



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.

Email- contact@humanperitus.com

Phone- **9717781110**

Website- humanperitus.com

All the Best.

HUMAN PERITUS
www.humanperitus.com

UGC NET Dec 2020 and June 2021 28th November Morning Shift

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

The following table presents the details about the percentage (%) distribution of students and the number of boys in six different colleges (A-F). There is a total of 12000 students in all the six colleges together. Based on the data in the table, answer the questions.

College-wise Distribution of Students

College	Percentage (%) of students	Number of Boys
A	12%	1000
B	9%	800
C	26%	1800
D	18%	1200
E	29%	2400
F	6%	200

What is the total sum of the number of girls in College-C, boys in College-D and girls in college-E together?

- (A) 3400
- (B) 3800
- (C) 3200
- (D) 3600

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

The following table presents the details about the percentage (%) distribution of students and the number of boys in six different colleges (A-F). There is a total of 12000 students in all the six colleges together. Based on the data in the table, answer the questions.

College-wise Distribution of Students

College	Percentage(%) of students	Number of Boys
A	12%	1000
B	9%	800
C	26%	1800
D	18%	1200
E	29%	2400
F	6%	200

What is the respective ratio of the number of boys in College-C, the number of girls in College-B and the total number of students in College-E?

- (A) 45:7:97
- (B) 43:9:97
- (C) 45:7:87
- (D) 43:9:87

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

The following table presents the details about the percentage (%) distribution of students and the number of boys in six different colleges (A-F). There is a total of 12000 students in all the six colleges together. Based on the data in the table, answer the questions.

College-wise Distribution of Students

College	Percentage(%) of students	Number of Boys
A	12%	1000
B	9%	800
C	26%	1800
D	18%	1200
E	29%	2400
F	6%	200

What is the difference between the number of boys in College-E and the total number of students in College-F?

- (A) 1640
- (B) 1760
- (C) 1720
- (D) 1680

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

The following table presents the details about the percentage (%) distribution of students and the number of boys in six different colleges (A-F). There is a total of 12000 students in all the six colleges together. Based on the data in the table, answer the questions.

College-wise Distribution of Students

College	Percentage(%) of students	Number of Boys
A	12%	1000
B	9%	800
C	26%	1800
D	18%	1200
E	29%	2400
F	6%	200

In which of the following colleges is the total number of students equal to the number of girls in College-E?

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

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

The following table presents the details about the percentage (%) distribution of students and the number of boys in six different colleges (A-F). There is a total of 12000 students in all the six colleges together. Based on the data in the table, answer the questions.

College-wise Distribution of Students

College	Percentage(%) of students	Number of Boys
A	12%	1000

B	9%	800
C	26%	1800
D	18%	1200
E	29%	2400
F	6%	200

The number of girls in College-A is approximately what percentage of the total number of students in College-B?

- (A) 50
- (B) 35
- (C) 45
- (D) 40

6.) Which parenting style is the one in which parents seem cool and controlling their interactions with their children (low warmth, high control):

- (A) Authoritative parents
- (B) Authoritarian parents
- (C) Permissive parents
- (D) Rejecting/Neglecting/Uninvolved parents

7.) Which of the following assessment methods provides feedback, that is non-evaluative, occurs before or during instruction, and guides teachers in planning and improving instruction?

- (A) Summative
- (B) Criterion-referenced
- (C) Formative
- (D) Norm referenced

8.) Given below are two statements

Statement I: Parents and teachers have a highly significant impact on the maturation aspect of cognitive development

Statement II: Schemes are an organised system of actions or thought that allow us to mentally represent or "think about" the objects and events in our world

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

9.) Identify the types of cognitive load that make demands during learning

1. Intrinsic
2. Gestalt
3. Extraneous
4. Extinction
5. Germane

Choose the correct answer from the options given below:

- (A) 1, 2 and 3 only

- (B) 2, 3 and 4 only
- (C) 1, 3 and 5 only
- (D) 3, 4 and 5 only

10.) Match List I with List II

Erik's stages of Psychosocial Development

Approximate Age

List I

- A. Basic trust versus Basic mistrust
- B. Initiative versus Guilt
- C. Intimacy versus Isolation III. 3 to 6 years
- D. Ego integrity versus Despair

List II

Approximate Age

I. Young adulthood

II. Late adulthood

IV. Birth to 12-18 months

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

11.) When we design the experiment in such a way that the variations caused by extraneous factors can all be combined under the general concept of "chance", it represents which principle?

- (A) Principle of randomization
- (B) Principle of replication
- (C) Principle of local control
- (D) Principle of operational control

12.) Positivism as an epistemological program is characteristic of

- (A) Social sciences
- (B) Performing Arts
- (C) Natural sciences
- (D) Legal studies

13.) Identify the CORRECT sequence of empirical steps in the linear model of the research process

- (A) Sampling → theory → interpretation → collection → validation → hypotheses
- (B) Theory → hypotheses → sampling → collection → interpretation → validation
- (C) Validation → theory → hypotheses → collection → sampling → interpretation
- (D) Collection → sampling → hypotheses → theory → interpretation → operationalization

14.) Which of the below mentioned approaches fall under the Quantitative Approach?

- 1. Simulation approach
- 2. Projective technique
- 3. Inferential approach

- 4. Depth interview
- 5. Experimental approach

Choose the correct answer from the options given below:

- (A) 1, 3 and 5 only
- (B) 2, 3 and 5 only
- (C) 2, 3 and 4 only
- (D) 1, 2 and 3 only

15.) Match List I with List II

List I

- A. Ex post facto Research
- B. Applied Research
- C. Conceptual Research
- D. Exploratory Research

List II

- I. Finding a solution for an immediate problem facing a society or an industrial/business organisation
- II. Related to some abstract idea(s) or theory
- III. Development of hypotheses rather than their testing
- IV. No control over variables, reports only what has happened or what is happening

Choose the correct answer from the options given below:

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

16.) Peer-to-peer communication is

- (A) Horizontal
- (B) Convolutud
- (C) Non-transactional
- (D) Authoritarian

17.) The main challenges of grapevine communication are:

- 1. Its formal nature
- 2. Distortion
- 3. Misunderstanding
- 4. Source anonymity
- 5. Conformity

Choose the correct answer from the options given below:

- (A) 1, 2 and 3 only
- (B) 2, 3 and 4 only
- (C) 3, 4 and 5 only
- (D) 1, 3 and 4 only

18.) Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: Students do not form part of the media audience

Reason R: Due to the all-pervasive digital technology, students have become interactive media users

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

- (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

19.) Identify the CORRECT sequence of the following communication forms:

- 1. Mass
- 2. Public
- 3. Group
- 4. Inter-personal
- 5. Intra-personal

Choose the correct answer from the options given below

- (A) 1, 4, 5, 2, 3
- (B) 4, 5, 2, 3, 1
- (C) 5, 4, 3, 2, 1
- (D) 2, 3, 1, 4, 5

20.) Match List I with List II

Types of noise in communication

List I

- A. Physical
- B. Physiological
- C. Psychological
- D. Semantic

List II

Characteristic feature

- I. Barriers within the sender or receiver
- II. Wandering thoughts
- III. Use of jargon
- IV. Mechanical distortion

Choose the correct answer from the options given below:

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

21.) The incomes of Ravi and Kavita are in the ratio 2:3 and their expenditures are in the ratio 3:5. If each saves ₹ 100, then Ravi's income is

- (A) ₹ 200
- (B) ₹ 600
- (C) ₹ 400
- (D) ₹ 100

22.) The new cost of a mobile which has been discounted by 15% is ₹ 3230. What was the cost of the mobile originally?

- (A) ₹ 3675
- (B) ₹ 3650
- (C) ₹ 3600
- (D) ₹ 3800

23.) The product of two positive consecutive odd integers is 1 less than six times their sum. One of the integers is

- (A) 7
- (B) 9
- (C) 15
- (D) 13

24. Given below are two statements

Statement I: A number that has factors other than 1 and itself is called a composite number

Statement II: 23 is the only odd prime number

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.) Match List I with List II

Three numbers Their average

List I

- A. 40, 32, 33
- B. 35, 36, 40
- C. 33, 36, 39
- D. 30, 38, 46

List II

- I. 38
- II. 36
- III. 35
- IV. 37

Choose the correct answer from the options given below:

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

26.) Advertising "Testimonials" are frequent instances of this fallacy

- (A) Argumentum ad ignorantiam (ignorance)
- (B) Argumentum ad Misericordiam (appeal to pity)
- (C) Argumentum ad Populum
- (D) Argumentum ad Verecundiam (authority)

27.) If 'some women are writers is true, which of the following codes are CORRECT

1. 'All women are writers' false
2. 'All women are writers' is true
3. 'No women are writers' is false
4. 'Some women are not writers' is undetermined

Choose the correct answer from the options given below:

- (A) 1 and 2 only
- (B) 2 and 3 only
- (C) 3 and 4 only
- (D) 2 and 4 only

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

No musicians are Italians

All barbers are Musicians

Therefore, No barbers are Italians

Choose the correct answer from the options given below

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

29.) If a jar is temporarily removed from its locus the non-existence of the jar on the floor is

- (A) Upamana (Comparison)
- (B) Arthapatti (Implication)
- (C) Anumana (Inference)
- (D) Anuplabdhi (Non-cognition)

30.) The knowing self knows objects through the instrumentality of the Indriyas and the existence of the Indriya, is proved by

- (A) Arthapatti
- (B) Anuplabdhi
- (C) Anumana
- (D) Upamana

31.) Match List I with List II

List I (Activity)

- A. Recording a song to play on an iPod
- B. Saving a video
- C. Sending a photo to someone using your mobile
- D. Compressing a folder of files

List II (File Type)

- I. .zip
- II. .mp3
- III. .mp4
- IV. .jpeg

Choose the correct answer from the options given below:

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

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

32.) Kavita uses a Wifi adapter to connect the computer to an interactive whiteboard. Which one of these statements is false?

- (A) Wifi has a greater range than Bluetooth
- (B) Wifi signals are capable of passing through solid objects
- (C) Bluetooth has a greater range than Wifi
- (D) Bluetooth signals are capable of passing through solid objects

33.) Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R
Assertion A: The Internet is very beneficial to students in all aspects

Reason R: The Internet opens doorways to a wealth of information, knowledge and educational resources thereby increasing opportunities for learning in and beyond the classroom

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

- (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

34.) Identify the CORRECT order of the following data transfer rates measured in bits per second (bps) ranked from largest to smallest

1. 1500 kbps
2. 1500 Mbps
3. 1 Mbps
4. 1 Gbps

Choose the correct answer from the options given below

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

35.) Given below are two statements

Statement I: You can add attachments of any file size to an email.

Statement II: You can only send emails from a laptop computer.

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

36.) What are essential for the formation of photochemical smog?

1. Oxides of sulphur
2. Oxides of Nitrogen
3. Volatile Organic Compounds

4. Water Vapour

5. Sunlight

Choose the correct answer from the options given below:

(A) 2, 3 and 5 only

(B) 1, 2 and 3 only

(C) 1, 2, 3 and 4 only

(D) 2, 3, 4 and 5 only

37.) What is the CORRECT sequence of occurrence of various atmospheric layers from earth's surface?

1. Thermosphere

2. Stratosphere

3. Mesosphere

4. Troposphere

Choose the correct answer from the options given below

(A) 4, 2, 1, 3

(B) 4, 2, 3, 1

(C) 2, 4, 3, 1

(D) 3, 2, 4, 1

38.) Which one of the following climate change proxies is not the terrestrial biotic climatic proxy?

(A) Boreholes

(B) Leaf physiology

(C) Tree ring

(D) Pollen and spore analysis

39.) A high amount of BOD (Biochemical Oxygen Demand) in a water body represents

1. Highly Polluted Water

2. Presence of a large amount of organic materials

3. Presence of good amount dissolved oxygen

4. Severely limited aquatic life

Choose the correct answer from the options given below:

(A) 1, 2, 3 and 4 only

(B) 2, 3 and 4 only

(C) 1, 3 and 4 only

(D) 1, 2 and 4 only

40.) Which one of the following is a component of a Sewage Treatment Plant (STP)?

(A) UV source

(B) Ion exchanger

(C) Grit chamber

(D) Cyclone

41.) According to the NEP- 2020, a Master's Programme may be of:

1. one-year duration

2. two-year duration

3. three-year duration

4. four-year duration

5. five-year duration

Choose the correct answer from the options given below:

(A) 1, 2 and 5 only

(B) 1, 2 and 3 only

(C) 2, 3 and 5 only

(D) 2 and 4 only

42.) According to NEP-2020, the Higher Education Commission of India (HECI) will be set up:

1. to replace the UGC for maintaining quality and standard in higher education institutions

2. as an umbrella institution to look into regulation accreditation, funding and academic standard

3. as a regulatory authority to maintain quality and standard

4. to maintain academic standard of higher education institutions

Choose the correct answer from the options given below:

(A) 1 and 2 only

(B) 2, 3 and 4 only

(C) 1, 3 and 4 only

(D) 1, 2, 3 and 4

43.) Match List I with List II

Regulatory institutions as per NEP-2020 Responsibilities

List I

A. NHERC

B. NAC

C. HEGC

D. GEC

List II

I. Academic standards

II. Accreditation

III. Regulation

IV. Financing

Choose the correct answer from the options given below:

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

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

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

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

44.) According to NEP-2020, National Research Foundation (NRF) may be established to

(A) Promote doctoral/post-doctoral research

(B) Promote fundamental scientific research

(C) Enable universities to establish research laboratories

(D) Enable a culture of research to permeate through universities

45.) Given below are two statements, one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: Higher education in India has limited access particularly in socio-economically disadvantaged areas

Reason R: The research and innovation investment in India is only 0.69% of GDP

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

- (A) Both A and R are correct and R is the correct explanation of A
- (B) Both A and R are correct but R is NOT the correct explanation of A
- (C) A is correct but R is not correct
- (D) A is not correct but R is correct

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

Early feminist theory had emphasised the commonalities of women's oppression, neglecting profound differences between women in terms of class, age, religion, race and nation. As its exclusionary nature became evident, the collective 'we' of feminism was called into question. The inadequacies of feminist theorising that conflated the condition of white, middle class women with the condition of all women were highlighted in North America by black and Latin feminists, and in Britain by black and Asian feminists. Such critiques evoked the concepts of 'inter-locking identities' and 'inter-locking oppressions'. Related and more radical analyses came from feminist scholars in the Third world, where quite different agendas were called for. These critiques heightened the irrelevance of western feminism's analytical frameworks to the lives of most women around the world and attempted to reposition feminist debate within broader social, economic and cultural contexts of analysis advocated by scholars such as Janus. Such critiques spoke from a post-colonial position, in which the self-assumed authority of western feminists to speak about or indeed for others was disputed and decentered. Influential accounts of the tendencies of masculinist imperialist ideological formation to construct a 'monolithic Third world' woman', discursively constituted as the universal victim of Third world patriarchy, challenged feminists to "unlearn" their privilege and to deconstruct their own authority as intellectuals. These positions appeared to question the legitimacy of outside intervention of any kind, whether intellectual or political. Although subsequently attempted by the Third world scholars anxious to move beyond standpoints that threatened to mark all feminist politics as either inauthentic or unnecessary, they were enduringly influential in highlighting the questions identity and authority in feminist studies.

The early feminist theory ignored among women, the issue of

- (A) Enduring commonalities
- (B) Significant differences
- (C) Inclusive factors
- (D) Oppressive elements

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

Early feminist theory had emphasised the commonalities of women's oppression, neglecting profound differences between women in terms of class, age, religion, race and nation. As its exclusionary nature became evident, the collective 'we' of feminism was called into question. The inadequacies of feminist theorising that conflated the condition of white, middle class women with the condition of all women were highlighted in North America by black and Latin feminists, and in Britain by black and Asian feminists. Such critiques evoked the concepts of 'inter-locking identities' and 'inter-locking oppressions'. Related and more radical analyses came from feminist scholars in the Third world, where quite different agendas were called for. These critiques heightened the irrelevance of western feminism's analytical frameworks to the lives of most women around the world and attempted to reposition feminist debate within broader social, economic and cultural contexts of analysis advocated by scholars such as Janus. Such critiques spoke from a post-colonial position, in which the self-assumed authority of western feminists to speak about or indeed for others was disputed and decentered. Influential accounts of the

tendencies of masculinist imperialist ideological formation to construct a 'monolithic Third world' woman', discursively constituted as the universal victim of Third world patriarchy, challenged feminists to "unlearn" their privilege and to deconstruct their own authority as intellectuals. These positions appeared to question the legitimacy of outside intervention of any kind, whether intellectual or political. Although subsequently attempted by the Third world scholars anxious to move beyond standpoints that threatened to mark all feminist politics as either inauthentic or unnecessary, they were enduringly influential in highlighting the questions identity and authority in feminist studies.

Initially, the feminist theory veered around the problems of

- (A) Feminists around the world
- (B) North-American middle class white women
- (C) Blacks and Latinos
- (D) Identified women groups in different places

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

Early feminist theory had emphasised the commonalities of women's oppression, neglecting profound differences between women in terms of class, age, religion, race and nation. As its exclusionary nature became evident, the collective 'we' of feminism was called into question. The inadequacies of feminist theorising that conflated the condition of white, middle class women with the condition of all women were highlighted in North America by black and Latin feminists, and in Britain by black and Asian feminists. Such critiques evoked the concepts of 'inter-locking identities' and inter-locking oppressions'. Related and more radical analyses came from feminist scholars in the Third world, where quite different agendas were called for. These critiques heightened the irrelevance of western feminism's analytical frameworks to the lives of most women around the world and attempted to reposition feminist debate within broader social, economic and cultural contexts of analysis advocated by scholars such as Janus. Such critiques spoke from a post-colonial position, in which the self-assumed authority of western feminists to speak about or indeed for others was disputed and decentered. Influential accounts of the tendencies of masculinist imperialist ideological formation to construct a 'monolithic Third world' woman', discursively constituted as the universal victim of Third world patriarchy, challenged feminists to "unlearn" their privilege and to deconstruct their own authority as intellectuals. These positions appeared to question the legitimacy of outside intervention of any kind, whether intellectual or political. Although subsequently attempted by the Third world scholars anxious to move beyond standpoints that threatened to mark all feminist politics as either inauthentic or unnecessary, they were enduringly influential in highlighting the questions identity and authority in feminist studies.

The analytical frameworks of western feminists were critiqued by Third world scholars as:

- (A) they had different societal agendas
- (B) radical and irrelevant
- (C) they had to be repositioned in different contexts
- (D) they had to fit in a discursive discourse

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

Early feminist theory had emphasised the commonalities of women's oppression, neglecting profound differences between women in terms of class, age, religion, race and nation. As its exclusionary nature became evident, the collective 'we' of feminism was called into question. The inadequacies of feminist theorising that conflated the condition of white, middle class women with the condition of all women were highlighted in North America by black and Latin feminists, and in Britain by black and Asian feminists. Such critiques evoked the concepts of 'inter-locking identities' and inter-locking oppressions'.

Related and more radical analyses came from feminist scholars in the Third world, where quite different agendas were called for. These critiques heightened the irrelevance of western feminism's analytical frameworks to the lives of most women around the world and attempted to reposition feminist debate within broader social, economic and cultural contexts of analysis advocated by scholars such as Janus. Such critiques spoke from a post-colonial position, in which the self-assumed authority of western feminists to speak about or indeed for others was disputed and decentered. Influential accounts of the tendencies of masculinist imperialist ideological formation to construct a 'monolithic Third world woman', discursively constituted as the universal victim of Third world patriarchy, challenged feminists to "unlearn" their privilege and to deconstruct their own authority as intellectuals. These positions appeared to question the legitimacy of outside intervention of any kind, whether intellectual or political. Although subsequently attempted by the Third world scholars anxious to move beyond standpoints that threatened to mark all feminist politics as either inauthentic or unnecessary, they were enduringly influential in highlighting the questions identity and authority in feminist studies.

Post-colonial, western feminists were asked to

- (A) Free themselves from masculinist ideologies
- (B) Disengage themselves from the idea of 'Third world woman'.
- (C) Challenge the Third world patriarchy
- (D) Deconstruct their status as intellectuals

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

Early feminist theory had emphasised the commonalities of women's oppression, neglecting profound differences between women in terms of class, age, religion, race and nation. As its exclusionary nature became evident, the collective 'we' of feminism was called into question. The inadequacies of feminist theorising that conflated the condition of white, middle class women with the condition of all women were highlighted in North America by black and Latin feminists, and in Britain by black and Asian feminists. Such critiques evoked the concepts of 'inter-locking identities' and inter-locking oppressions'. Related and more radical analyses came from feminist scholars in the Third world, where quite different agendas were called for. These critiques heightened the irrelevance of western feminism's analytical frameworks to the lives of most women around the world and attempted to reposition feminist debate within broader social, economic and cultural contexts of analysis advocated by scholars such as Janus. Such critiques spoke from a post-colonial position, in which the self-assumed authority of western feminists to speak about or indeed for others was disputed and decentered. Influential accounts of the tendencies of masculinist imperialist ideological formation to construct a 'monolithic Third world woman', discursively constituted as the universal victim of Third world patriarchy, challenged feminists to "unlearn" their privilege and to deconstruct their own authority as intellectuals. These positions appeared to question the legitimacy of outside intervention of any kind, whether intellectual or political. Although subsequently attempted by the Third world scholars anxious to move beyond standpoints that threatened to mark all feminist politics as either inauthentic or unnecessary, they were enduringly influential in highlighting the questions identity and authority in feminist studies.

The passage speaks of

- (A) Identity issues in feminist studies
- (B) Authority of western feminist scholars
- (C) Experience of Third world feminists
- (D) Ideological constructs all over the world

