



NTA UGC NET
**TEACHING &
RESEARCH
APTITUDE**

PAPER I

**Previous Year's
Solved Papers**

June 2012 to July 2018

Gkseries

1. July 2018
i. SET - P
2. Nov 2017
i. SET - A
3. January 2017
i. SET - W
4. July 2016 (28-08-2016)
i. SET - A
5. July 2016 (10-07-2016)
i. SET - A
6. December 2015
i. SET - P
7. June 2015
i. SET - A
8. December 2014
i. SET - W
9. June 2014
i. SET - W
10. December 2013
i. SET - W
11. September 2013 (re-conducted on 08-09-2013)
i. SET - W
12. June 2013
i. SET - W
13. December 2012
i. SET - W
14. June 2012
i. SET - W

PAPER – I (July 2018)
SET - P

Note : This paper consists of Fifty (50) objective type questions of Two (2) marks each. All questions are compulsory.

50 Q x 2 M = 100 Marks

1. Which of the following set of statements best describes the nature and objectives of teaching ?
Indicate your answer by selecting from the code.

- (a) Teaching and learning are integrally related.
- (b) There is no difference between teaching and training.
- (c) Concern of all teaching is to ensure some kind of transformation in students.
- (d) All good teaching is formal in nature.
- (e) A teacher is a senior person.
- (f) Teaching is a social act whereas learning is a personal act.

Code :

- (1) (a), (b) and (d) (2) (b), (c) and (e) (3) **(a), (c) and (f)** (4) (d), (e) and (f)

2. Which of the following learner characteristics is highly related to effectiveness of teaching ?

- (1) Prior experience of the learner**
- (2) Educational status of the parents of the learner
- (3) Peer groups of the learner
- (4) Family size from which the learner comes.

3. In the two sets given below Set - I indicates methods of teaching while Set - II provides the basic requirements for success/effectiveness. Match the two sets and indicate your answer by choosing from the code :

Set - I

(Method of teaching)

- (a) Lecturing
- (b) Discussion in groups
- (c) Brainstorming
- (d) Programmed Instructional procedure

Set - II

(Basic requirements for success/effectiveness)

- (i) Small step presentation with feedback provided
- (ii) Production of large number of ideas
- (iii) Content delivery in a lucid language
- (iv) Use of teaching-aids
- (v) Theme based interaction among participants

Code :

- (a) (b) (c) (d)
- (1) (i) (ii) (iii) (iv)
- (2) (ii) (iii) (iv) (v)
- (3) (iii) (v) (ii) (i)**
- (4) (iv) (ii) (i) (iii)

4. From the list of evaluation procedures given below identify those which will be called 'formative evaluation'. Indicate your answer by choosing from the code :
- (a) A teacher awards grades to students after having transacted the course work.
 - (b) During interaction with students in the classroom, the teacher provides corrective feedback.
 - (c) The teacher gives marks to students on a unit test.
 - (d) The teacher clarifies the doubts of students in the class itself.
 - (e) The overall performance of a students is reported to parents at every three months interval.
 - (f) The learner's motivation is raised by the teacher through a question-answer session.

Code :

- (1) (a), (b) and (c) (2) (b), (c) and (d) (3) (a), (c) and (e) (4) **(b), (d) and (f)**

5. Assertion (A) : All teaching should aim at ensuring learning.

Reason (R) : All learning results from teaching. Choose the correct answer from the following code :

- (1) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (3) (A) is true, but (R) is false.**
- (4) (A) is false, but (R) is true.

6. There are two sets given below. Set - I specifies the types of research, while Set - II indicates their characteristics. Match the two and give your answer by selecting the appropriate code.

Set - I (Research types)	Set - II (Characteristics)
(a) Fundamental research	(i) Finding out the extent of perceived impact of an intervention
(b) Applied research	(ii) Developing an effective explanation through theory building
(c) Action research	(iii) Improving an existing situation through use of interventions
(d) Evaluative research	(iv) Exploring the possibility of a theory for use in various situations
	(v) Enriching technological resources

Code :

- (a) (b) (c) (d)
- (1) (ii) (iv) (iii) (i)**
- (2) (v) (iv) (iii) (ii)
- (3) (i) (ii) (iii) (iv)
- (4) (ii) (iii) (iv) (v)