q21. In which landmark judgment did the Supreme Court of India observe that "Article 44 of the Constitution has remained a dead letter" while ruling that a Hindu marriage cannot be dissolved by the mere conversion of one spouse to another religion?

- A) Shayara Bano v. Union of India
- B) Sarla Mudgal v. Union of India
- C) Daniel Latifi v. Union of India
- D) Mohd. Ahmed Khan v. Shah Bano Begum

The correct answer is (B) Sarla Mudgal v. Union of India (1995)

Explanation:

☑ **The Ruling:** The Court held that a second marriage by a Hindu husband after conversion to Islam (without a valid divorce from the first wife) is an offence under **Section 494 of the IPC**.

☑ **The UCC Connection:** Justice Kuldeep Singh stated that a Uniform Civil Code would help in national integration by removing contradictions based on ideologies and preventing people from using religion to escape their legal matrimonial obligations.

☑ **The Outcome:** This case remains a pillar in the UCC debate, highlighting how the lack of a common code allows for "legal fraud" through religious conversion.

Information Booster:

Comparison with Other Landmark Cases

Case	Primary Legal Focus	UCC Context
Shah Bano (1985)	Maintenance under Sec 125 CrPC.	First major case to call for UCC implementation.
Sarla Mudgal (1995)	Bigamy through conversion.	Requested the government to retrieve Art. 44 from "cold storage."
John Vallamattom (2003)	Discriminatory Succession Laws.	Reiterated that Article 44 would help national integration.

Q22. Which of the following is NOT a type of prospectus formally recognized or defined under the Companies Act, 2013?

- A) Red Herring Prospectus
- B) Shelf Prospectus
- C) Abridged Prospectus
- D) Preliminary Statement of Intent

The correct answer is (d) Preliminary Statement of Intent

Explanation

☑ **The statutory definition:** Section 2(70) of the Companies Act, 2013, defines a prospectus as any document described or issued as such, including:

o **Shelf Prospectus (Section 31):** Used for multiple issues of securities over a period (usually one year) without filing a fresh prospectus each time.

o **Red Herring Prospectus (Section 32):** A prospectus that does not include complete particulars of the price or quantum of securities (used in the book-building process for IPOs).

o **Abridged Prospectus (Section 2(1)):** A memorandum containing the salient features of a prospectus, which must accompany every application form for securities (Section 33).

o **Deemed Prospectus (Section 25):** Any document by which an offer for sale is made to the public when a company allots shares to an intermediary (like a merchant bank).

❑ **Why (D) is incorrect:** There is no legal category called a "Preliminary Statement of Intent" in the Companies Act. While companies might issue "Letters of Intent" in contract law, it is not a recognized form of an offer document for public subscription.

Q23. Arrange the following objectives as they appear in the Preamble of the Indian Constitution in the correct chronological order (from top to bottom):

1. **Liberty** of thought, expression, belief, faith, and worship.
2. **Fraternity** assuring the dignity of the individual and the unity and integrity of the Nation.
3. **Justice**, social, economic, and political.
4. **Equality** of status and of opportunity.

Choose the correct answer from the code given below.

- A) 1 — 3 — 4 — 2
- B) 3 — 1 — 4 — 2
- C) 3 — 4 — 1 — 2
- D) 1 — 4 — 3 — 2

The correct answer is (B) 3 — 1 — 4 — 2

Explanation:

The Preamble follows a very specific structural flow. Once the nature of the state is defined, it lists the objectives to be secured for all citizens in this exact order:

1. **Justice** (Entry 3): Social, Economic, and Political.
2. **Liberty** (Entry 1): Thought, Expression, Belief, Faith, and Worship.
3. **Equality** (Entry 4): Status and Opportunity.
4. **Fraternity** (Entry 2): Dignity of the individual and Unity/Integrity of the Nation.

Q24. Arrange the following landmark constitutional cases in the correct chronological order of their judgment dates (from the earliest to the most recent):

1. Sajjan Singh v. State of Rajasthan
2. Shankari Prasad v. Union of India
3. Kesavananda Bharati v. State of Kerala
4. Waman Rao v. Union of India

Choose the correct answer from the code given below.

- A) 2 — 1 — 3 — 4
- B) 1 — 2 — 3 — 4
- C) 2 — 3 — 1 — 4
- D) 4 — 3 — 2 — 1

The correct answer is (A) 2 — 1 — 3 — 4

Explanation:

Order	Case Name	Year	Significance
1st	Shankari Prasad (2)	1951	Challenged the 1st Amendment; SC held that Parliament can amend any part of the Constitution, including Fundamental

Order	Case Name	Year	Significance
			Rights.
2nd	Sajjan Singh (1)	1965	Challenged the 17th Amendment; SC reaffirmed the Shankari Prasad view, but Justice Mudholkar first used the term "Basic Features."
3rd	Kesavananda Bharati (3)	1973	The largest bench (13 judges) famously propounded the " Basic Structure Doctrine ."
4th	Waman Rao (4)	1981	Clarified the " Cut-off Date "; held that amendments to the 9th Schedule after April 24, 1973 (Kesavananda date) are open to judicial review.

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