



UGC NET Paper-1 - Previous Years Question Papers

In any UGC NET exam, you will find large number of questions appearing from previous papers. So whatever sources/books/websites/coaching you are preparing from, going through previous papers is a MUST.

So, how to make best use of these question papers? Start solving papers one by one. While solving each question, try to understand the “entire concept” not just the given “question”. For example, if question is:

Brain storming as a method can be used for:

(A) Out-of-box thinking (B) Coherent thinking (C) Generate new ideas in the area of interest (D) Critical thinking

Now do not just look for the Answer (Option C)? Also find out, what exactly are these terms? What does each term mean and what all is included in its description? Do not just solve the particular question...Learn the Concept...Questions will not repeat in next exam...Concepts will repeat...You should be equipped to handle any question on career, just because you did one question.

Please mind it that, it will take time. May be 8-10 hours for each paper.... But if you attempt all previous years' papers with this approach, no one can stop you from getting very good score in UGC NET.

Human Peritus courses have been designed with this approach only. By doing it over the years, we have reached a stage, where consistently more than 85-90% of questions in the exam, are from our course. Check the website of HUMAN PERITUS, to understand how thousands of students are clearing UGC NET with us.

If you have something else on your mind, you may connect with our team.

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1.) The given table presents the percentage distribution of teachers and ratio of male to female teachers working in a university in six different subjects (A-F). There is a total number of 1600 teachers in the University. Based on the data in the table, answer the questions that follow:

Subject-wise Distribution of Teachers:

Subjects	Percentage (%) of Teachers	Ratio of Male to Female Teachers
A	13%	1:7
B	18%	5:3
C	12%	1:3
D	21%	3:4
E	14%	9:5
F	22%	7:9

Question: Total number of teachers in Subject-C is approximately what percent of the total number of female teachers in Subject-D and Subject-A together?

- (A) 58
- (B) 43
- (C) 47
- (D) 51

2.) The given table presents the percentage distribution of teachers and ratio of male to female teachers working in a university in six different subjects (A-F). There is a total number of 1600 teachers in the University. Based on the data in the table, answer the questions that follow:

Subject-wise Distribution of Teachers:

Subjects	Percentage (%) of Teachers	Ratio of Male to Female Teachers
A	13%	1:7
B	18%	5:3
C	12%	1:3
D	21%	3:4
E	14%	9:5
F	22%	7:9

Question: What is the difference between the total number of teachers in Subject-F and the total number of male teachers in Subject-A and Subject-B together?

- (A) 192
- (B) 182
- (C) 146
- (D) 136

3.) The given table presents the percentage distribution of teachers and ratio of male to female teachers working in a university in six different subjects (A-F). There is a total number of 1600 teachers in the University. Based on the data in the table, answer the questions that follow:

Subject-wise Distribution of Teachers:

Subjects	Percentage (%) of Teachers	Ratio of Male to Female Teachers
A	13%	1:7
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E	14%	9:5
F	22%	7:9

Question: What is the difference between the number of female teachers in Subject-F and the number of male teachers in Subject- C?

- (A) 156
- (B) 160
- (C) 150
- (D) 153

4.) The given table presents the percentage distribution of teachers and ratio of male to female teachers working in a university in six different subjects (A-F). There is a total number of 1600 teachers in the University. Based on the data in the table, answer the questions that follow:

Subject-wise Distribution of Teachers:

Subjects	Percentage (%) of Teachers	Ratio of Male to Female Teachers
A	13%	1:7
B	18%	5:3
C	12%	1:3
D	21%	3:4
E	14%	9:5
F	22%	7:9

Question: What is the total number of male teachers in the University?

- (A) 696
- (B) 702
- (C) 712
- (D) 668

5.) The given table presents the percentage distribution of teachers and ratio of male to female teachers working in a university in six different subjects (A-F). There is a total number of 1600 teachers in the University. Based on the data in the table, answer the questions that follow:

Subject-wise Distribution of Teachers:

Subjects	Percentage (%) of Teachers	Ratio of Male to Female Teachers
A	13%	1:7
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Question: Which is the ratio of the number of female teachers in Subject-E to the number of male teachers in Subject-D?

- (A) 5 : 9
- (B) 2 : 9
- (C) 3 : 7
- (D) 5 : 3

6.) The variability or flexibility of delivery during the presentation of a lesson by a teacher is called as

- (A) Thinking curriculum
- (B) Instructional variety
- (C) Comprehension
- (D) Procedural knowledge

7.) Ministry of Education, Government of India's, SWAYAM platform for offering MOOCs has how many quadrants for designing courses?

- (A) 2 Quadrants
- (B) 4 Quadrants
- (C) 6 Quadrants
- (D) 8 Quadrants

8.) Given below are two statements

Statement I: All components of working memory are in place by the age of 4 in a child as a development stage

Statement II: If a child does not continue to pay attention to information, the activation level weakens and finally drops so low that the information cannot be reactivated and it disappears altogether.

In light of the above statements, choose the most appropriate answer from the options given below

- (A) Both Statement I and Statement II are correct
- (B) Both Statement I and Statement II are incorrect
- (C) Statement I is correct but Statement II is incorrect
- (D) Statement I is incorrect but Statement II is correct

9.) Match List I with List II

List I

Neural system of Brain

- A. Conscious
- B. Unconscious
- C. Motor skills
- D. Own experiences

List II

Type of Memory

- I. Implicit Memory
- II. Procedural Memory
- III. Explicit Memory
- IV. Episodic Memory

Choose the correct answer from the options given below:

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

10.) Cognitive domain for behavioural objectives comprises which of these objectives?

- A. Evaluation
- B. Valuing
- C. Comprehension
- D. Precision
- E. Knowledge

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) C, D and E only

11.) During research when we avoid speculative and metaphysical approaches and instead concentrate on studying observable facts, it is called:

- (A) Feminism
- (B) Ethnomethodology
- (C) Constructionism
- (D) Positivism

12.) In research, the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives in dealing with a phenomenon is called:

- (A) Triangulation
- (B) Content analysis
- (C) Corpus
- (D) Mediation

13.) Identify the CORRECT sequence of steps for the centroid method of factor analysis

- A. Work out the sum of coefficients in each column of the correlation matrix
- B. Compute a matrix of correlation
- C. Obtain the Sum (T) of columns
- D. Divide the sum of each column by the square root of (T)

Choose the correct answer from the options given below

- (A) A, C, D, B
- (B) C, B, A, D
- (C) B, A, C, D
- (D) B, C, A, D

14.) Match List I with List II for scale construction techniques

List I

- A. Arbitrary approach

- B. Consensus approach
- C. Item Analysis approach
- D. Cumulative scales

List II

- I. Number of individual items are developed into a test which is given to a group of respondents
- II. Scale is developed on an ad-hoc basis
- III. Chosen on the basis of their conforming to some ranking of items with ascending and descending discriminating power
- IV. Panel of Judges evaluate the items chosen for inclusion in the instrument

Choose the correct answer from the options given below:

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

15.) Given below are two statements

Statement I: The base of the binary number system is 2.

Statement II: Binary addition is just like decimal addition except that the rules are much simpler.

In light of the above statements, choose the correct answer from the options given below

- (A) Both Statement I and Statement II are true
- (B) Both Statement I and Statement II are false
- (C) Statement I is true but Statement II is false
- (D) Statement I is false but Statement II is true

16.) More and more informal exchanges within a group to resolve conflicts is an example of

- (A) Vertical communication
- (B) Horizontal communication
- (C) Risk communication
- (D) Personal communication

17.) Which of the following are identified as verbal communication skills?

- A. Use of aggressive language
- B. Assertiveness
- C. Opening feedback channels
- D. Taking credit for oneself
- E. Use of affirmative words

Choose the correct answer from the options given below:

- (A) A, B and C only
- (B) B, C and D only
- (C) C, D and E only
- (D) B, C and E only

18.) Given below are two statements

Statement I: Body language is the basis of deceptive communication.

Statement II: Non-verbal cues have their own shared meanings.

In light of the above statements, choose the correct answer from the options given below

- (A) Both Statement I and Statement II are true
- (B) Both Statement I and Statement II are false
- (C) Statement I is true but Statement II is false
- (D) Statement I is false but Statement II is true

19.) Identify the CORRECT sequence of categories of grapevine communication

- A. Cluster chain
- B. Probability chain
- C. Gossip chain
- D. Single strand chain

Choose the correct answer from the options given below:

- (A) A, B, C, D
- (B) B, C, D, A
- (C) D, C, B, A
- (D) C, D, A, B

20.) Match List I with List II

List I

Categories of communication

- A. Lateral
- B. Haptics
- C. Semantics
- D. Semiotics

List II

Features

- I. Touch communication
- II. Between equals
- III. Interpretation of signs
- IV. Concerned with meanings

Choose the correct answer from the options given below:

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

21.) What comes next in the following sequence?

8, 6, 4.5, 3.5, ____

- (A) 1
- (B) 2
- (C) 2.5
- (D) 3

22.) X has one and a quarter times as many as Y, and Z has one and a quarter times as many as X. Altogether, they have 6(A) How many do Z, Y and X have, respectively?

- (A) 25, 16, 20

- (B) 20, 16, 12
- (C) 25, 20, 16
- (D) 16, 20, 25

23.) Showing the man in a photo, Kavita said, "He is the brother of my uncle's daughter". How is the man related to Kavita?

- (A) Nephew
- (B) Cousin
- (C) Uncle
- (D) Son

24.) Given below are two statements

Statement I: In one minute, the minute hand of a clock gains 5° over the hour hand.

Statement II: If both the minute and hour hands start moving together from the same position, both the hands will coincide after 64 minutes.

In light of the above statements, choose the correct answer from the options given below

- (A) Both Statement I and Statement II are true
- (B) Both Statement I and Statement II are false
- (C) Statement I is true but Statement II is false
- (D) Statement I is false but Statement II is true

25.) Consider the following statements:

A. A single discount equivalent to three successive discounts of 10%, 20% and 25% is 46%.

B. A mobile is sold for Rs. 14500 at a loss of 20%. The cost price of mobile is Rs. 18225.

C. If the loss is $\frac{1}{3}$ of the selling price, the loss percentage is 28%.

Choose the correct answer from options given below:

- (A) A and B only
- (B) B and C only
- (C) A and C only
- (D) A only

26.) In the context of uses of language, which of the following is the fallacy that pertains to the relationship between a person's beliefs and his circumstances?

- (A) Argumentum and Baculum (force)
- (B) Argumentum ad Hominem (circumstantial)
- (C) Argumentum ad Ignorantiam (ignorance)
- (D) Argumentum ad Verecundiam (authority)

27.) If 'Some members are not voters' is false in a square of the opposition of proposition, which of the following code can be correctly picked

- A. 'All members are voters' is false
- B. 'Some members are voters' is true
- C. 'All members are voters' is true
- D. 'No members are voters' is true

Choose the correct answer from the options given below:

- (A) A and D only

- (B) A and B only
- (C) B and C only
- (D) C and D only

28.) Which of the following codes correctly represents the figure and mood of the argument?

All businessmen are self-confident

No self-confident men are religious

Therefore, no religious men are businessmen

Choose the correct answer from the options given below

- (A) AEE - I
- (B) AEE - II
- (C) AEE - III
- (D) AEE - IV

29.) The knowing self knows objects through the instrumentality of the sense organs (Indriyas) but the existence of Indriya is proved by

- (A) Anumana Pramana
- (B) Śabda pramana
- (C) Arthapatti Pramana
- (D) Upamana Pramana

30.) Which form of knowledge is NOT derived through the instrumentality of other knowledge?

- (A) Perception
- (B) Inference
- (C) Word-testimony
- (D) Comparison

31.) In respect of computer software, features of a typical operating system include:

A. The interface-allowing communication between the user and the computer

B. Memory management-allocating internal memory (RAM) to programs and data in use and retrieving and storing data on the external memory devices

C. Resource handling-controlling peripheral devices (input and output devices) and handling user requests for peripheral devices

D. Internet access-providing connectivity to the services on the Internet

Choose the correct answer from the options given below:

- (A) A, C and D only
- (B) B, C and D only
- (C) A, B and C only
- (D) A, B and D only

32.) Match List I with List II

List I

(Description)

A. Authoring language used to create documents to be viewed on the World Wide Web

B. Computer that responds to requests to provide information and services over the Internet

C. Defines how messages are transmitted and formatted over the Internet

D. Software that enables users to access/view documents and other resources on the Internet

List II

(Appropriate Technical Term)

I. Browser

II. HTTP

III. HTML

IV. Internet server

Choose the correct answer from the options given below:

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

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

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

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

33.) Arrange the following optical storage devices in decreasing order of their storage capacity

A. DVD

B. CD-ROM

C. Blu-Ray

Choose the correct answer from the options given below

(A) C, B, A

(B) C, A, B

(C) B, C, A

(D) A, C, B

34.) Given below are two statements

Statement I: An operating system controls peripherals, and allocates memory and processor time.

Statement II: An operating system provides Internet access.

In light of the above statements, choose the correct answer from the options given below:

(A) Both Statement I and Statement II are true

(B) Both Statement I and Statement II are false

(C) Statement I is true but Statement II is false

(D) Statement I is false but Statement II is true

35.) Which of the following is the appropriate GUI (Graphical User Interface) component used to select one from multiple alternatives?

(A) Scroll bar

(B) Push button

(C) Progress bar

(D) Radio button

36.) Which one among the following diseases is NOT caused due to exposure to ultra-violet radiation?

(A) Bronchitis

(B) Melanoma

(C) Ocular damage

(D) Erythema

37.) Match List I with List II

List I

Class of water pollutants

- A. Disease-causing agents
- B. Oxygen depleting wastes
- C. Inorganic plant nutrients
- D. Water-soluble inorganic chemicals

List II

Example/Explanation

- I. Organic wastes decomposed by aerobic bacteria
- II. Acids, salts, compounds of toxic metals
- III. Bacteria, protozoa, worms etc.
- IV. Water-soluble nitrates and phosphate cause excessive growth of algae etc

Choose the correct answer from the options given below:

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

38.) Given below are two statements

Statement I: Nitrification results in an increase in effluent ammonia toxicity

Statement II: Denitrification reduces nitrate to nitrogen gas using bacteria

In light of the above statements, choose the most appropriate answer from the options given below:

- (A) Both Statement I and Statement II are correct
- (B) Both Statement I and Statement II are incorrect
- (C) Statement I is correct but Statement II is incorrect
- (D) Statement I is incorrect but Statement II is correct

39.) Flotation is a unit operation, used in wastewater treatment to

- A. Remove the lighter suspended solids
- B. Concentrate biological sludge
- C. Remove oil and grease
- D. Remove the temporary hardness of the water

Choose the correct answer from the options given below:

- (A) A, B and C only
- (B) B, C and D only
- (C) A, B and D only
- (D) A, B, C and D

40.) Match List I and List II:

List I

Ozone depleting substance

- A. C_3HF_7
- B. $C_2FH_3Cl_2$
- C. $C_2F_4Cl_2$

D. CF_3Br

List II

I. HCFC

II. Halons

III. HFC

IV. CFC

Choose the correct answer from the options given below:

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

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

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

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

41.) The country which has the highest number of higher education institutions is:

(A) India

(B) China

(C) USA

(D) Russia

42.) Arrange the following in chronological order of their occurrence

A. Hartog Commission

B. Sadler Commission

C. Macaulay's Minutes

D. Sargent plan

E. Wood's Despatch

Choose the correct answer from the options given below:

(A) C, E, A, B, D

(B) C, E, B, A, D

(C) C, E, B, D, A

(D) C, B, E, A, D

43.) Which of the following are NOT statutory bodies?

A. NAAC

B. NMC

C. NCERT

D. AICTE

E. NCTE

Choose the correct answer from the options given below:

(A) A and B only

(B) C and D only

(C) A and C only

(D) D and E only

44.) UGC is established for:

A. Promoting research and innovations in higher education in the country

B. Coordination, determination and maintenance of standards of university education

C. Increasing access to higher education in the country

D. Disbursing grants to the universities and colleges
E. Serving as a vital link between the Union and State governments and institutions of higher learning
Choose the correct answer from the options given below:

- (A) A, C and E only
- (B) A, B and C only
- (C) A, B, C and D only
- (D) B, D and E only

45.) Match List I with List II

List I

- A. AICTE
- B. ICHR
- C. ICPR
- D. ICSSR

List II

- I. Promotes research in Philosophy
- II. Promotes research in History
- III. Promotion of quality in Technical Education
- IV. Promotes research in Social Sciences

Choose the correct answer from the options given below:

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

46.) Read the given passage and answer the questions that follow

Social exclusion is a multi-dimensional concept conceived to capture different aspects of social disadvantage-economic, social, political and cultural-that exist in multiple variations across nations. Stripped to its essence, the term focuses on the groups excluded in economic, social and cultural terms as well as on the mechanisms that work to relegate them to the status of social outsiders. Originating mainly in the writings of French sociologists, the concept is receiving growing scholarly attention in Western Europe. The emergence of the term, in fact, reflects an attempt to reconceptualise the changing nature of social disadvantage in post-industrial societies in the face of major technological change and economic restructuring. The West, for example, has been experiencing an intensifying process of social integration that is occurring because of long-term unemployment, increasing migration and the rolling back of the welfare state. Consequently, new vulnerable social groups have been emerging and are labelled in different ways: 'the new industrial poor', 'immigrants', 'ethnic groups', 'single parents', among others. Interest in social exclusion has grown in relation to the growth of new social problems in the west. Two important issues are worth considering here. First, does the concept add anything new which cannot be provided by analysis within a more conventional framework of, say, poverty, inequality, deprivation and so on. Second and more important, can this concept be extended beyond a European perspective to a development setting? Can it be exported from the North to the South, from a situation where the majority are well-off to a situation where the majority are poor? Clearly, a great deal of attention has been paid, in development analysis, to related issues such as poverty, inequality, deprivation, entitlements and capabilities.

The concept of social exclusion is multidimensional because of:

- (A) multiple groups to focus on
- (B) variations in deprivations
- (C) the prevalent notion about social outsiders
- (D) social statuses across nations

47.) Read the given passage and answer the questions that follow

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The new reflection on social exclusion has emerged from

- (A) The industrialisation process in Europe
- (B) The arrival of new scholarship in sociology
- (C) The technological impact on societies
- (D) The changes in the nature of social inclusion

48.) Read the given passage and answer the questions that follow

Social exclusion is a multi-dimensional concept conceived to capture different aspects of social disadvantage-economic, social, political and cultural-that exist in multiple variations across nations. Stripped to its essence, the term focuses on the groups excluded in economic, social and cultural terms as well as on the mechanisms that work to relegate them to the status of social outsiders. Originating mainly in the writings of French sociologists, the concept is receiving growing scholarly attention in Western Europe. The emergence of the term, in fact, reflects an attempt to reconceptualise the changing nature of social disadvantage in post-industrial societies in the face of major technological change and economic restructuring. The West, for example, has been experiencing an intensifying process of social integration that is occurring because of long-term unemployment, increasing migration and the rolling back of the welfare state. Consequently, new vulnerable social groups have been emerging and are labelled in different ways: 'the new industrial poor', 'immigrants', 'ethnic groups', 'single parents', among others. Interest in social exclusion has grown in relation to the growth of new social problems in the west. Two important issues are worth considering here. First, does the concept add anything new which cannot be

provided by analysis within a more conventional framework of, say, poverty, inequality, deprivation and so on. Second and more important, can this concept be extended beyond a European perspective to a development setting? Can it be exported from the North to the South, from a situation where the majority are well-off to a situation where the majority are poor? Clearly, a great deal of attention has been paid, in development analysis, to related issues such as poverty, inequality, deprivation, entitlements and capabilities.

The post-industrial society and economic restructuring have contributed for

- (A) The reconsideration of employment issue
- (B) Strategies aimed at social integration
- (C) Fragmentation of welfare state
- (D) Social disintegration into new deprived groups

49.) Read the given passage and answer the questions that follow

Social exclusion is a multi-dimensional concept conceived to capture different aspects of social disadvantage-economic, social, political and cultural-that exist in multiple variations across nations. Stripped to its essence, the term focuses on the groups excluded in economic, social and cultural terms as well as on the mechanisms that work to relegate them to the status of social outsiders. Originating mainly in the writings of French sociologists, the concept is receiving growing scholarly attention in Western Europe. The emergence of the term, in fact, reflects an attempt to reconceptualise the changing nature of social disadvantage in post-industrial societies in the face of major technological change and economic restructuring. The West, for example, has been experiencing an intensifying process of social integration that is occurring because of long-term unemployment, increasing migration and the rolling back of the welfare state. Consequently, new vulnerable social groups have been emerging and are labelled in different ways: 'the new industrial poor', 'immigrants', 'ethnic groups', 'single parents', among others. Interest in social exclusion has grown in relation to the growth of new social problems in the west. Two important issues are worth considering here. First, does the concept add anything new which cannot be provided by analysis within a more conventional framework of, say, poverty, inequality, deprivation and so on. Second and more important, can this concept be extended beyond a European perspective to a development setting? Can it be exported from the North to the South, from a situation where the majority are well-off to a situation where the majority are poor? Clearly, a great deal of attention has been paid, in development analysis, to related issues such as poverty, inequality, deprivation, entitlements and capabilities.

The scholarship on social exclusion has gone beyond

- (A) The reach of governments
- (B) The conventional thinking
- (C) The normal issues of deprivation
- (D) Common perspectives of inclusion

50.) Read the given passage and answer the questions that follow

Social exclusion is a multi-dimensional concept conceived to capture different aspects of social disadvantage-economic, social, political and cultural-that exist in multiple variations across nations. Stripped to its essence, the term focuses on the groups excluded in economic, social and cultural terms as well as on the mechanisms that work to relegate them to the status of social outsiders. Originating mainly in the writings of French sociologists, the concept is receiving growing scholarly attention in Western Europe. The emergence of the term, in fact, reflects an attempt to reconceptualise the changing nature of social disadvantage in post-industrial societies in the face of major technological change and economic

restructuring. The West, for example, has been experiencing an intensifying process of social integration that is occurring because of long-term unemployment, increasing migration and the rolling back of the welfare state. Consequently, new vulnerable social groups have been emerging and are labelled in different ways: 'the new industrial poor', 'immigrants', 'ethnic groups', 'single parents', among others. Interest in social exclusion has grown in relation to the growth of new social problems in the west. Two important issues are worth considering here. First, does the concept add anything new which cannot be provided by analysis within a more conventional framework of, say, poverty, inequality, deprivation and so on. Second and more important, can this concept be extended beyond a European perspective to a development setting? Can it be exported from the North to the South, from a situation where the majority are well-off to a situation where the majority are poor? Clearly, a great deal of attention has been paid, in development analysis, to related issues such as poverty, inequality, deprivation, entitlements and capabilities.

The concept of social exclusion is now

- (A) The focus theme of Europeans
- (B) An issue of developmental capability
- (C) A commodity for export from the North to the South
- (D) Universal in character, going beyond the western hemisphere