

UNIT III

Comprehension

Unit III Comprehension is one of the most scoring units of the NTA UGC NET Exam because it does not require prior knowledge of any specific topic. It is included in the test to assess the reading and comprehension skills of the learner.

POINTS TO BEAR IN MIND

- Reading the questions before reading the passage helps to identify the lines that require more attention than the others. The mind is alerted towards recognizing and identifying the terms, phrases, and ideas from the passage that are also there in the questions.
- Quickly skim through the passage before you actually read it, and then begin reading it properly and attentively.
- It is very important to understand the lines and make inferences while reading the passage because sometimes the questions are not asked directly. Nevertheless, the answers will follow from the passage.
- It is not necessary to answer the questions in the order they appear on the screen. Moving to and fro and attempting the questions in a discursive manner is permitted.
- In most of the cases, elimination of choices works better than selection of choices. It would be helpful to eliminate the options which are broad, narrow, odd and irrelevant to the question asked. This strategy helps reaching the correct choice easily and with high accuracy.
- Do not use any previous knowledge related to the topic to answer the question.
- Read newspaper articles and other journals available online and offline to improve your reading speed and vocabulary.
- While taking a test online it is not possible to underline and mark lines directly, thus it is imperative to hone one's reading and comprehension skills.
- Practising more and more Computer Based Tests (CBTs) ensures progress and success.

PAST YEARS QUESTIONS

DIRECTIONS (Qs. 1-6): Read the passage carefully and answer the given questions. **[July, 2016]**

In terms of labour, for decades the relatively low cost and high quality of Japanese workers conferred considerable competitive advantage across numerous durable goods and consumer electronics industries (e.g. Machinery, automobiles, televisions, radios). Then labour-based advantages shifted to South Korea, then to Malaysia, Mexico and other nations. Today, China appears to be capitalizing best on the basis of labour. Japanese firms still remain competitive in markets for such durable goods, electronics and other products, but the labour force is no longer sufficient for competitive advantage over manufacturers in other industrializing nations. Such shifting of labour-based advantage is clearly not limited to manufacturing industries. Today, a huge number of IT and service jobs are moving from

Europe and North America to India, Singapore, and like countries with relatively well-educated, low-cost workforces possessing technical skills. However, as educational levels and technical skills continue to rise in other countries, India, Singapore, and like nations enjoying labour-based competitive advantage today are likely to find such advantage cannot be sustained through emergence of new competitors.

In terms of capital, for centuries the days of gold coins and later even paper money restricted financial flows. Subsequently regional concentrations were formed where large banks, industries and markets coalesced. But today capital flows internationally at rapid speed. Global commerce no longer requires regional interactions among business players. Regional capital concentrations in places such as New York, London and Tokyo still persist, of course, but the capital concentrated

there is no longer sufficient for competitive advantage over other capitalists distributed worldwide. Only if an organization is able to combine, integrate and apply its resources (eg. Land, labour, capital, IT) in an effective manner that is not readily imitable by competitors can such an organization enjoy competitive advantage sustainable overtime.

In a knowledge-based theory of the firm, this idea is extended to view organizational knowledge as a resource with atleast the same level of power and importance as the traditional economic inputs. An organization with superior knowledge can achieve competitive advantage in markets that appreciate the application of such knowledge. Semiconductors, genetic engineering, pharmaceuticals, software, military warfare, and like knowledge-intensive competitive arenas provide both time-proven and current examples. Consider semiconductors (e.g. computer chips), which are made principally of sand and common metals. These ubiquitous and powerful electronic devices are designed within common office buildings, using commercially available tools, and fabricated within factories in many industrialized nations. Hence, land is not the key competitive resource in the semiconductor industry.

1. What is required to ensure competitive advantages in specific markets ?
 - (a) Access to capital
 - (b) Common office buildings
 - (c) Superior knowledge
 - (d) Common metals
2. The passage also mentions about the trend of
 - (a) Global financial flow
 - (b) Absence of competition in manufacturing industry
 - (c) Regionalisation of capitalists
 - (d) Organizational incompatibility
3. What does the author lay stress on in the passage ?
 - (a) International commerce
 - (b) Labour-Intensive industries
 - (c) Capital resource management
 - (d) Knowledge-driven competitive advantage
4. Which country enjoyed competitive advantages in automobile industry for decades?
 - (a) South Korea (b) Japan
 - (c) Mexico (d) Malaysia
5. Why labour-based competitive advantages of India and Singapore cannot be sustained in IT and service sectors?
 - (a) Due to diminishing levels of skill.
 - (b) Due to capital-intensive technology making inroads.
 - (c) Because of new competitors.
 - (d) Because of shifting of labour-based advantage in manufacturing industries.
6. How can an organisation enjoy competitive advantage sustainable overtime?

- (a) Through regional capital flows.
- (b) Through regional interactions among business players.
- (c) By making large banks, industries and markets coalesced.
- (d) By effective use of various instrumentalities.

DIRECTIONS (Qs. 7-12): Read the passage carefully and answer the given questions. **[August, 2016]**

Many aspects of the motion-picture industry and its constituent companies are dissimilar to those observable in advanced-technology industries and firms.

For instance, company longevity does not represent a consistent concern across the two organisational contexts. In the advanced-technology company for example, one new-product innovation – which is expected to generate financial returns to the firm – is insufficient for the company to be successful.

Rather, a stream of new product innovations is required. By contrast with the independent production company of this case, each new film – which is expected to generate financial returns to the principals – is sufficient for the company to be successful. Any subsequent new films involving the firm's participants will be produced by a different independent company.

As another instance, people's learning is expected to have different contributors and beneficiaries across the two organizational contexts. In the advanced-technology company, for example, each new product innovation provides an opportunity for participants on the project team to learn and acquire experience, and this same company intends to retain such participants, hence, benefit from their increased experience on the next project. By contrast with the independent production company, each new film provides an opportunity for participants on the project team to learn and acquire this experience also, but this same company has little or no expectation of retaining such participants, and hence, benefitting from their increased experience in the next project.

Experience is paramount in the motion-picture industry. Generally, on film projects, budgets are very tight, and schedules are very demanding. People are hired largely based on their experience and are expected to perform well immediately when called to do so. There is negligible slack time or margin for learning through trial and error, but experienced people learn exactly through trial and error. Because experience is valued so highly and film-production houses have such short time horizons, entry into the industry is very difficult for most people. Further, the role played by schools and colleges is minimal in this industry. Some skills and techniques can be learned and refined through formal education (e.g., acting schools, theatre, film degrees), but the majority come through direct experience. Mentoring plays an important role. True, the film business focuses heavily on exploitation over

exploration. Yet success of the industry as a whole is critically dependent upon learning and exploration overtime.

7. What is not a consistent concern across the two organisational contexts?
 - (a) Dissimilarity
 - (b) Product package
 - (c) Financial return
 - (d) Company longevity
8. What will be sufficient for an independent production company to be successful?
 - (a) New product innovations
 - (b) Financial returns from each new film
 - (c) Active role by firm's participants
 - (d) Organizational context
9. What does an advanced-technology company expect from the learning experience of its participants?
 - (a) Benefit for the next project
 - (b) Opportunity for more learning
 - (c) Little expectation of retaining them
 - (d) Help in marketing the previous product
10. What is not the expectation of an independent production company in the case of its participants?
 - (a) Absence from the next project
 - (b) Retention for the next project
 - (c) Participation in the current project
 - (d) Use of opportunity to acquire experience
11. Why do film production houses value experience highly?
 - (a) Because of the importance of trial and error methods
 - (b) Because of the margin for learning
 - (c) Because of short time horizons
 - (d) Because it allows easy entry to everyone into the film world
12. According to the author, what has been the focus of film business?
 - (a) Formal education
 - (b) Mentoring
 - (c) Exploitation
 - (d) Indirect experience

DIRECTIONS (Qs. 13-16): Read the passage carefully and answer the given questions. **[November, 2017]**

Climate change is considered to be one of the most serious threats to sustainable development, with adverse impacts on the environment, human health, food security, economic activity, natural resources and physical infrastructure. Global climate varies naturally. According to the Inter-governmental Panel on Climate Change (IPCC), the effects of climate change have already been observed, and scientific findings indicate that precautionary and prompt action is necessary. Vulnerability to climate change is not just a function of geography or dependence on natural resources; it also has social, economic and political dimensions which influence how climate change affects different

groups. Poor people rarely have insurance to cover loss of property due to natural calamities i.e. drought, floods, super cyclones etc. The poor communities are already struggling to cope with the existing challenges of poverty and climate variability and climate change could push many beyond their ability to cope or even survive. It is vital that these communities are helped to adapt to the changing dynamics of nature. Adaptation is a process through which societies make themselves better able to cope with an uncertain future. Adapting to climate change entails taking the right measures to reduce the negative effects of climate change (or exploit the positive ones) by making the appropriate adjustments and changes. These range from technological options such as increased sea defences or flood - proof houses on stilts to behavioural change at the individual level, such as reducing water use in times of drought. Other strategies include early warning systems for extreme events, better water management, improved risk management, various insurance options and biodiversity conservation. Because of the speed at which climate change is happening due to global temperature rise, it is urgent that the vulnerability of developing countries to climate change is reduced and their capacity to adapt is increased and national adaptation plans are implemented. Adapting to climate change will entail adjustments and changes at every level from community to national and international. Communities must build their resilience, including adopting appropriate technologies while making the most of traditional knowledge, and diversifying their livelihoods to cope with current and future climate stress. Local coping strategies and knowledge need to be used in synergy with government and local interventions. The need of adaptation interventions depends on national circumstances. There is a large body of knowledge and experience within local communities on coping with climatic variability and extreme weather events. Local communities have always aimed to adapt to variations in their climate. To do so, they have made preparations based on their resources and their knowledge accumulated through experience of past weather patterns. This includes times when they have also been forced to react to and recover from extreme events, such as floods, drought and hurricanes. Local coping strategies are an important element of planning for adaptation. Climate change is leading communities to experience climatic extremes more frequently, as well as new climate conditions and extremes. Traditional knowledge can help to provide efficient, appropriate and time - tested ways of advising and enabling adaptation to climate change in communities who are feeling the effects of climate changes due to global warming.

13. Adaptation as a process enables societies to cope with :
- An uncertain future
 - Adjustments and changes
 - Negative impact of climate change
 - Positive impact of climate change
- Select the most appropriate answer from the following code:
- (A), (B), (C) and (D)
 - (A) and (C)
 - (B), (C) and (D)
 - (C) only
14. To address the challenge of climate change, developing countries urgently require :
- Imposition of climate change tax
 - Implementation of national adaptation policy at their level
 - Adoption of short-term plans
 - Adoption of technological solutions
15. The traditional knowledge should be used through:
- Its dissemination
 - Improvement in national circumstances
 - Synergy between government and local interventions
 - Modern technology
16. The main focus of the passage is on :
- Combining traditional knowledge with appropriate technology
 - Co-ordination between regional and national efforts
 - Adaptation to climate change
 - Social dimensions of climate change

DIRECTIONS (Qs. 17-22): Read the passage carefully and answer the given questions [January, 2017]

The last great war, which nearly shook the foundations of the modern world, had little impact on Indian literature beyond aggravating the popular revulsion against violence and adding to the growing disillusionment with the 'humane pretensions' of the Western World. This was eloquently voiced in Tagore's later poems and his last testament, Crisis in Civilisation. The Indian intelligentsia was in a state of moral dilemma. On the one hand, it could not help sympathising with England's dogged courage in the hour of peril, with the Russians fighting with their backs to the wall against the ruthless Nazi hordes, and with China groaning under the heel of Japanese militarism; on the other hand, their own country was practically under military occupation of their own soil, and an Indian army under Subhas Bose was trying from the opposite camp to liberate their country. No creative impulse could issue from such confusion of loyalties. One would imagine that the achievement of Indian independence in 1947, which came in the wake of the Allies' victory and was followed by the collapse of colonialism in the neighbouring countries of South-East Asia, would have released an upsurge of creative energy. No doubt it did, but unfortunately it was soon submerged in the great agony of partition, with its

inhuman slaughter of the innocents and the uprooting of millions of people from their homeland, followed by the martyrdom of Mahatma Gandhi. These tragedies, along with Pakistan's invasion of Kashmir and its later atrocities in Bangladesh, did indeed provoke a poignant writing, particularly in the languages of the regions most affected, Bengali, Hindi, Kashmiri, Punjabi, Sindhi and Urdu. But poignant or passionate writing does not by itself make great literature. What reserves of enthusiasm and confidence survived these disasters have been mainly absorbed in the task of national reconstruction and economic development. Great literature has always emerged out of chains of convulsions. Indian literature is richer today in volume, range and variety than it ever was in the past.

17. What was the impact of the last great war on Indian literature?
- It had no impact.
 - It aggravated popular revulsion against violence.
 - It shook the foundations of literature.
 - It offered eloquent support to the Western World.
18. What did Tagore articulate in his last testament?
- Offered support to Subhas Bose.
 - Exposed the humane pretensions of the Western World.
 - Expressed loyalty to England.
 - Encouraged the liberation of countries.
19. What was the stance of Indian intelligentsia during the period of great war ?
- Indifference to Russia's plight.
 - They favoured Japanese militarism.
 - They prompted creativity out of confused loyalties.
 - They expressed sympathy for England's dogged courage.
20. Identify the factor responsible for the submergence of creative energy in Indian literature.
- Military occupation of one's own soil.
 - Resistance to colonial occupation.
 - Great agony of partition.
 - Victory of Allies.
21. What was the aftermath that survived tragedies in Kashmir and Bangladesh ?
- Suspicion of other countries
 - Continuance of rivalry
 - Menace of war
 - National reconstruction
22. The passage has the message that
- Disasters are inevitable.
 - Great literature emerges out of chains of convulsions.
 - Indian literature does not have a marked landscape.
 - Literature has no relation with war and independence.

DIRECTIONS (Qs. 23-27): Read the passage carefully and answer the given questions. **[July, 2018]**

If India has to develop her internal strengths, the nation has to focus on the technological imperatives, keeping in mind three dynamic dimensions : the people, the overall economy and the strategic interests. These technological imperatives also take into account a 'fourth' dimension, time, an offshoot of modern day dynamism in business, trade, and technology that leads to continually shifting targets. We believe that technological strengths are especially crucial in dealing with this fourth dimension underlying continuous change in the aspirations of the people, the economy in the global context, and the strategic interests. The progress of technology lies at the heart of human history. Technological strengths are the key to creating more productive employment in an increasingly competitive market place and to continually upgrade human skills. Without a pervasive use of technologies, we cannot achieve overall development of our people in the years to come. The direct linkages of technology to the nation's strategic strengths are becoming more and more clear, especially since 1990s. India's own strength in a number of core areas still puts it in a position of reasonable strength in geo-political context. Any nation aspiring to become a developed one needs to have strengths in various strategic technologies and also the ability to continually upgrade them through its own creative strengths. For people-oriented actions as well, whether for the creation of large scale productive employment or for ensuring nutritional and health security for people, or for better living conditions, technology is the only vital input. The absence of greater technological impetus could lead to lower productivity and wastage of precious natural resources. Activities with low productivity or low value addition, in the final analysis hurt the poorest most. The technological imperatives to lift our people to a new life, and to a life they are entitled to is important. India, aspiring to become a major economic power in terms of trade and increase in GDP, cannot succeed on the strength of turnkey projects designed and built abroad or only through large-scale imports of plant machinery, equipment and know how. Even while being alive to the short-term realities, medium and long-term strategies to develop core technological strengths within our industry are vital for envisioning a developed India.

- 23.** According to the above passage, which of the following are indicative of the fourth dimension?
- Aspirations of people
 - Modern day dynamism
 - Economy in the global context
 - Strategic interests
- Code:
- (a), (b) and (c) only
 - (b), (c) and (d) only
 - (a), (c) and (d) only
 - (a), (b) and (d) only

- 24.** More productive employment demands:
- Pervasive use of technology
 - Limiting competitive market place
 - Geo-political considerations
 - Large industries
- 25.** Absence of technology would lead to :
- Less pollution
 - Wastage of precious natural resources
 - Low value addition
 - Hurting the poorest most
- Code :
- (a), (b) and (c) only
 - (b), (c) and (d) only
 - (a), (b) and (d) only
 - (a), (c) and (d) only
- 26.** The advantage of technological inputs would result in :
- Unbridled technological growth
 - Importing plant machinery
 - Sidelining environmental issues
 - Lifting our people to a life of dignity
- 27.** Envisioning a developed India requires:
- Aspiration to become a major economic player
 - Dependence upon projects designed abroad
 - Focus on short-term projects
 - Development of core technological strengths

DIRECTIONS (Qs. 28-32): Read the passage carefully and answer the given questions. **[December, 2018]**

We live in a world characterised by greater universal aspirations to full participation in the life of societies. What is more, in every society there is a constantly growing need to take full advantage of its reserves of intelligence, talent and energy. Here the need to improve the quality of education is emphasised. Clearly, any assessment of quality involves a value judgement that is coloured by what one expects of education. A good-quality education should meet three essential criteria : it should be democratic, it should be socially effective and it should be motivated by a humanism that does not allow it to be subordinated exclusively to the criterion of productivity. This calls for a critical appraisal of the highly debatable tendency to give priority to allegedly "practical" knowledge as opposed to mind-broadening subjects, topics for thought, artistic expression or the philosophical approach. The link between education and work formed another theme which was frequently brought up. There is a grave concern regarding the wide discrepancies between education and employment. UNESCO, for a long time now, has made a point of studying the interactions between education, work and employment as part of its action in the field of planning. It has to be said that it is very difficult to plan education strictly in accordance with employment forecasts, in view of the growing diversity of modern economies and the extremely rapid changes to which they are

subject. It has been shown that greater flexibility in the structures and functioning of education provides the best guarantee against the danger that it will be ill-adapted to rapid change.

28. The passage emphasises the factors of:
- Need for quality education
 - Link between education and work
 - Balance between mind-broadening subjects with practical knowledge
 - Not planning education for meeting the needs of modern economies
 - Flexibility in the structures of education
 - Subjecting education to rapid changes
- (a) (A), (D), (E), (F) (b) (A), (C), (D), (F)
 (c) (A), (B), (C), (E) (d) (B), (D), (E), (F)
29. The characteristic of humanism should be
- Priority to practical knowledge
 - Opposition to philosophical approach
 - Planning education for employment
 - Non-sub-ordination to productivity notion
30. What is the action of UNESCO in the field of planning?
- Not to plan education for work
 - To study the linkage between education and work
 - Expressing grave concern on discrepancies between education and life
 - Focussing on artistic expression
31. What is coloured by the expectation of education?
- A critical appraisal of debatable tendencies
 - Value judgement
 - Identification of motivation
 - Assessment of expect outcome
32. Why is there a need in every society to take advantage of intelligence, talent and energy?
- To characterise the world with universal aspirations
 - To preserve the reserves of these factors cited
 - To assess the educational needs
 - To participate in the life of societies

DIRECTIONS (Qs. 33-37): Read the passage and answer the questions based on it. **[June, 2019]**

Indian organisations have traditionally not considered their human resource as a means of distinct competitive advantage. Rather, people management has been a big challenge for the Indian business head. this situation is undergoing rapid change today; because as Indian organisations are recognising the need for professional human resource management, simultaneously there is a growing demand for trained human resource professionals. At most universities, business schools have begun to offer specialised, customised courses to train the human resource professional. Increasingly, organisations are encouraging line managers to handle human resource responsibilities.

Ancient India was known for its occupation based hierarchy. The ancient Indian text, the Arthashastra refers to the job description of a supervisor and performance linked pay for artisans.

It was only after the 1850 that formal industrial organisations emerged in India. But it was only after India became an independent country in 1947 that significant improvement was witnessed in the personnel management policy of business organisations.

After independence, when a mixed economy was encouraged as the Indian growth model, industrial organisations were broadly classified into public sector and private sector. Since the public sector units were the recipients of large investments and became the biggest employers, their approach towards personnel management receive a lot of attention. The goal of a socialistic society enshrined within the constitution of India implied that the protection of human resource became a significant objective. Many constitutional provisions were created in order to protect workers. Organisations had to appoint welfare officers to take care of all personnel.

The next phase of development saw the rise of the trade unions, and manager unions in the Indian business organization. this further boosted the growth of personnel offices in most organisations.

33. More and more organisations are encouraging their line managers to handle
- the whole organisation
 - the responsibilities of human resource
 - the offices of juniors
 - the public relations
34. The competitive advantages of human resource has NOT been
- understood in the past
 - realised in the present
 - ignored in the past
 - planned for the future
35. Significant improvement was seen in the personnel management policy of business organisations after
- 1850
 - 1857
 - 1940
 - 1947
36. Personnel offices in many organisations witnessed an increase because of
- independence of India
 - industrial development
 - the rise of unions
 - worker-friendly policies
37. The hierachy system in ancient India was based on
- the job you did
 - the family you belonged to
 - the place you lived in
 - the year of your birth

DIRECTIONS (Qs. 38-42): Read the passage and answer the questions based on it. [June, 2019]

An important difference between human beings and animals is the property of language. Animals have a rudimentary information process but this process does not have the sophistication and complexity of human language. If two does communicate, they pass on information but they can't discuss detail the way human can. While humans are blessed to possess the language faculty, most of the time they don't utilize it to its greatest potential. Perhaps this is because human beings tend to react rather than respond. And a lot of the message of languages is lost in this reaction.

In the daily use of the language, people forget the complex process involved in order to put even one word in place. The wonder of his process lies in the fact that it is involuntary in nature the whole set of chain process right from the command in the brain to forming of words from the message required to the movement of the vocal chords and corresponding movement in the lungs and mouth takes place within second. Perhaps the whole suggestion of 'think before you speak' may lead to a silent worlds!

In the world of daily interaction, language becomes a marker and means of projecting identity. The people around us identify us with a certain style of using language and unknowingly, each language user follows this style by habits. It is not a bad idea to record one's spoken communication from time to time, as this will assist in removing any unwanted elements that the speech may expressing. Similarly, it is a good idea to step back once in a while and read one's written communication objectively.

38. Which of the following forms is assumed by the language style of a person?
 (a) a reaction (b) a habit
 (c) a response (d) a thought
39. Animals do not possess language because
 (a) the power of speech is missing
 (b) the life breath is missing
 (c) the level of complexity is missing
 (d) the information-sharing is missing
40. The world will become a silent place if people will think
 (a) too much (b) before listening
 (c) before responding (d) before speaking
41. The process of language is a wonder because it is
 (a) a reaction (b) a response
 (c) smooth (d) involuntary
42. When human beings react rather than respond
 (a) They lose the message
 (b) They lose control
 (c) They become emotional
 (d) They can't speak

DIRECTIONS (Qs. 43-47): Read the passage and answer the questions based on it. [December, 2019]

Anyone who has ever been in a classroom where the teacher's presentation was lifeless, static and without vocal variety ran appreciate the common-sense value of the affective side of teaching. However, unlike the other behaviours, affect cannot be captured in transcripts of teaching or by classroom interaction instruments.

Narrowly focused research instruments often miss a teacher's active nature, which emerges from a more holistic view of the classroom. This active nature is the foundation on which one can build a warm and nurturing relationship with his or her leanness. What the instruments miss, the students see clearly. Students are good perceivers of the emotions and intentions underlying a teacher's actions and they often respond accordingly. A teacher who is excited about the subject being taught and shows it by facial expressions, voice infection, gesture and movement thus communicating respect and caring for the learner is more likely to hold the attention of students and motivate them to higher levels of achievement than one who does not exhibit these behaviours. Students take their cues from these active signs and lower or heighten their engagement with the lesson accordingly.

Enthusiasm is an important aspect of a teacher's aect. Enthusiasm is the teacher's vigour, power, involvement excitement, and interest during a classroom presentation and willingness to share this emotion with learners, who will want to respond in kind.

43. The active nature of teaching is rejected in
 (a) Deeper understanding of the classroom environment
 (b) Other behaviours of the teacher
 (c) The recording of classroom interaction
 (d) The limited reliance on research instruments
44. The affective signs will provide students
 (a) The basis for understanding contents
 (b) Exhibitional behaviours
 (c) Cues to hold attention
 (d) A basis which triggers further enthusiasm
45. The passage focuses attention on
 (a) Lifeless classroom presentation
 (b) Active factors of teaching
 (c) Students as emotional learners
 (d) Measuring teacher's active nature
46. When does one feel the need for the value of active aspects of teaching?
 (a) When a teacher has a vocal variety
 (b) When a teacher makes a dynamic presentation
 (c) When a teacher's presentation is monotonous
 (d) When a teacher's lecture is beyond expectation

47. Students respect a teacher who
- Is emotional
 - Displays concern for students
 - Has a powerful voice
 - Has narcissistic attitude

DIRECTIONS (Qs. 48-52): Read the given passage and answer the question that follow: [December, 2019]

The motives for direct investments abroad are generally the same as earning higher returns, possibly resulting from higher growth rates abroad, more favourable tax treatment or greater availability of infrastructure and diversifying risks. Indeed, it has been found that firms with a strong international orientation, either through exports or through foreign production and/or sales facilities, are more profitable, and have a much smaller variability in profits than purely domestic firms. Although these reasons are sufficient to explain international investments they leave one basic question unanswered with regard to direct foreign investments. That is, they cannot explain why the residents of a nation do not borrow from other nations and themselves make real investments in their own nation rather than accept direct investments from abroad. After all, the residents of a nation can be expected to be more familiar with local conditions and thus to be at a competitive advantage with respect to foreign investors. There are several explanations for this. The most important is that many large corporations, usually in monopolistic and oligopolistic markets, often have some unique production knowledge or managerial skill that could easily and profitably be utilized abroad and over which the corporation wants to retain direct control. In such a situation, the firm will make direct investments abroad. This involves horizontal integration or the production abroad of a differentiated product that is also produced at home. This helps serve the foreign market better by adapting to local conditions than through exports.

48. In the case of direct foreign investments, what factor remains unaddressed?
- Acceptance of foreign investment
 - Non-acceptance of foreign investment
 - Absence of competitive edge
 - Role of monopolistic corporations
49. Purely domestic firms are affected by
- Low interest rates
 - Small variability of profits
 - Larger variability of profits
 - Export controls
50. What advantage do large corporations have in oligopolistic markets?
- Direct control over profitability
 - Large production of undifferentiated products
 - Localization of managerial skills
 - Eliminating barriers to higher profits
51. The passage focuses on the aspects mainly related to
- Indirect control over investments
 - International orientation of investment

- Sales facilities
- Risks involved in integration of production

52. The possible reasons of direct foreign investment can be
- Higher returns
 - Better tax regimes
 - Availability of infrastructure
 - Risk mitigation
 - Financial support from local investors

Choose the correct answer from the options given below:

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

DIRECTIONS (Qs. 53-57): Read the given passage and answer the question that follow: [2020 Ist Shift]

If so much of present day cultural learning depends on situation and context how do the resulting assemblages acquire an organised coherence? One way this issue is being raised in recent anthropology is through the concern with identity, whether defined as identity of the person of an ethnic group or of an entire nation. But identities do not swim above in the stream of social life like amoebas in fermenting banana soup. If definitions of identity involve a characterisation of attributes and a drawing of boundaries around the units so defined, in contrast with other units, this must have a causal context. Moreover, we know that the search for identity varies historically, intensifying or slackening over periods of time. Thus, a major rise occurred in the demand for identity with the advent of the nation-state and the collateral development of nationalism, which hoped to create a unified and identifiable 'people', out of diverse populations with distinctive identities of their own. Recently, the demand for identities has risen once again, precisely at a time when cultural repertoires are becoming again more heterogeneous, as people have responded to changes in the social division of labour, in their relation to governments, in reaction to new modes of communication. These repertoires of cultural understandings and practices do not easily fit any traditional notion of culture as an integral and integrated set of forms and meanings.

53. Historically the search for identity has been of
- Uniform continuity
 - Slackening of culture
 - Intermittent intensity
 - Illogical motives
54. The advent of nationalism led to
- Competing identities
 - Single identity across the nation
 - The emergence of a unified cultural repertoire
 - Unity within diverse identities
55. The identity has a tendency to have
- Different attributes from others
 - Coherence with other units
 - Undistinguishable boundaries
 - The movement above the stream of social life

56. What is the focal issue in the present day cultural learning?
- Unending discussions on it
 - Contextual clarity
 - Anthropological concern
 - The need to organise the issue properly
57. The new cultural understanding does not fit into traditional notion of culture due to
- New modes of communication
 - Traditional social divisions of labour
 - Integrated sets of meanings
 - The creation of a strong nation-state

DIRECTIONS (Qs. 58-62): Read the given passage and answer the question that follow: [2020 IInd Shift]

Marketers are reexamining their relationships with social values and responsibilities and with the very Earth that sustains us. As the worldwide consumerism and environmentalism movement mature, today's marketers are being called on to develop sustainable marketing practices. Corporate ethics and social responsibility have become hot topics for almost every business. And few companies can ignore the renewed and very demanding environmental movement. Every company action can affect customer relationships. Today's customers expect companies to deliver value in a socially and environmentally responsible way.

These social-responsibility and environmental movements will place even stricter demands on companies in the future. Some companies resist these movements, budging only when forced by legislation or organized customer outcries. Forward-looking companies, however, readily accept their responsibilities to the world around them. They view sustainable marketing as an opportunity to do well by doing good. They seek ways to profit by serving immediate needs and the best long-run interest of their customers and communities. Some companies, such as Patagonia, Ben & Jerry's, Timberland, Method, and others, practice caring capitalism, setting themselves apart by being civic-minded and responsible. They build social linkages.

58. What do farsighted companies prefer?
- Sustainable marketing
 - Legislative compulsion
 - Organized consumer pressure
 - Status quo in the market
59. According to the passage, sustainable marketing is perceived as
- Immediately profitable
 - Community fallacy
 - Doing good to community as an opportunity
 - Long-term burden to society as a difficult issue
60. The concern for today's society centres on
- Marketing strategies
 - Customer relations
 - Corporate ethics
 - Delivery of value for money

61. The present-day marketers have focused on
- Consumerism
 - Social obligations
 - Sustaining their business practices
 - Competitive business

62. Caring capitalism is inclusive of
- Make profit by ignoring social demands
 - Being civic-minded
 - Forging social linkages
 - Budge when there is a legislative nudge
- Choose the correct answer from the options given below:
- A and B only
 - B and C only
 - C and D only
 - A and D only

DIRECTIONS (Qs. 63-67): Read the given passage and answer the question that follow: [1st Dec. 2021-1st Shift]

There is a question whether advertising induces demand for an individual company's product more or less elastic. The evidence indicates that the advertising of brands tends to make their demands relatively inelastic for varying periods of time. The data which support this condition are found in the relatively rigid prices of many advertised articles. That brand advertising would have this effect is natural, for an objective of brand advertising is to build consumer preferences. Some consumers will stick by a brand even though its price relationship with competing brands are disturbed. Clearly, the establishment of strong brand preference has led some manufacturers to act as though these preferences made the demand for their brands relatively inelastic.

Rarely have they tested the inelasticity of their brands by raising and holding up their prices when competitors have failed to follow similar procedures. Yet, numerous examples were found in which manufacturers in periods of depression held their prices rigid while prices generally and the prices of some competitors were being lowered. In all such instances price competition was found to come into play sooner or later, and either demand shifted to sellers with lower prices or a reduction in price was forced. The quickness with which price competition comes into play varies in different product fields. In the fields of proprietary remedies, the highly individualised nature of the branded products and the tendency of consumers to build strong attachments to brands has given these brands an inelastic demand over relatively long periods of time. Even in these instances, however, price competition has eventually developed.

63. Strong consumer attachment for branded products eventually led to
- Branded products falling in line
 - Cartelisation of manufacturers
 - Lasting demand inelasticity
 - Uniform pricing

64. Why do some manufacturers make their brands of products demand inelastic ?
It is because of
- Competitors increasing the priceline
 - Holding price line
 - Market trend
 - Strong consumer preference
65. What was the post-depression development as regards product pricing?
- Increased market for branded products
 - Price competition, resulting in reduction
 - Shift in demand to consumers
 - Stabilisation of prices
66. The passage focuses upon
- Impact of advertising on product pricing
 - Price competition and branded products
 - Promotion of branded products in the sellers' market
 - Proprietary remedies for branded articles
67. The demand inelasticity of articles in terms of non-varying prices is due to
- Advertising of branded products
 - Consumer ignorance
 - Differences in products
 - Varying time factor

DIRECTIONS (Qs. 68-72): Read the given passage and answer the question that follow:

[22nd Nov. 2021-IIInd Shift]

The separation of work from knowledge was operationalised by separation of training from education. The former was intended to transfer the skills of labour and the secrets of craftsmanship to the younger generation of the toiling poor so as to enable them to produce value from the sweat of their labour. The latter was intended to pass on the abstracted generalizations of social practice as gems of knowledge to the younger generations of the propertied class so as to enable them to wield power through a monopoly of such knowledge and appropriate surpluses generated by the labour of the former. The essentially integrated task of transferring the accumulated social experience of mankind to the younger generation was thus fractured. The continuum of the primitive stage was transformed into the dichotomy of class societies. The world of the master craftsman and his disciples was a world apart from the protected cloisters where in the wise debated on the number of angles that could comfortably sit on the point of the needle. This tradition of separating work from knowledge and work from power has been the basis for the exclusion of the toilers from the domain of knowledge by denying education to them, and from the domain of power by closing its door to the uneducated. Viewed thus, education may be considered to be the most potent instrument of inegalisation in history. This distortion was partially corrected

in the developed countries of the west under the impact of the Industrial Revolution. With qualitative transformation of technology, it was no longer possible for the skilled craftsman to participate in production without transcending the boundaries of training and moving into the work of education. The blacksmith was to be rooted in the science of metallurgy and tanner in chemical technology. The hitherto unsurmountable wall between training and education had to be breached in the new situation. It became possible to do so in the traditionally virgin ethos of the lands across the Atlantic wherever the tanner and the historian, the blacksmith and the physicist, the tiller and the poet were put together in the wilderness of the wildwest to fashion their common destiny.

68. Assign a suitable title to the paragraph
- Theory without practice infertile practical benefit of theory is in vain
 - Theory and practical complement each others
 - Dichotomy of theory and practice
 - Theory lends support to practice
69. Given below are two statements :
- Statement I :** Training is intended to transfer the skills of labour and secrets of crafts manship to people who lack it.
- Statement II :** Education is intended to pass on the abstracted generalizations of social practise to those, who lack it.
- In the light of the above statements, choose the most appropriate answer from the options given below:
- Both Statement I and Statement II are correct
 - Both Statement I and Statement II are incorrect
 - Statement I is correct but Statement II is incorrect
 - Statement I is incorrect but Statement II is correct
70. Given below are two statements : One is labelled as Assertion (A) and the other is labelled as Reason (R) :
- Assertion (A) : Education may be considered to be an instrument of inegalisation.
- Reasons (R) : The separation of work from knowledge was operationalized by separation of training from education.
- In the light of the above statements. choose the most appropriate answer from the options given below :
- Both (A) and (R) are correct and (R) is the correct explanation of (A)
 - Both (A) and (R) are correct and (R) is NOT the correct explanation of (A)
 - (A) is correct but (R) is not correct
 - (A) is not correct but (R) is correct

- 71.** Inequalisation due to education could be addressed by:
- Promoting the distinction between theory and practise
 - Challenging the watertight distinction between training and education
 - Qualitative transformation of technology
 - Ushering in an age of specialization based on dichotomy between training and education
- 72.** The author of the passage argues for :
- Classless society
 - Technocratic society
 - Interrelation between theory and practice
 - Presentation of traditional crafts
- 76.** The “new middle class” is associated with
- The production of global brands
 - Market expansion
 - Global capitalism
 - White collar supremacy
- 77.** The elite class has a vision of the nation-state anchored by
- Policy discourses
 - Marker miracle
 - Limitless consumption
 - Corporate narratives

DIRECTIONS (Qs. 78-82): Read the following passage and answer questions from questions. [29 Sept. 2022]

DIRECTIONS (Qs. 73-77): Read the given passage and answer the questions that follow [13 Oct. 2022]

The ‘new middle class’ in India is upwardly mobile, educated mostly in English and works in professional, technical and/or managerial careers. It is connected to global networks of consumption, consuming global brands and aspiring toward lifestyles of conspicuous consumption. The identity of this class is defined by its participation in global commodity chains. The market defines the identity of the middle class, as a site of identity formation, expression and aspiration. Also salient within the new middle class are several strata. The highest stratum is occupied by the white collar corporate mid-to high level managers who actively participate in transnational capitalism. What connects these various groups in the elite class is a common vision of the nation-state narrated in the miracle of the market. The articulation of the market as the centre of India’s economic growth and development is the overarching anchor for the various discourses of the policy-making and implementation. The middle class in India make up a segment of India’s elite. They participate in the consumption culture of India. This culture is enabled by rapid reforms and punctuated in the rise of urban hubs of belonging. Belonging in this is recrafted in the story of consumption and lifestyles. Here consumption is equated to development and modernisation.

- 73.** The participation in global commodity chains has given the middle class its own
- Identity
 - Market
 - Economic Status
 - Upward mobility
- 74.** The new middle class in India is hugely active in:
- Adopting innovative lifestyles
 - Acquiring new technical competence
 - Redefining the business strategies
 - Conspicuous consumption
- 75.** The main theme of the passage is:
- Market-driven middle class identity
 - Need for high level consumption
 - Negative effect of modernized consumption
 - Emergence of knowledge enterprises
- 78.** The market economy was responsible for
- Increased access to resources
 - Massive poverty
 - Enlightened development
 - Idealisation of tradition
- 79.** The Vernacular societies encountered economic poverty with
- Science and technology
 - External aid
 - Modern ideas
 - Use of resources sparingly
- 80.** Capitalistic development introduced the idea of
- Modernised poverty
 - Impersonal institutions
 - Third world
 - Vernacular relations

81. The passage focuses on
 (a) The merits of market economy
 (b) The need for philanthropy to reduce poverty
 (c) The ill-effects of capitalism
 (d) The issue of redefining poverty in the Third World.
82. Before 1940, colonisers believed that poor countries
 (a) Can be changed
 (b) Can be totally enlightened
 (c) Cannot be changed
 (d) Do not need their presence

DIRECTIONS (Qs. 83-87) : Read the following passage and answer the question.

[4th March 2023, Shift-I]

It was in this atmosphere of intense antagonism and hostility that Gokhale introduced his Elementary Education Bill in 1910. He called it a small humble attempt to suggest the first steps of a journey, which is bound to prove long and tedious, but which must be performed, if the mass of our people are to emerge from their present condition'. Gokhale argued:

Free and compulsory education is the first remedy of all the remedies to be applied...without compulsion the educational developments in the last 60 years have been hopelessly slow. The only way that the world has discovered to secure universal education in a country has been by making it compulsory and free. Compulsion would operate harshly on the poorer classes of the community if it is not made free.

He suggested that only those students whose family income was 25 rupees and above per month should pay fees; for the rest, education was to be free. Out of the total expenditure required for it, two-thirds should be borne by the state and one-third by the local bodies. He suggested imposing an additional 8-anna tax on salt on the ground that 'my countrymen should eat less salt than that their children should continue to grow up in ignorance and darkness'.

83. According to Gokhale, what percentage of the total expenditure on education should be borne by the state?
 (a) ~ 25% (b) ~ 33%
 (c) ~ 66% (d) ~ 75%

84. Given below are two statements:

Statement I: Gokhale believed that education was necessary for the Indian masses to be liberated from their miserable condition.

Statement II: Gokhale faced little resistance in the introduction of his bill on elementary education.

In the 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.

85. Which of the following can be inferred from the passage?

- A. The growth of education in India was very slow prior to 1910.
 B. There was a need to make education compulsory for all according to Gokhale.
 C. Gokhale believed that achieving education for all Indians was a distant dream.
 D. Gokhale suggested that majority of expenditure for education be met by local bodies.

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, C and D only

86. Given below are two statements:

Statement I: Gokhale believed that education should be made free for the poor people.

Statement II: Gokhale suggested that an additional tax of 8-anna should be imposed on salt.

In the 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.

87. Given below are two statements: One is labelled as Assertion A and the other is labelled as Reason R:

Assertion A: Gokhale was not in favour of free education for the poor.

Reason R: He suggested that those students whose family income was Rs. 25 per month or more, should pay the education fees.

In the 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.

DIRECTIONS (Qs. 88-92): Read the passage and answer the question given below: [5th March 2023, S-I]

Aware of the high stakes involved in seizing control over the Indus for navigation, the British persuaded two Sindh amirs, Rustam Khan, the Amir of Khanpur and Murad Ali of Hyderabad, to enter into a one-sided treaty and as proxies to throw the Indus open to the British Military and political penetration. Under the treaty, signed reluctantly by the Sindh amirs, the British obtained the right to take the final decision regarding taxation duties on goods passing through the Indus to

the Arabian Sea. This was a variation of a gun-boat diplomacy with which the advancing British seized the veto in their hands to control the entire trade flow from Central Asia to Sindh and thereby the right to manipulate the economies of the regions and the states, including that of Ranjit Singh whose removal was not on their agenda.

The next step was to coerce Ranjit Sing to sign the treaty, opening Sutlej to commerce as well. The British agent, Captain, Wade, told the Maharaja that the expansion of trade in his (the Maharaja's) dominions would result only after signing the treaty. But the British agencies had disrupted the economy of the Sikh state by imposing a heavy toll of ₹ 570 on the boats carrying large loads. This included the pashmina shawl output from 20,000 looms that were operating in Kashmir. The shawls were exported mainly to the European market, especially France, where they posed stiff competition to woollen manufacturers from Britain.

88. Given below are two statements:

Statement-I: The Pashmina shawls were quite popular in Europe.

Statement-II: The British made it easy for Kashmiri manufacturers to export the Pashmina shawls to Europe.

In the 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.

89. Given below are two statements: One is labelled as Assertion A and the other is labelled as Reason R.

Assertion A: The British wanted Ranjit Singh to sign the treaty.

Reason R: The British wanted to control the trade through the Indus.

In the 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.

90. Who were persuaded by the British to enter into a treaty with them?

- A. Rustam Khan B. Murad Ali
- C. Ranjit Singh

Choose the most appropriate answer from the options given below:

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

91. Given below are two statements:

Statement I: The Sindh amirs were quite pleased and willing to sign the treaty with the British.

Statement II: Controlling the navigation through the Indus was high on the British agenda.

In the 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.

92. Given below are two statements: One is labelled as Assertion A and the other is labelled as Reason R:

Assertion A: The British wanted to control the navigation routes through the rivers.

Reason R: Rivers were used for trading goods and the British found it lucrative to make profit by controlling the trade.

In the 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.

DIRECTIONS (Qs. 93-97): Read the passage and answer the questions given below: **[21st June 2023, Shift-II]**

Alternatives are not lacking in the world. What is indeed missing is an alternative thinking of alternatives, whenever it is said that there are very interesting things happening in Asia, Africa and Latin America, the Western answer is that developed countries do not have same problems. As such, the West does not need their kinds of solutions. There are two inferences from this: First, the understanding of the world is much broader than the western understanding of the world. This means that the progressive transformation of the world may also occur in ways not foreseen by western thinking. It includes critical western thinking. Second, the diversity of the world is infinite. It is a diversity that encompasses very distinct modes of being, thinking and feeling: ways of conceiving of time and the relations among human beings and between humans and non-humans, ways of facing the past and the future and of collectively organizing life, the production of goods and services, as well as leisure. This immensity of alternatives of life, comforts and interaction with the world is largely wasted because the theories and concepts developed in the global North and employed in the entire academic world do not identify such alternatives. When they do, they do not valorize them as being valid contributions towards constructing a

better society. The knowledge of the south is dubbed as outmoded and considered as no knowledge at all.

93. The Western theories and concepts
- reject the alternative knowledge.
 - valorize the knowledge of the South.
 - support the creation of single knowledge world.
 - identify the immensity of alternative ways of life and interaction.
94. The diversity of the world is reflected in:
- Production of goods and leisure
 - Collective organisation of life
 - Conceiving time
 - Relations among human beings
- Choose the most appropriate answer from the questions given below:
- A and B only
 - A, B and C only
 - A and C only
 - A, B, C and D
95. The West should know that
- Developing nations need western solutions.
 - The world is more than what the West understands.
 - The West should not share knowledge with others.
 - It is always advisable to keep the world divided.
96. The author of the passage
- is critical of alternative thinking.
 - favors the recognition of alternative thinking and solution.
 - emphasizes the adoption of Western concepts.
 - suggests uniformity of problems and solutions.
97. What is the western reaction to the things happening in Asia, Africa and Latin America?
- The West is yet to reach their stage.
 - The West has the same issues as theirs.
 - The West does not have the same problems.
 - The West has plenty of alternatives.

DIRECTIONS (Qs. 98-102): Read the following passage and answer the question given below:

[22nd June 2023, Shift-I]

The Power Finance Corporation has reported that the aggregate technical and commercial (AT and C) losses of discoms have gone up from 20.7 percent in 2019-20 to 22.3 percent in 2020-21. The AT & C estimate gives us an idea of the losses a distribution company (discom) faces in its line of business. In layman's terms, if discom has received 100 units of power, the AT & C figure will tell us how many units are not recovered in terms of revenue. So, a figure of 25 per cent would mean that for

every 100 units of power fed into the discom, 25 units are not recovered. Consequently, the discom has to operate with a recovery of only 75 units.

Broadly, the losses in the system comprise technical losses and commercial losses, the latter largely implying theft. Some technical losses are inevitable in a distribution system but these can vary a lot across discoms (roughly between 4 to 12 per cent) depending on the technology adopted, the condition of the distribution infrastructure etc. Commercial losses are due to meters not being read, faulty meters, meters being manipulated or bypassed etc. The Indian distribution system has always faced high AT & C losses (in excess of 30 per cent in the early 2000s) which drains the discoms financially and makes them economically unviable.

98. Which among the following are likely to be the technical losses of discoms?

- 5%
- 20%
- 11%
- 8%

Choose the correct answer from the options given below:

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

99. Which among the following was most likely the figure for AT & C losses in India in 2018-19?

- 8%
- 10%
- 20%
- 39%

100. Given below are two statements:

Statement I: AT and C losses in India have always been more than 30%.

Statement II: A significant contribution to the AT and C losses in India comes from theft of power.

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

- Both Statement I and Statement II are true.
- Both Statement I and Statement II are false.
- Statement I is true but Statement II is false.
- Statement I is false but Statement II is true.

101. Commercial losses to discoms arise mainly from

- Technical losses
- Faulty meters
- Meters being bypassed or manipulated
- Meters not being read

Choose the most appropriate answer from the options given below:

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

102. A discom reports AT & EC losses of 20%. If the discom received 50000 units of power, it was able to recover revenue for

- 40000 units
- 20000 units
- 30000 units
- 10000 units

PRACTICE QUESTIONS

DIRECTIONS (Qs. 1-5): Read the following passage carefully and answer the questions given below it.

PASSAGE-1

Simple definition of On Line Shopping or Shopping on the Web is enabling you to buy and sell through your computer on -line using Web or Internet environment. One reason people like without a salesperson because you can browse inside the shop for number of hours at your leisure time without a salesperson peering over the shoulder and making unwanted recommendations. As a customer, we may find this approach convenient and less time consuming, but how does this affect the economy as a whole? Is it safe to pay credit card online? Is buying and selling products over the internet considered as a risky business for merchants? Is the Web going to replace old-fashioned stores? Is virtual shopping really is better than the real thing? Cyberspace is a vast territory where computers meet and exchange information. In this 21st century, cyberspace has already to your computer will look you into wealth of goods and services.

In your home, modern box attached to your computer will look you into wealth of goods and services. Not only does it allow you to talk to your friends on the other side of the world, but also allows you to watch a movie, buy airline tickets, pay bills and even get cash, People in developed countries like U.S. and Canada have already started using On Line Shopping as a routine mode of their purchasing goods and services. Internet shoppers still believe that there is no secure and convenient way of paying on the Internet. Consumers are concerned with two main security fears. They are worried that their credit card information is jeopardizing while travelling over the net. They also express concern over data privacy whereby the vendors and banking institutions can tamper with the data and easily record their purchasing habits. These fears over privacy and security have kept E- Commerce from taking off.

1. What does the passage imply by the word 'Virtual shopping'?
 (a) shopping widely (b) shopping spree
 (c) literal shopping (d) net shopping
2. Why is it risky to pay online?
 (a) It reveals the identity of the buyer
 (b) It intrudes upon the privacy of the buyer
 (c) The buyer is apprehensive of his credit card details going over the net
 (d) The merchants may record the buyer's purchasing habits.

3. Which of the following statement is/are TRUE?
 (A) Cyberspace has opened an immense wealth of services but has affected the economy too.
 (B) Data privacy is no longer a thing of the past.
 (C) People in developing countries use online shopping as a routine mode
 (a) Only A (b) Only B and C
 (c) A, B and C (d) Only C
4. What is the authors view regarding shopping on the web?
 (a) shopping on the net makes the buyers wary of financial transactions.
 (b) shopping in the stores is on obsolete idea.
 (c) Net shopping has affected our economy on the whole
 (d) Payment by credit card easily outnumbered cash transactions.
5. Why has online shopping caught on so much in the U.S.A. and Canada?
 (a) The developed countries can well afford to indulge in such luxuries
 (b) The pace of life is superfast in these countries
 (c) Virtual shoppers need not hide their credit card information.
 (d) Banks etc do not tamper with the financial details of the net-shoppers

DIRECTIONS (Qs. 6-10): Read the following passage carefully and answer the questions.

PASSAGE-2

Research is a detailed study of a subject undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems or develop new theories. To test the validity of instruments, procedures or experiments, research may replicate elements of prior projects, or the project as a whole. The primary purposes of basic research are documentation, discovery, interpretation or the research and development of methods and systems for the advancement of human knowledge. There are several forms of research : scientific, humanities, artistic, economic, social, business, marketing, etc. Academic publishing describes a system that is necessary in order for academic scholars to review the work and make it available for a wider audience. Most academic work is published in book form. There is also a large body of research that exists in either a thesis or

dissertation form. Many researchers spend their time applying for grants for research funds. These grants are necessary not only for researchers to carry out their research, but also as a source of merit.

6. How many kinds of research are there ?
 - (a) There are seven different kinds of research.
 - (b) There are different kinds of research.
 - (c) There is only one kind of research.
 - (d) There are two different kinds of research.
7. Select the answer which best reflects the view expressed in the passage.
 - (a) Grants are not based on merit.
 - (b) Researchers never apply for grants.
 - (c) Research can thrive without grants.
 - (d) Documentation is important in research.
8. Why is research conducted ?
 - (a) Research is conducted in order to minimise the result of previous works.
 - (b) Research is conducted in order to destroy facts.
 - (c) Research is conducted in order to develop new problems.
 - (d) Research is conducted in order to verify information.
9. What is research ?
 - (a) Research is the destruction of previous works.
 - (b) Research is the creation of new forms of knowledge.
 - (c) Research is a process having no practical use.
 - (d) Research is the attempt to limit the growth of knowledge.
10. Choose the most appropriate answer from this passage.
 - (a) Academic publishing is meant only for academicians.
 - (b) Academic publishing is meant only for professionals.
 - (c) Academic publishing is meant to benefit the general public.
 - (d) Academic publishing is meant only for experts.

DIRECTIONS (Qs. 11-15): Read the given four passages carefully and answer the questions given below them.

PASSAGE-3

A new analysis has determined that the threat of global warming can still be greatly diminished if nations cut emissions of heat-trapping green-house gases by 70% this century. The analysis was done by scientists at the National Centre for Atmospheric Research (NCAR). While global temperatures would rise, the most dangerous potential aspects of climate change, including massive losses of Arctic sea ice and permafrost and significant sea-level rise, could be partially avoided. "This research indicates that we can no longer avoid significant warming during this century," said NCAR scientist Warren

Washington, the study paper's lead author. "But, if the world were to implement this level of emission cuts, we could stabilise the threat of climate change", he added.

Average global temperatures have warmed by close to 1°C since the pre-industrial era. Much of the warming is due to human-produced emissions of greenhouse gases, predominantly carbon dioxide. This heat-trapping gas has increased from a pre-industrial level of about 284 parts per million (ppm) in the atmosphere to more than 380 ppm today. With research showing that additional warming of about 1°C may be the threshold for dangerous climate change, the European Union has called for dramatic cuts in emissions of carbon dioxide and other greenhouse gases.

To examine the impact of such cuts on the world's climate, Washington and his colleagues ran a series of global studies with the NCAR-based Community Climate System Model (CCSM). They assumed that carbon dioxide levels could be held to 450 ppm, at the end of this century. In contrast, emissions are now on track to reach about 750 ppm by 2100 if unchecked. The team's results showed that if carbon dioxide were held to 450 ppm, global temperatures would increase by 0.6°C above current readings by the end of the century. In contrast, the study showed that temperatures would rise by almost four times that amount, to 2.2°C above current readings, if emissions were allowed to continue on their present course. Holding carbon dioxide levels to 450 ppm would have other impacts, according to the climate modeling study.

Sea-level rise due to thermal expansion as water temperatures warmed would be 14 cm (about 5.5 inches) instead of 22 cm (8.7 inches). Also, Arctic ice in the summertime would shrink by about a quarter in volume and stabilise by 2100, as opposed to shrinking at least three-quarters and continuing to melt, and Arctic warming would be reduced by almost half.

11. What would be the impact of unchecked greenhouse gas and carbon dioxide emissions?
 - (a) The temperature would rise from the current temperature by 2.2°C
 - (b) The sea-level would rise by about 5.5 inches
 - (c) The Arctic ice would stabilise by 2100
 - (d) The Arctic ice would reduce by one-fourth
12. What can be the most appropriate title of the above passage?
 - (a) A study of the rise in water level
 - (b) A study of rise in temperatures
 - (c) A study of the effects of green-house gas emissions
 - (d) A study of the Arctic region
13. What does scientist Warren Washington mean when he says "we could stabilise the threat of climate change"?
 - (a) Climate change can be stopped completely
 - (b) Climate change can be regularised

- (c) Climate change and its effects can be studied extensively
- (d) The ill-effects of the change in climate can be minimised
14. Why did Washington and his colleagues conduct a series of studies?
- (a) Because they realised that the temperature increase was almost about 1°C
- (b) So that they could stabilise the climate change
- (c) So that they could help the European Union in cutting the carbon dioxide emissions
- (d) None of the above
15. What would be the impact of holding the carbon dioxide level at 450 ppm at the end of this century?
1. Global temperatures would increase by 0.6 degrees Celsius.
 2. Arctic warming would be reduced by half.
 3. Thermal expansion will stop completely.
- (a) 1 only (b) 1 and 2
- (c) 2 and 3 (d) All 1, 2 and 3

DIRECTIONS (Qs. 16-20): Read the following passage carefully and answer the questions given below it.

PASSAGE-4

The Indian education sector is one of the largest sunrise sectors contributing to the country's economic and social growth. The Indian education system, considered as one of the largest in the world, is divided into two major segments of core and non-core businesses. While, schools and higher education form the core group, the non-core business consists of pre-schools, vocational training and coaching classes. The education sector in India is evolving, led by the emergence of new niche sectors like vocational training, finishing schools, child-skill enhancement and e-learning. India has emerged as a strong potential market for investments in training and education sector, due to its favourable demographics (young population) and being a services-driven economy. Indian education sector's market size in Financial Year, 2012-13 estimated to be USD 71.2 billion is expected to increase to USD 109.8 billion by Financial Year 2015-2016 due to the expected strong demand for quality education. The market grew at a CAGR of 16.5% during Financial Year 2015-2016.

Education has been made an important and integral part of the national development efforts. The tremendous increase in the number of students and of educational institutions has given rise to the term 'education explosion'. No doubt, this has resulted in serious problems such as inadequacy of financial resources and infrastructure and dilution of personal attention to the education and character-formation of the students. Also, there is the unwanted side-effect of enormous increase in the number of educated unemployed. However, we cannot overlook the advantages of education explosion in India. Mere increase in the

percentage of literate people does not indicate a qualitative change in the educational standards of the people and a substantial improvement in manpower resources of India. Unemployment problem in India cannot be blamed on the availability of large masses of educated people in India. Uncertainty and vacillation have marked the government's policy regarding the medium of education in India. While the government policy in this respect has not changed, a significant increase in the number of schools-primary and secondary-imparting education through the English medium is a significant development. Thousands of nursery schools that have mushroomed since the last decade purport to impart education to infants through English. This is an unwanted development which has been deprecated by educationalists and political leaders. Regarding the medium of instruction in colleges and universities, many State Governments have already decided, in principle, to switch over to the regional language. However, the implementation in this respect has remained very slow.

Today, virtually, every university in India is offering correspondence courses for different degrees and diplomas. In fact, correspondence education has opened new vistas for the educational system which could not successfully meet the challenging problem of providing infrastructure for multitudes of new entrants into the portals of higher education. The public demand for higher education was initially met through evening colleges; now correspondence education has come to the rescue of the worried education administrators.

16. Which of the following facts is not true regarding the Indian education sector as per the passage?
- (a) It is still in the process of development.
- (b) It is one of the contributors to India's growth.
- (c) There has been a recent trend towards the adoption of regional languages as the medium of instruction.
- (d) Mushrooming of schools imparting English education has been appreciated.
17. As per the passage, India's education system has been able to attract investments because of
- A. The demographic factor.
- B. The Indian economy being service-driven.
- C. Indian democratic governance being an attractive issue.
- (a) Only A (b) Only B
- (c) Only C (d) Both A and B
18. As per the passage, which of the following explains the term 'education explosion'?
- A. Huge investment in the education sector.
- B. Pro-active government policy towards the education sector.
- C. Spurt in the number of students and educational institutions.
- (a) Both A and B (b) Only C
- (c) Both B and C (d) Only B

19. Which of the following can be inferred from the passage?
- Increase in literacy level signifies a qualitative increase in educational attainment of people.
 - Literacy levels are closely related to improvement in manpower resources.
 - The existence of educated people does not necessarily contribute to the problem of unemployment.
- (a) Only A (b) Only B
(c) Only C (d) All A, B and C
20. According to the passage, which of the following statement(s) is/are correct?
- Increase in English medium schools is a welcome sign for the Indian education sector.
 - Increase in English medium schools in India is an insignificant, though wanted development.
 - Correspondence education has proved to be a panacea in terms of educating people without proper infrastructure.
 - The implementation of regional languages as medium of instruction has been quite fast.

DIRECTIONS (Qs. 21-25): Read the passage carefully and answer the given questions.

PASSAGE-5

The problem of water pollution by pesticides can be understood only in context, as part of the whole to which it belongs - the pollution of the total environment of mankind. The pollution entering our waterways comes from many sources, radioactive wastes from reactors, laboratories and hospitals; fallout from nuclear explosions; domestic wastes from cities and towns; chemical wastes from factories. To these is added a new kind of fallout - the chemical sprays applied to crop lands and gardens, forests and fields. Many of the chemical agents in this alarming melange initiate and augment the harmful effects of radiation, and within the groups of chemicals themselves there are sinister and little - understood interactions, transformations and summations of effect.

Ever since the chemists began to manufacture substances that nature never invented, the problem of water purification have become complex and the danger to users of water has increased. As we have seen, the production of these synthetic chemicals in large volume began in the 1940's. It has now reached such proportion that an appalling deluge of chemical pollution is daily poured into the nation's waterways. When inextricably mixed with domestic and other wastes discharged into the same water, these chemicals sometimes defy detection by the methods in ordinary use by purification plants. Most of them are so complex that they cannot be identified. In rivers, a really incredible variety of pollutants combine to produce deposits that sanitary engineers can only despairingly refer to as "gunk".

21. All the following words mean 'chemicals' except:
- sands
 - substances
 - pesticides
 - deposits
22. The main argument of paragraph 1 is:
- that there are sinister interaction in the use of chemicals
 - that there are numerous reasons for contamination of water supplies
 - that there are many dangers from nuclear fallout
 - that pesticides are dangerous
23. The word 'gunk' in the last line refers:
- to the waste products deposited by sanitary engineers
 - to the debris found in rivers
 - to unidentifiable chemicals found in water
 - to the domestic water supplies
24. Water pollution can only be understood:
- in relation to world contamination
 - by the whole human race
 - in context
 - in relation to the number of pesticides that exist
25. Water contamination has become serious:
- since water pollution was difficult to assess
 - since nature has taken a hand in pollution
 - since chemists began to use new substances
 - since businessmen authorised the use of chemicals.

DIRECTIONS (Qs. 26-30): Read the passage carefully and answer the given questions.

PASSAGE-6

Under Macaulay's decree that India was to receive English education, the very foundations of her ancient civilization began to rock and sway. But he did a far more harmful thing, not known to many. The story goes that once in his Ooty residence, he saw an Indian officer touching the feet of a peon sitting outside his office (which was near his residence) and was obviously surprised. Why was an officer touching the feet of a peon? He was told, "You don't know, this Indian society is a peculiar one. Here the Brahmins are most respectable and the peon belongs to that caste." The changes that Macaulay brought after this are well documented and authenticated in books. The downward filtration method was formulated according to which the forward caste was given preference in schools. To put it in his own words, "But it is impossible for us with our limited means to educate all in English. We must at present do our best to form a class of persons Indian in blood and colour but English in tastes, in opinion, in morals, and in intellect." To gauge how much he succeeded in his mission, we only need to look into the history of the Indian educated classes since that time onwards. The fact is that we have not

tackled that Macaulay issue even after Independence, and graver still, few realise that the problem exists at all. The system of giving preference to Brahmins in the government and missionary run schools went on for nearly a hundred years. In the meantime, other castes practising any trade had lost their business due to the flooding of Indian markets with British goods; and also due to the deliberate strangulation of their business by the British. Due to the land policy of the British, born out of their greed, the farmers had become landless labourers in their own lands, and the landlords the cruel stooges of the British. The systematic destruction of the Indian system of education deprived certain castes of education. Thus over a hundred years these castes had become impoverished and ignorant and the Brahmins who were supposed to lead the society became distorted in their understanding of things, due to foreign education.

Include these questions in that passage

26. What was the reason of Macaulay's surprise?

- He was at his Ooty residence.
- An officer touching the feet of a peon.
- The officer was showing nepotism.
- The peon was angry with officer.

27. Macaulay wanted to create a class of people in India who should be-

- British in blood, colour but Indian in tastes, in opinion, in moral and in intellect.
- Citizen of England by changing their opinion and thinking.
- Physically being Indian but a British in thinking and intellectually.
- To make Indian people educated by British teachers.

28. How can we measure the success of Macaulay's education?

- By looking into the history of Indian educated classes since Macaulay's time.
- By looking at British in the modern time.
- By observing the system of giving preference to Brahmins.
- By studying the culture of different castes in India.

29. Why were the Brahmins given preference in government run schools in the British time?

- As they belonged to a respected class in the society.
- As they were more proficient in teaching as compare to other classes of society.
- Other castes didn't take interest in teaching.
- The British wanted to divide the society by giving preference to the Brahmins.

30. What should be the suitable title of the passage?

- The Brahmins an educated class.
- Education in India
- The British rule in India
- The British policy of Education in India.

DIRECTIONS (Qs. 31-35): Read the passage carefully and answer the given questions.

PASSAGE-7

It is often forgotten that globalization is not only about policies on international economic relationships and transactions, but has ally to do with domestic policies of a nation. Policy changes necessitated by meeting the internationally set conditions (by WTO etc.) of free trade and investment flows obviously affect domestic producers and investors. But the basic philosophy underlying globalization emphasizes absolute freedom to markets to determine prices and production and distribution patterns, and view government interventions as processes that create distortions and bring in inefficiency. Thus, public enterprises have to be privatized through disinvestments and sales; sectors and activities hitherto reserved for the public sector have to be opened to the private sector. This logic extends to the social services like education and health. Any restrictions on the adjustments in workforce by way of retrenchment of workers should also be removed and exit should be made easier by removing any restrictions on closures. Employment and wages should be governed by free play of market forces, as any measure to regulate them can discourage investment and also create inefficiency in production. Above all, in line with the overall philosophy of reduction in the role of the State, fiscal reforms should be undertaken to have generally low levels of taxation and government expenditure should be kept to the minimum to abide by the principle of fiscal prudence. All these are policy actions on the domestic front and are not directly related to the core items of the globalization agenda, namely free international flow of goods and finance.

31. According to the passage, under the globalization, government interventions are viewed as processes leading to

- distortions and inefficiency in the economy.
- optimum use of resources.
- more profitability to industries.
- free play of market forces with regard to industries.

32. According to the passage, the basic philosophy of globalization is to

- give absolute freedom to producers to determine prices and production.
- give freedom to producers to evolve distribution patterns.
- give absolute freedom to markets to determine prices, production and employment.
- give freedom to producers to import and export.

33. According to the passage, which of the following is/are necessary for ensuring globalization ?

- Privatization of public enterprises
- Expansionary policy of public expenditure

3. Free play of market forces to determine wages and employment
4. Privatization of social services like education and health

Select the correct answer using the code given below :

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

34. According to the passage, in the process of globalization the State should have
 - (a) expanding role. (b) reducing role.
 - (c) statutory role. (d) None of the above roles.
35. What should be the suitable title for the above passage?
 - (a) Globalisation and its policies
 - (b) Globalisation not a good idea
 - (c) World trade organisation
 - (d) Employment and wages

DIRECTIONS (Qs. 36-40): Read the passage carefully and answer the given questions.

PASSAGE-8

Not all sounds made by animals serve for communication, and we have only to turn to that extraordinary discovery of echo-location in bats to see a case in which the voice plays a strictly utilitarian role. To get a full appreciation of what this means we must turn first to some recent human inventions. Everyone knows that if a person shouts in the vicinity of a wall or a mountainside, an echo will come back. The further off this solid obstruction, the longer time will elapse for the return of the echo. A sound made by tapping on the hull of a ship will be reflected from the sea bottom, and by measuring the time interval between the taps and the receipt of the echoes, the depth of the sea at that point can be calculated. So was born the echo-sounding apparatus, now in general use in ships. Every solid object will reflect a sound, varying according to the size of and nature of the object. A shoal of fish will do this. So it is a comparatively simple step from locating the sea bottom to locating a shoal of fish. With experience, and with improved apparatus, it is now possible not only to locate a shoal, but to tell if it is herring, cod, or other well-known fish, by the pattern of its echo.

A few years ago it was found that certain bats emit squeaks and by receiving the echoes they could locate and steer clear of obstacles or locate flying insects on which they feed. This echo-location in bats is often compared with radar, the principle of which is similar.

36. Which one of the following is correct?

Echo-location was first discovered in

 - (a) bats (b) cods
 - (c) navigation (d) radars
37. Which one of the following is correct?

An echo will come back if you shout near

 - (a) solid obstruction (b) only wall
 - (c) only a mountainside (d) the sea

38. Which one of the following is correct?

In the first paragraph, the writer says that bats use sound for

 - (a) communicating with one another
 - (b) communicating with animals in general
 - (c) some practical purpose
 - (d) fun
39. What helps in telling the type of fish?
 - (a) A shoal of fish
 - (b) Echo pattern of a shoal of fish
 - (c) Depth of the ship
 - (d) Solid object sound producing sound
40. When are echoes produced?
 - (a) When something obstruct the sound.
 - (b) When sound hits the body of a shoal of fish.
 - (c) Every solid produce them.
 - (d) When the sound hits sea bottom.

DIRECTIONS (Qs. 41-45): Read the passage carefully and answer the given questions.

PASSAGE-9

An independent, able and upright judiciary is the hallmark of a free democratic country. Therefore, the process of judicial appointments is of vital importance. At present, on account of the Supreme Court's last advisory opinion, the role of the executive and its interference in the appointment of judges is minimal, which, in the light of our previous experience, is most welcome. However, there is a strong demand for a National Judicial Commission on the ground of wider participation in the appointment process and for greater transparency. The composition, the role and the procedures of the proposed National Judicial Commission, must be clearly spelt out, lest it be a case of jumping from the frying pan into the fire.

Recently, there has been a lively debate in England on the subject. A judicial commission has been proposed but there are not many takers for that proposal. In the paper issued this month by the Lord Chancellor's Department on judicial appointments, the Lord Chancellor has said, "I want every vacancy on the Bench to be filled by the best person available. Appointments must and will be made on merit, irrespective of ethnic origin, gender, marital status, political affiliation, sexual orientation, religion or disability. These are not mere words. They are firm principles. I will not tolerate any form of discrimination."

At present, there are hardly any persons from the ethnic minorities manning the higher judiciary and so far not a single woman has made it to the House of Lords. The most significant part of the Lord Chancellor's paper is the requirement that "allegations of professional misconduct made in the course of consultations about a candidate for judicial office must be specific and subject to disclosure to the candidate". This should go a long way in ensuring that principles of natural justice and

fair play are not jettisoned in the appointment process, which is not an uncommon phenomenon.

41. According to the passage, there has been a demand for a National Judicial Commission to
- clear the backlog of court cases.
 - make judiciary see eye to eye with executive.
 - wipe out corruption at the highest places.
 - make the appointment process of judges more broad based and clear.
42. Which of the following could be in the author's mind when he says 'in the light of our previous experience'?
- Not having enough judges from backward communities.
 - Interference of the executive in the appointment of judges.
 - Professional misconduct of judges.
 - Delay that occurred in the judicial appointments.
43. The role and procedure of the National Commission must be spelt out clearly
- because executive wing will depend on it heavily.
 - because judges will take judicial decisions on the basis of it.
 - it will be represented by a cross-section of the society.
 - None of these.
44. What, according to the author, is the typical characteristic of an independent democratic country?
- Objective process of judicial appointments.
 - Supreme Court's advisory opinion on legal matters.
 - Responsible, free and fair judiciary.
 - Lively and frank debate in the society on the role of judiciary.
45. Which of the following according to the author is the most welcome thing?
- The negligible role to be played by the executive in the appointment of judges.
 - Coordinating role played by the executive in the appointment of judges.
 - The appointment of judges from the ethnic minority classes.
 - Appointment of judges purely on the basis of merit.

DIRECTIONS (Qs. 46-50): Read the passage carefully and answer the given questions.

PASSAGE-10

Job performance is affected by a number of factors. Motivation alone does not lead to increase in performance. Ability and technology moderates the relationship between motivation and performance. The higher the levels of ability and motivation, the higher

the level of performance will be. However, increasing motivation beyond an optimal level tends to produce a dysfunctional result because it is accompanied by an increasing level of anxiety. A high level of anxiety often disrupts performances.

The relationship between satisfaction and performance is not clear. Satisfaction may or may not lead to high performance depending on the perceived availability of valued outcomes and the perceived expectancy that a person's effort and performance will lead to receiving the valued rewards. If the person expects that his performance will lead to increased rewards which he values, the level of his motivational effort will increase, if he anticipates less, his motivational effort will be lower.

The relationship between job dissatisfaction and poor performance seems to be clearer than that between satisfaction and performance. Dissatisfaction leads to poor performance by means of apathy, absenteeism, turnover, sabotage, and strike. In addition, high performers are more vulnerable to job dissatisfaction because they tend to expect more from their jobs than low performers.

Job satisfaction is more closely related to the decision to join and remain in an organisation than to the motivation to produce. The motivation to produce largely depends on the availability of valued outcomes (valence), the perceived instrumentality of performance for receiving incentive rewards, and the perceived expectancy that effort leads to performance. The task of satisfying employees is much easier than the task of motivating them because the former can be achieved by rewarding them while the latter requires such additional constraints as establishing performance-reward contingencies and designing motivating work systems.

46. The individual's decision to remain in the organisation depends on
- relationship between satisfaction and performance
 - the level of anxiety induced by the job
 - his level of motivation
 - the level of job satisfaction
47. Which of the following tasks is easier according to the passage?
- Satisfying employees
 - Motivating the employees
 - Increasing the ability level of employees
 - Reducing the anxiety level of employees
48. Which of the following statement/s is/are **true** in the context of the passage?
- Ability leads to performance.
 - Job satisfaction certainly leads to higher performance.
 - High anxiety adversely affects performance.
- (A) and (B) only
 - (B) and (C) only
 - (A) and (C) only
 - (A) only

49. Which of the following combination of factors affects job performance?
- Job satisfaction and Motivation
 - Motivation and Ability
 - Job Satisfaction and Ability
 - Job Satisfaction, Motivation and Ability
50. The task of motivating employees is difficult due to
- apathy and lack of enthusiasm of employees
 - difficulty in establishing relationship between satisfaction and performance
 - difficulty in monitoring ability level of employees
 - difficulty in designing a motivating work system.

DIRECTIONS (Qs. 51-55): Read the passage carefully and answer the given questions.

PASSAGE-11

The World Bank's agreement with the India-led International Solar Alliance (ISA) to help it mobilise a trillion dollars in investments by 2030 and its billion-dollar programme to support Indian initiatives for expanded solar generation are significant steps in the global transition to a clean energy pathway. While the cost of solar power has been declining, one of the biggest obstacles to a scale-up in developing countries has been the high cost of finance for photovoltaic projects. That problem can be addressed by the ISA through the World Bank partnership, as the agreement will help develop financing instruments, reduce hedging costs and currency risks, and enable technology transfer. India has raised its ambitions five-fold since the time it launched the National Solar Mission, and the target now is an installed capacity of 100 gigawatts by 2022 out of a total of 175 GW from all renewables. Strong policy support is also necessary to improve domestic manufacture of solar cells and panels, which has remained unattractive because cheap imports are available. India's efforts have also suffered a setback, with the adverse WTO ruling against the stipulation of a prescribed level of domestic content for solar projects. Developing a strong solar manufacturing industry is essential for sustained economic growth, and to connect those who never had the boon of electricity.

Support from the World Bank for large-scale and rooftop solar deployments, innovative and hybrid technologies, and storage and transmission lines presents an opportunity for India to go the German way and achieve *Energiewende*, or energy transition. For instance, the \$625-million grid-connected rooftop solar fund could help strengthen State-level programmes for net metering. A transparent regime that enables individuals and communities to plug into the grid without bureaucratic hurdles would unlock small-scale private investment. There are several pointers

from Germany's experience as a leading solar- and wind-powered nation to prepare for a major ramping up of these green sources. Arguably, the strength and reliability of a power grid capable of handling more power than is available are fundamental to induct higher levels of renewable power. The emphasis here must also be on improving transmission lines: the World Bank programme promises to provide the necessary linkage to solar-rich States. Making power grids intelligent to analyse and give priority to use the output of renewables, accurately forecast the weather to plan next day generation, and viability mechanisms for conventional coal-based plants are other aspects that need attention. Innovation in battery technology is a potential gold mine for the solar alliance and for India to exploit.

51. Which among the following is **FALSE** according to the passage given above?
- the World Bank programme promises to provide the necessary linkage to solar-rich States
 - Innovation in battery technology is a potential gold mine for the solar alliance and for India to exploit
 - The \$652-million grid-connected rooftop solar fund could help strengthen State-level programmes for net metering.
 - Both (a) and (c)
52. As the cost of solar power declined, what proved to be one of the biggest obstacles for a scale-up in developing countries?
- necessary to improve domestic manufacture of solar cells and panels
 - Innovation in battery technology
 - the high cost of finance for photovoltaic projects
 - Both (a) and (c)
53. According to the passage, what is essential for sustained economic growth and to connect those who have never had electricity?
- Develop a strong solar manufacturing industry
 - Making power grids intelligent to analyse and give priority to use the output of renewables
 - viability mechanisms for conventional coal-based plants are other aspects that need attention
 - both (a) and (c)
54. How according to the passage will the World Bank's agreement with the India-led International Solar Alliance (ISA) help?
- Develop financing instruments
 - Reduce hedging costs and currency risks
 - And enable technology transfer
 - All the above

55. Which of the following would be a suitable title of the passage?
- World Bank and International Solar Alliance (ISA)
 - the solar alliance
 - The World Bank's agreement with the India-led International Solar Alliance (ISA)
 - Sunny times for solar

DIRECTIONS (Qs. 56-60): Read the passage carefully and answer the given questions.

PASSAGE-12

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and, therefore, indirectly controls power. Therefore, ever since the dawn of civilization persons in power have always tried to supervise or control education. It has been the handmaid of the ruling class. During the Christian era, the ecclesiastics controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance, education passed more from the clutches of the priest into the hand of the prince. In other words it became more secular. It was also due to the growth of the nation-state and powerful monarchs who united the country under their rule. Thus, under the control of the monarch, education began to devise and preach the infallibility of its masters, the monarch or king. It also invented and supported fantastic theories like the Divine Right Theory and that the king can do no wrong etc. With the advent of the industrial revolution education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of society. Yet education was still confined to the few elite. The philosophy which was in vogue during this period was that of 'Laissez Faire' restricting the function of the State to a mere keeping of law and order while, on the other hand, in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

56. What does the theory of Divine Right of king stipulate?
- That kings are gods.
 - They have the right to be worshipped like gods by their subjects.
 - That the right of governing is conferred upon kings by god.
 - None of these
57. What does the word "infallibility" mean?
- That every man is open to error
 - That some divine power is responsible for determining the fate of men

- The virtue of not making any mistake
 - Sensitivity
58. What did the ruling class in the Christian era think of the poor man?
- That he is the beloved of god
 - That he deserves all sympathy of the rich
 - That he should be strong
 - That he is meant for serving the rich
59. Who controlled the institution of education during the Christian era?
- The church and the priests
 - The monarchs
 - The secular leaders of society
 - The common people
60. Why have persons in power always tried to supervise or control education?
- Because they wanted to educate the whole public.
 - Because they wanted to deprive the common man of the benefits of education.
 - Because it involved a huge expenditure on the state exchequer.
 - Because it is an instrument of knowledge and therefore power.

DIRECTIONS (Qs. 61-65): Read the given passage carefully and attempt the questions that follow.

PASSAGE-13

The work which Gandhiji had taken up was not only regarding the achievement of political freedom but also the establishment of a new social order based on truth and non-violence, unity and peace, equality and universal brotherhood and maximum freedom for all. This unfinished part of his experiment was perhaps even more difficult to achieve than the achievement of political freedom. In the political struggle, the fight was against a foreign power and all one could do was either join it or wish it success and give it his/her moral support. In establishing a social order on this pattern, there was a strong possibility of a conflict arising between diverse groups and classes of our own people. Experience shows that man values his possessions even more than his life because in the former he sees the means for perpetuation and survival of his descendants even after his body is reduced to ashes. A new order cannot be established without radically changing the mind and attitude of men towards property and, at some stage or the other, the 'haves' have to yield place to the 'have-nots'. We have seen, in our time, attempts to achieve a kind of egalitarian society and the picture of it after it was achieved. But this was done, by and large, through the use of physical force. In the ultimate analysis it is difficult, if not impossible, to say that the instinct to possess has been rooted out or that it will not reappear in an even worse form under a different guise. It may even be that, like a gas kept

confined within containers under great pressure, or water held back by a big dam, once the barrier breaks, the reaction will one day sweep back with a violence equal in extent and intensity to what was used to establish and maintain the outward egalitarian form. This enforced egalitarianism contains, in its bosom, the seed of its own destruction.

The root cause of class conflict is possessiveness or the acquisitive instinct. So long as the ideal that is to be achieved is one of securing the maximum material satisfaction, possessiveness is neither suppressed nor eliminated but grows on what it feeds. Nor does it cease to be possessiveness, whether it is confined to only a few or is shared by many.

If egalitarianism is to endure, it has to be based not on the possession of the maximum material goods by a few or by all but on voluntary, enlightened renunciation of those goods which cannot be shared by others or can be enjoyed only at the expense of others. This calls for substitution of material values by purely spiritual ones. The paradise of material satisfaction, which is sometimes equated with progress these days, neither spells peace nor progress. Mahatma Gandhi has shown us how the acquisitive instinct inherent in man can be transmuted by the adoption of the ideal of trusteeship by those who 'have' for the benefit of all those who 'have not' so that, instead of leading to exploitation and conflict, it would become a means and incentive for the amelioration and progress of society respectively.

61. According to the passage, egalitarianism will not survive if
- It is based on voluntary renunciation
 - It is achieved by resorting to physical force
 - Underprivileged people are not involved in its establishment.
 - People's outlook towards it is not radically changed.
62. According to the passage, why does man value his possessions more than his life?
- He has inherent desire to share his possession with others.
 - He is endowed with the possessive instinct.
 - Only his possession helps him earn love and respect from his descendants.
 - Through his possessions he can preserve his name even after his death.
63. According to the passage, which was the unfinished part of Gandhi's experiment?
- Educating people to avoid class conflict.
 - Achieving total political freedom for the country
 - Establishment of an egalitarian society
 - Radically changing the mind and attitude of men towards truth and non-violence.
64. Which of the following statements is 'not true' in the context of the passage?

- True egalitarianism can be achieved by giving up one's possessions under compulsion.
 - Man values his life more than his possessions.
 - Possessive instinct is a natural desire of human beings
 - In the political struggle, the fight was against alien rule.
65. According to the passage, true egalitarianism will last only if
- It is thrust upon people.
 - It is based on truth and non-violence.
 - People inculcate spiritual values instead of material values.
 - 'Haves' and 'have-nots' live together peacefully

DIRECTIONS (Qs. 66-70): Read the following passage carefully and then answer the questions that follow.

PASSAGE-14

Surajendu Kumar's study on the effect of the modernization of a Government Printing Press on Press maintenance work and workers is a solid contribution to a debate that encompasses two lively issues in the history and sociology of technology: technological determinism and social constructivism.

Kumar makes the point that the characteristics of a technology have a decisive influence on job skills and work organization. Put more strongly, technology can be a primary determinant of social and managerial organization. Kumar believes this possibility has been obscured by the recent sociological fashion, exemplified by Cravman's analysis, that emphasizes the way machinery reflects social choices. For Cravman, the shape of a technological system is subordinate to the manager's desire to wrest control of the labor process from the workers. Technological change is construed as the outcome of negotiations among interested parties who seek to incorporate their own interests into the design and configuration of the machinery. This position represents the new mainstream called the social constructivism. The constructivists gain acceptance by misrepresenting technological determinism: technological determinists are supposed to believe, for example, that machinery imposes appropriate forms of order on society. The alternative to constructivism, in other words, is to view technology as existing outside society, capable of directly influencing skills and work organization.

Kumar refutes the extremes of the constructivists by both theoretical and empirical arguments. Theoretically, he defines "technology" in terms of relationship between social and technical variables. Attempts to reduce the meaning of technology to cold, hard metal are bound to fail, for machinery is just scrap unless it is organized functionally and supported by appropriate systems of operation and maintenance. At the empirical

level, Kumar shows how a change at the Printing Press from maintenance-intensive electromechanical devices to semi-electronic devices altered work tasks, skills, training opportunities, administration, and organization of workers. Some changes Kumar attributes to the particular way management and labor unions negotiated the introduction of the technology, whereas others are seen as arising from the capabilities and nature of the technology itself. Thus, Kumar helps answer the question: "When is social choice decisive and when are concrete characteristics of technology more important?"

66. The primary purpose of the passage is to –
- challenge the position of advocates of technological determinism.
 - consider a successful challenge to the constructivist view of technological change.
 - suggest that the social causes of the technological change should be studied in real situation.
 - advocate a more positive attitude towards technological change.
67. Which of the following statements about the modernization of the Printing Press is supported by the information provided in the passage?
- Some of the maintenance workers felt victimized by the new technology.
 - The modernization was implemented without the consent of the employees directly affected by it.
 - The new technology reduced the role of managers in labor negotiations.
 - The modernization had an impact that went significantly beyond maintenance routines.
68. Which of the following most accurately describes Kumar's opinion of Cravman's position?
- He is sympathetic to its concern about the impact of modern technology on workers.
 - He is concerned about its potential to impede the implementation of new technologies.
 - He disapproves of its misplaced emphasis on the influence of managers.
 - He admires the consideration it gives to the attitude of workers affected.
69. Which of the following statements from the passage suggests that the hypothetical sociological studies of change in industry most clearly exemplifies the social constructivists' version of technological determinism?
- It is the available technology that determines worker's skills, rather than workers' skill influencing the application of technology.
 - Some industrial technology eliminates jobs, but educated workers can create whole new skills areas by the adaptation of the technology.

- Most major technological advances in industry have been generated through research and development.
 - All progress in industrial technology grows out of a continuing negotiation between technological possibility and human need.
70. According to the passage, Kumar believes if social constructivism had not gained widespread acceptance, then which of the following would be true?
- Modernization would have occurred at a slower rate.
 - Businesses would be more likely to modernize without considering the social consequences of their actions.
 - There would be greater understanding of the role played by technology in producing social change.
 - Businesses would be less likely to understand the attitudes of employees affected by modernization.

DIRECTIONS (Qs. 71-75): Read the following passage carefully and then answer the questions that follow.

PASSAGE-15

We have inherited the tradition of secrecy about the budget from Britain where also the system has been strongly attacked by eminent economists and political scientists including Peter Jay. Sir Richard Clarke, who was the originating genius of nearly every important development in the British budgeting techniques during the last two decades, has spoken out about the abuse of budget secrecy: "The problems of long-term tax policy should surely be debated openly with the facts on the table. In my opinion, all governments should have just the same duty to publish their expenditure policy. Indeed, this obligation to publish taxation policy is really essential for the control of public expenditure in order to get realistic taxation implications." Realising that democracy flourishes best on the principles of open government, more and more democracies are having an open public debate on budget proposals before introducing the appropriate Bill in the legislature. In the United States the budget is conveyed in a message by the President to the Congress, which comes well in advance of the — date when the Bill is introduced in the Congress. In Finland the Parliament and the people are already discussing in June the tentative budget proposals which are to be introduced in the Finnish Parliament in September. Every budget contains a cartload of figures in black and white - but the dark figures represent the myriad lights and shades of India's life, the contrasting tones of poverty and wealth, and of bread so dear and flesh and blood so cheap, the deep tints of adventure and enterprise and man's ageless struggle for a brighter

morning. The Union budget should not be an annual scourge but a part of presentation of annual accounts of a partnership between the Government and the people. That partnership would work much better when the nonsensical secrecy is replaced by openness and public consultations, resulting in fair laws and the people's acceptance of their moral duty to pay.

71. How do the British economists and political scientists react to budget secrecy? They are
- in favour of having a mix of secrecy and openness.
 - indifferent to the budgeting techniques and taxation policies.
 - very critical about maintenance of budget secrecy.
 - advocating not disclosing in advance the budget contents.
72. The author seems to be in favour of
- maintaining secrecy of budget
 - judicious blend of secrecy and openness
 - transparency in budget proposals
 - replacement of public constitution by secrecy
73. Which of the following statements is definitely TRUE in the context of the passage?
- The British Government has been religiously maintaining budget secrecy.
 - Budget secrecy is likely to lead to corrupt practices.
 - Consulting unjustifiable taxes with public helps make them accept those taxes.
 - None of these
74. From the contents of the passage, it can be inferred that the author is
- authoritarian in his approach.
 - a democratic person.
 - unaware of India's recent economic developments.
 - a conservative person.
75. Which of the following statement(s) is/are definitely False in the context of the passage?
- Transparency helps unscrupulous elements to resort to corrupt practices.
 - Open approach of Government is a sign of healthy democracy.
 - People's acceptance of their moral duties can best be achieved through openness and public consultations.
- Only A
 - Only B
 - Only C
 - A and B

DIRECTIONS (Qs. 76-79): Read the passage below and solve the questions based on it.

PASSAGE-16

We are well into the 21st century yet half the world's population live in squatter settlement and work in shadow economies, which generate more than one-third

of the developing world's GDP. Slums are not caused by the poor but by government denying people own their own and exchange property. When people own their own property they have incentives to invest time, money and energy to improve it because they know that they will be able to benefit from any such improvements, i.e., the ability to obtain mortgage etc. In short, property rights begets capital, which begets innovation, which begets wealth. Sadly, the poor typically don't have secure title to their land as there are bureaucratic restrictions on transferring title or there is not clear system for titling. Without legal deeds they live in constant fear of being evicted by land-lords or municipal officials. Illiteracy is a major reason poor people often choose not to seek the protection of local courts since in so many countries laws established under colonial rule have never been translated into local languages. When entrepreneurs to do set out to legally register business they are discouraged by red tape and costly fees. In Egypt, starting a bakery takes 500 days, compliance with 315 laws and 27 times the monthly minimum wage. The proprietors of such business cannot get loans, enforce contracts or expand a personal network of familiar customers and partners. As a result the poor have no choice but to accept insecurity and instability as a way of life.

In India, there are severe restrictions on free transfer of property. In most rural areas inhibit investment and encourage urban flight. Planning policies however discourage building homes for these migrants as numerous homes are destroyed if they do not comply with planning rules, essentially forcing people to live in slums and perversely blaming it on population growth. UN Habitat, the UN agency for housing the poor, has implemented more plans to stabilize the unplanned aspects of urban growth but grandiose plans like UN Schemes and government housing projects simply ignore or worsen the underlying problems. It is when governments grant people legal means to control their assets that they empower them to invest and plan ahead. In Buenos Aires, economists studied the experience of two Argentine communities. One had received legal title to its land in the 1980s and surpassed i.e., other group which had not, in a range of social indicators including quality of house construction and education levels. The Commission on Legal Empowerment of the Poor—a UN affiliated initiative made up two dozen leaders—is exploring ways to extend enforceable legal rights to impoverished members of society and is seeking to ring about a consensus on incentives for national and local leaders. As the growth of illegal settlement amply demonstrates, the poor are not helpless; all they need is government to grant them fundamental human rights of freedom and responsibility.

76. What did the Argentina study indicate?
- Argentina's economy is booming and the percentage of poor has fallen.

- B. When the government gives people the legal means to control their assets they plan for the future.
- C. Government succeeded in widening the gap between the rich and the poor.
- (a) only A (b) both A and B
(c) only B (d) A, B and C
77. The author's main objectives in writing passage is to
- (a) exhort the UN to play a greater role in rehabilitating slum-dwellers.
(b) praise government initiatives for migrant slum-dwellers.
(c) convince governments to empower the poor.
(d) enlist the aid of developed countries to tackle the is sue of slums.
78. What benefit does the author see in providing land ownership rights to the poor?
- (a) Steady increase in GDP
(b) Gaining independence from colonial rulers.
(c) Municipal services afforded to the poor will improve.
(d) None of these
79. Which of the following is TRUE in the context of the passage?
- (a) Additional UN projects will exacerbate the plight of slum-dwellers.
(b) Although the government allocates land for them the poor choose not to invest in building houses.
(c) With the spread of slums populations are drifting back to rural area.
(d) n order to accumulate profit slum-dwellers avoid legally registering their business.

DIRECTIONS (Qs. 80-84): Read the passage below and solve the questions based on it.

PASSAGE-17

A 'scientific' view of language was dominant among philosophers and linguists who affected to develop a scientific analysis of human thought and behaviour in the early part of this century. Under the force of this view, it was perhaps inevitable that the art of rhetoric should pass from the status of being regarded as of question-able worth (because although it might be both a source of pleasure and a means to urge people to right action, it might also be a means to distort truth and a source of misguided action) to the status of being wholly condemned. If people are regarded only as machines guided by logic, as they were by these scientific thinkers, rhetoric is likely to be held in low regard; for the most obvious truth about rhetoric is that it speaks to the whole person. It presents its arguments first to the person as a rational being, because persuasive discourse, if honestly conceived, always has a basis in reasoning. Logical argument is the plot, as it were, of any speech or

essay that is respectfully intended to persuade people. Yet it is a characterising feature of rhetoric that it goes beyond this and appeals to the parts of our nature that are involved in feeling, desiring, acting and suffering. It recalls relevant instances of the emotional reactions of people to circumstances, real or fictional that is similar to our own circumstances. Such is the purpose of both historical accounts and fables in persuasive discourse, they indicate literally or symbolically how people may react emotionally, with hope or fear, to particular circumstances. A speech attempting to persuade people can achieve little unless it takes into account the aspect of their being related to such hopes and fears.

Rhetoric, then, is addressed to human beings living at particular times and in particular places. From the point of view of rhetoric, we are not merely logical thinking machines, creatures abstracted from time and space. The study of rhetoric should therefore be considered the most humanistic of the humanities, since rhetoric is not directed only to our rational selves. It takes into account what the scientific view leaves out. It is a weakness to harbour feelings and then rhetoric may be thought of as dealing in weakness. But those who reject the idea of rhetoric because they believe it deals in lies and who at the same time hope to move people to action, must either be liars themselves or be very naïve; pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings and desires and thereby ceased to be pure logic.

80. According to the passage, to reject rhetoric and till hope to persuade people is:
- (a) An aim of most speakers and writers.
(b) An indication either of dishonesty or of credulity.
(c) A way of displaying distrust of the audience's motives.
(d) A characteristic of most humanistic discourse.
81. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
- (a) The only necessary element of persuasive discourse.
(b) A dubious art in at least two ways.
(c) An outmoded and tedious amplification of logic.
(d) An open offense to the rational mind.
82. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
- (a) Reaction against science.
(b) Lack of training in logic.
(c) View of human motivation.
(d) Misunderstanding of the use of the term 'scientific'.
83. The passage suggests that a speech that attempts to persuade people to act is likely to fail if it does NOT:
- (a) Distort the truth a little to make it more acceptable to the audience.

- (b) Appeal to the self-interest as well as the humanitarianism of the audience.
 - (c) Address listeners' emotions as well as their intellects.
 - (d) Concede the logic of other points of view.
84. The passage suggest that to consider people as 'thinking machines' is to consider them as:
- (a) Beings separated from a historical context.
 - (b) Replaceable parts of a larger social machine.
 - (c) More complex than other animals.
 - (d) Liars rather than honest people.

DIRECTIONS (Qs. 85-88): Read the passage below and solve the questions based on it.

PASSAGE-18

Computer programmers often remark that computing machines, with a perfect lack of discrimination, will do any foolish thing they are told to do. The reason for this lies, of course, in the narrow fixation of the computing machine's intelligence's on the details of its own perceptions, its inability to be guided by any large context. In a psychological description of the computer intelligence, three related adjectives come to mind and those are single-minded, literal-minded and simple-minded. Recognising this, we should at the same time recognise that this single-mindedness, literal-mindedness and simple-mindedness also characterises theoretical mathematics, though to a lesser extent.

Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward which scientists must maintain an appropriate scepticism. Thus, for instance, it may come as a shock to mathematicians to learn that the Schrodinger equation for the hydrogen atom is not literally a correct description of this atom, but only an approximation to a somewhat more corrected equation is itself only an imperfect approximation to an infinite set of quantum field-theoretical equations. Physicists, looking at the original Schrodinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible and this sense inspires an entirely appropriate disregard for the purely technical features of the equation. This very healthy scepticism is foreign to the mathematical approach.

Mathematics must deal with well-defined situations. Thus, mathematicians depend on an intellectual effort outside of mathematics for the crucial specification of the approximation that mathematics is to take literally. Give mathematicians a situation that is the least bit ill-defined and they will make it well defined, perhaps appropriately, but perhaps inappropriately. In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into

axioms and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. The questions, which is central to the scientific investigation but intensely disturbing in the mathematical context, is what happens if the axioms are relaxed? is thereby ignored. The physicist rightly dreads precise argument, since an argument that is convincing only if it is precise loses all its force if the assumptions on which it is based are slightly changed, whereas an argument that is convincing though imprecise may well be stable under small perturbations of its underlying assumptions.

85. The author discusses computing machines in the first paragraph primarily in order to do which of the following?
- (a) Indicate the dangers inherent in relying to a great extent on machines.
 - (b) Illustrate his views about the approach of mathematicians to problem solving.
 - (c) Compare the work of mathematicians with that of computer programmers.
 - (d) Provide one definition of intelligence.
86. According to the passage, scientists are sceptical toward their equations because scientists
- (a) Work to explain real, rather than theoretical or simplified situations.
 - (b) Know that well-defined problems are often the most difficult to solve.
 - (c) Are unable to express their data in terms of multiple variables.
 - (d) Are unwilling to relax the axioms they have developed.
87. It can be inferred from the passage that scientists make which of the following assumptions about scientific arguments?
- (a) The literal truth of the arguments can be made clear only in a mathematical context.
 - (b) The arguments necessarily ignore the central question of scientific investigation.
 - (c) The arguments probably will be convincing only to the other scientists.
 - (d) The premises on which the arguments are based may change.
88. According to the passage, the mathematicians may pose a threat to the scientists for which of the following reasons?
- (a) Mathematicians may provide theories that are incompatible with those already developed by the scientists.
 - (b) Mathematicians may define situation in a way that is incomprehensible to the scientists.
 - (c) Mathematicians may convince scientists that theoretical assumptions are facts.
 - (d) The scientists may come to believe that axiomatic statements are untrue.

DIRECTIONS (Qs. 89-94): Read the following passage carefully and answer the respective questions given below each of them.

PASSAGE-19

In his note to Parliament's Estimates Committee on bank non-performing assets (NPAs), Mr. Rajan has flagged three major sources of potential trouble: Mudra credit, which is basically small loans granted to micro and small enterprises; lending to farmers through Kisan Credit Cards; and contingent liabilities under the Credit Guarantee Scheme for MSMEs, run by the Small Industries Development Bank of India.

The disbursement under Mudra loans alone is ₹ 6.37 lakh crore, which is over 7% of the total outstanding bank credit. These loans have been sanctioned under the Pradhan Mantri Mudra Yojana, which aims to 'fund the unfunded', and is a signature scheme of the NDA government. Given that these are small loans up to ₹ 10 lakh each, with the borrowers mostly from the informal sector, banks have to monitor them very closely. It is debatable whether banks have the resources and manpower to do this when they are chasing the bigger borrowers for business and, increasingly these days, recoveries. The risk is that these small-ticket loans will drop under the radar and build into a large credit issue in course of time. The same logic holds true for crop loans made through Kisan Credit Cards.

Mr. Rajan's advice on loan waivers has been made by him and others in the past. But the political class has chosen to turn a deaf ear to this advice, vitiating the credit culture and creating a moral hazard where farmer-borrowers assume that their loans will invariably be waived off. The former RBI Governor has strongly defended the RBI against criticism, often unfair, over its policies on NPA recognition and resolution. He rightly termed as "ludicrous" the allegations that the economy slowed down because of the RBI. Recognition is the first step in a clean-up, and unless banks are cleaned of their non-performing loans, they cannot make fresh loans.

The Central government should also take note of some forward-looking statements that Mr. Rajan has made on the governance of banks. Among his suggestions to avert a recurrence of the current mess are, professionalising bank boards with appointments done by an independent Banks Board Bureau; inducting talent from outside banks to make up for the deficit within; revising compensation structures to attract the best talent; and ensuring that banks are not left without a leader at the top.

It is a comment on the state of our polity that despite the important issues that Mr. Rajan raised, political parties have chosen to pick only the points that are convenient to them - about the period when these bad loans were made and the purported inaction over a list of high-profile fraud cases highlighted by him.

89. What has been the reaction of the political class over Mr. Rajan and others' views on loan waivers?
- It has been taken seriously and appropriate actions have been taken.
 - It has been considered carefully but no action has been taken on it yet.
 - It has been ignored completely.
 - The advices have been implemented partially.
90. According to the passage, how much money has been disbursed under the Mudra loans so far?
- ₹ 6.37 lakh crore
 - ₹ 10 lakh
 - 7% of the total outstanding bank credit
 - Both (a) & (c)
91. According to the passage which of the following is/are the statement(s) on the politics of author's country?
- The blaming of RBI's NPA recognition policy by the ruling party for the slowing down of the economy.
 - The loan waivers by several public sector banks owing to continuous political pressure despite warnings from economy experts.
 - The cherry-picking by the political class from the observations and comments made by Mr. Rajan on the NPA problem in the country.
 - The appointments to the Banks Board Bureau made by the politicians.
92. What can be inferred from the statement, 'It is debatable whether banks have the resources and manpower to do this'?
- There is an on-going debate among the economy experts on the issue of lack of manpower with the banks to handle large number of loans.
 - It is not clear, and is open to arguments, if the banks have enough resources and manpower to scrutinize the large number of loans advanced under the Mudra scheme.
 - At present, it is a question of debate whether the banks should install all their manpower and resources on recovery of small loans or loans advanced to bigger borrowers.
 - It is debatable whether the banks have enough resources to advance more small ticket loans for the purchase of radars through the Kisan Credit Cards.
93. What does the author mean by The risk is that these small-ticket loans will drop under the radar and build into a large credit issue in course of time?
- The loans advanced through the Kisan credit cards for the purchase of Radar systems by farmers could become a credit problem with time.
 - The loans advanced by the banks to a small number of big corporates have become a huge credit issue for our banking industry.

- (c) The small amount loans advanced by the banks under Mudra Scheme and Kisan Credit Cards would go unnoticed and become a credit recovery issue in the future.
- (d) The loans advanced by the banks for the purchase of small radars may become an NPA issue in the future and hence banks should avoid advancing loans for the same.
94. According to the passage, what can be done to attract best talent into the banking industry?
- (a) Professionalising the banks
 (b) Inducting talent from outside
 (c) Revising the compensation structure
 (d) All of these

DIRECTIONS (Qs. 95-99): Read the following passage and answer the questions given below

PASSAGE-20

At the front line of climate change, the ocean, the coastlines and coastal communities are being disproportionately impacted by increasing carbon dioxide (CO₂) and other greenhouse gas (GHG) emissions from human activities.

The ocean plays a central role in regulating the Earth's climate. The Fifth Assessment Report published by the Intergovernmental Panel on Climate Change (IPCC) in 2013 revealed that it has thus far absorbed 93% of the extra energy from the enhanced greenhouse effect, with warming now being observed at depths of 1,000 m. As a consequence, this has led to increased ocean stratification (prevention of water mixing due to different properties of water masses), changes in ocean current regimes, and expansion of depleted oxygen zones. Changes in the geographical ranges of marine species and shifts in growing seasons, as well as in the diversity and abundance of species communities are now being observed. At the same time, weather patterns are changing, with extreme events increasing in frequency.

Atmospheric warming is leading to the melting of inland glaciers and ice, causing rising sea levels with significant impacts on shorelines (coastal erosion, saltwater intrusion, habitat destruction) and coastal human settlements. The IPCC projects global mean sea level to increase by 0.40 [0.26 – 0.55] m for 2081 – 2100 compared with 1986 – 2005 for a low emission scenario, and by 0.63 [0.45 – 0.82] m for a high emission scenario. Extreme El Niño events are predicted to increase in frequency due to rising GHG emissions.

CO₂ emissions are also making the ocean more acidic, making many marine species and ecosystems increasingly vulnerable. Ocean acidification reduces the ability of marine organisms, such as corals, plankton and shellfish, to build their shells and skeletal structures. It also exacerbates existing physiological stresses (such as impeded respiration and reproduction) and reduces growth and survival rates during the early life stages of some species.

95. Who are the most affected people with the impact of green house gases?
- (a) Those who live in the vicinity of coastline.
 (b) Those who are living in the desert area
 (c) Animals living in water.
 (d) People of Japan and china.
96. What is admitted in the report of intergovernmental penal on climate change?
- (a) It is pointing towards the green house gases and their bad impact.
 (b) Green house gases are helping in the production of more energy.
 (c) Green house gases are good for the growth of plants and animals.
 (d) CO₂ among the GHG is not now a harmful gas.
97. Which of the following is not correct according to the passage
- (a) GHG leads to change in ocean current.
 (b) GHG reduces the formation of shells and bony structure of marine animals.
 (c) GHG reduces depleted oxygen zones.
 (d) GHG enhance to atmospheric warming.
98. What are El Niño events?
- (a) Destruction of large number of animals.
 (b) When the water is warmer than normal in ocean near North America.
 (c) Atmospheric warming.
 (d) A type of cyclone near the coastline.
99. What should be the suitable title for the passage.
- (a) Green house gases and their harmful impacts.
 (b) Green house gases and climate change
 (c) Ocean stratification
 (d) Both (a) and (b)

DIRECTIONS (Qs. 100-104): Read the following passage and answer the questions given below

PASSAGE-21

According to United Nations Charter, it was decided that, "In order to promote international stability the United Nations shall promote international, cultural and education co-operation ". To put this in operation, a conference was called in London which created. "United Nations Educational Scientific and Cultural Organisation (UNESCO)" In the educational sphere, UNESCO is performing the most important function for the promotion of world peace.

UNESCO formally came into existence on November, 1946. Most of its members are young nations that recently have broken off the shackles of foreign rule or the age-old territorial and political freedom, but also to improve their standard of living.

In the preamble to the UNESCO Constitution, the following words are of special significance. "The Government of the States is Parties to this Constitution, on behalf of their people, declare that since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed."

For this reason, "The States Parties to this Constitution, believing full and equal opportunities for education for all in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and truer and more perfect knowledge of each other's lives."

- 100.** Why was UNESCO created by the UNO?
 (a) To maintain the peace in European countries
 (b) To specifically work in the area of cultural and educational cooperation.
 (c) To give the protection to the member nations of UNO.
 (d) To provide financial help to the member nations of UNO.
- 101.** Which of the following sentence is not correct according to the passage in the context of UNESCO?
 (a) It is performing the important function for the promotion of world peace.
 (b) It promotes cultural and educational cooperation.
 (c) It is also a part of WTO.
 (d) It came into existence on November, 1946
- 102.** What is significance of the preamble of UNESCO constitution?
 (a) Its primary objective is to direct the mind of people in the right direction.
 (b) It says that the parties of states should exchange the ideas within the state only.
 (c) It recommends all the nations to communicate in one language, so that people come closure.
 (d) None of the above.
- 103.** According to the passage where the wars begin?
 (a) Wars begin between the states and parties.
 (b) Wars begin among the people of one country.
 (c) Wars begin in the minds of people.
 (d) Wars begin when one person is communicating with others.
- 104.** What should be the suitable title for the passage?
 (a) UNESCO a part of UNO
 (b) UNESCO and world peace.
 (c) Formation of UNESCO
 (d) Preamble of UNESCO constitution.

ANSWERS & EXPLANATIONS

Past Years Questions

- 1. (c)** Refer to the last sentence of para 2: Only if an organization is able to combine, integrate and apply its resources (e.g. Land, labour, capital, IT) in an effective manner that is not readily imitable by competitors can such an organization enjoy competitive advantage sustainable over time.
- 2. (a)** Refer to these sentences in para 2, 'But today capital flows internationally at rapid speed. Global commerce no longer requires regional interactions among business players.'
- 3. (d)** Knowledge-driven competitive advantage. Refer to the sentence, 'Only if an organization.... sustainable over time.'
- 4. (b)** Refer to the first sentence of the passage.
- 5. (c)** Because of new competitors. Refer to the last sentence of para 1.
- 6. (d)** Refer to the last sentence of para 2.
- 7. (d)** Company longevity. Refer to sentence 2, para 1.
- 8. (b)** Financial returns from each new film. Refer to sentence 2, para 2: '...each new film... is sufficient for the company to be successful.'
- 9. (a)** Benefit for the next project. Refer to sentence 2, para 3: '...this same company intends...benefit from their increased experience on the next project.'
- 10. (b)** Retention for the next project. Refer to sentence 3, para 3: '...this same company has little or no expectation of retaining such participants.'
- 11. (c)** Because of short time horizons. Refer to sentences 2 and 3 of para 4: '...budgets are very tight, and schedules are very demanding. People...perform well immediately when called to do so.'
- 12. (c)** Exploitation. Refer to the second last sentence of the passage: 'True...focuses heavily on exploitation...'
- 13. (a)** The passage mentions that adaptation as a process enables societies to cope with uncertain future, adjustments and changes, negative as well as positive impact of climate change.
- 14. (b)** Implementation of national adaptation policy at their level. The passage mentions that to address the challenge of climate change, developing countries urgently require implementation of national adaptation policy at their level.

15. (c) Synergy between government and local interventions
Refer to the sentence, 'Local coping strategies....'
16. (c) Adaptation to climate change
The passage discusses how societies have been coping with climate change and what is required to adapt to climate change.
17. (b) It aggravated popular revulsion against violence.
Refer to the first sentence of the passage.
18. (b) Exposed the humane pretensions of the Western World.
Refer to the first two sentences of the passage.
19. (d) They expressed sympathy for England's dogged courage.
Refer to the sentence, 'On the one hand,'
20. (c) The passage mentions that Independence in 1947 released an upsurge of creative energy which was submerged in the great agony of Partition.
21. (d) Refer to the sentences 'These tragedies.....' and 'What reserves of enthusiasm....development.'
22. (b) Great literature emerges out of chains of convulsions.
The passage discusses how the events in the history of India was reflected in its poignant or passionate writing which, however, does not constitute great literature by itself; and concludes in the last two lines that the creative energies have to undergo chains of convulsions to emerge as great literature.
23. (c) (a), (c) and (d) only
Refer to the sentence, 'We believe that the strategic interests', which mentions all of these three.
24. (a) Pervasive use of technology
Refer to the sentences, 'Technological strengths are the key...Without a pervasive use of technology....years to come.'
25. (b) (b), (c) and (d) only
Refer to the sentences, 'The absence of greater technological impetus...Activities with low productivity...the poorest most.'
26. (d) Lifting our people to a life of dignity
Refer to the sentence, 'the technological imperatives to lift.....is important.'
27. (d) Development of core technological strengths
Refer to the last sentence, '.....development of core technological strengths....for envisioning a developed India.'
28. (c) (A), (B), (C), (E)
Refer to the sentence, 'Here the need to improve...'
Refer to the sentence, 'The link between education and work formed another theme...'
Refer to the sentence, 'This calls for a critical appraisal of the highly debatable tendency to give priority to allegedly "practical" knowledge as opposed to mind-broadening subjects...'
29. (d) Refer to the last sentence, 'It has been shown that greater flexibility...'
30. (b) Refer to the sentence, 'A good quality education should meet...'
31. (b) Refer to the sentence, 'UNESCO...studying the interactions between education, work and unemployment...'
32. (b) Refer to the sentence 4: 'Clearly any assessment of quality...'
33. (d) Refer to sentence 1: 'We live in a world...full participation in the life of societies.'
34. (b) Refer to the last sentence of the first paragraph, 'Increasingly, organizations...'
35. (a) Refer to the very first sentence of the passage, 'Indian organizations have traditionally not...'
36. (d) Refer to the 2nd sentence of the third paragraph, 'But it was only after India...'
37. (c) Refer to last paragraph, '....rise of trade unions.....boosted the growth of personnel officers...'
38. (a) Refer to the sentence, 'Ancient India was known for its occupation based hierarchy.'.....'
39. (b) Refer to the 2nd sentence of paragraph 2: 'The people around us identify us...each language user follows this style by habit.'
40. (c) Refer to the 2nd sentence of paragraph 1: 'Animals have a rudimentary...complexity of language.'
41. (d) Refer to the last sentence of paragraph 2: 'Perhaps,....'
42. (d) Refer to the 2nd sentence of paragraph 2: 'The wonder of this process...'
43. (a) Refer to the last two sentences of paragraph 1.
44. (a) The passage mentions that neither research instruments measuring classroom interaction nor transcripts of classroom teaching can capture the affective nature of teaching. It needs a much deeper understanding and holistic view of the classroom environment to perceive how the teacher's enthusiasm, emotions and intentions translated into their non-verbal communication cues induce positive behaviour into the learners and motivate them to higher levels of achievement.
45. (d) The affective signs originating from the teacher will provide students a basis which triggers further enthusiasm in them, thereby improving the learning environment. These affective signs do not provide the basis or cues for understanding contents, exhibitional behaviours, or hold attention.

45. (b) The passage focuses attention on the affective factors of teaching, (which relate to moods, feelings/emotions and attitudes), which play a big role in holding student's attention, enthusing them and creating a lively classroom environment all for enhanced learning.
46. (c) The passage clearly describes that affective aspects of teaching include teacher's vocal variety, positive gestures, dynamism and enthusiasm in presenting the lesson, all of which take the teacher's lecture beyond expectation and motivate students to higher levels of achievement.
Hence, when a teacher's presentation is monotonous one feels the need for and understands the value of affective aspects of teaching.
47. (b) Refer to the sentences, 'Students are good perceivers of the emotions and intentions... thus communicating respect and caring for the learner- is more likely to hold the attention of students..'It implies that respect and concern for the students earns the teacher their respect, too.
48. (b) Refer to the lines, '...they leave one basic question unanswered....rather than accept direct investments from abroad.'
49. (c) Refer to the lines, '...firms with a strong international orientation...have a much smaller variability in profits than purely domestic firms.'
50. (a) Refer to the lines, '...many large corporations, usually in monopolistic and oligopolistic markets...wants to retain direct control.'
51. (b) The passage focuses on the aspects mainly related to international orientation of investment. It analyses that international corporations are more profitable than domestic firms and prefer direct investment to exports so as to utilise their unique production knowledge or managerial skills profitably on foreign soil. For this reason,, nations do not have the choice to borrow from other nations and make real investments in their own land.
52. (b) Refer to the opening sentence, 'The motives for direct investment abroad...diversifying risks.' It says the motives are same as higher returns but the reasons behind this are better tax regimes, availability of infrastructure and risk mitigation in foreign countries. International corporations have no dearth of finances; they do not require funding from local investors.
53. (c) The author of the passage says that the search for identity varies historically, slackening or intensifying over periods of time. So, it has intermittent intensity rather than a uniform continuity. The other two options are irrelevant.
54. (d) As per the passage, with the creation of nation-states, the sense of nationalism developed which united a group of diverse population on the basis of shared nationalism. So, option (d) is correct. Option (a) is incorrect because competition on any basis, nationality or other, has not been mentioned in the passage. Within a nation of diverse people, national identity was shared but people could have 'distinctive identities of their own'; so, option (b) is incorrect. Option (c) is incorrect because 'unified cultural repertoire' does not hold a diverse population within a nation.
55. (a) The passage states that definitions of identity involve a 'characterisation of attributes' and 'drawing of boundaries around units' in order that they are distinct and 'in contrast with other units'. So, option (a) only holds.
56. (b) The very first sentence of the passage clearly mentions that present day cultural learning depends on situation and 'context'.
57. (a) The passage mentions that 'new modes of communication' have changed 'social division of labour' and brought in globalisation with crumbling boundaries; because of which 'cultural repertoires are becoming more heterogeneous'; so , this new cultural understanding does not fit into the traditional notion of culture.
58. (a) Far-sighted or forward-looking companies promptly accept the fact that they have some responsibilities to the world around them. They look at sustainable marketing as an opportunity to do good business by doing good to the society; to serve their own interests (i.e., make profit) by serving the immediate needs as well as long-term interest of their customers and communities. Companies with a non sustainable, myopic vision do not budge until there is legislative compulsion or organized consumer pressure. Companies always look to improvement, rather than status quo in the market.
59. (c) According to the passage, forward looking companies view sustainable marketing as an opportunity to do well by doing good to communities. In other words, corporate house see that by being socially and environmentally responsible, being ethical in their business pursuits, and serving the immediate needs as well as the long-term interests of their customer base (the community), they can win their trust and nurture sustained customer relations, which in turn will only benefit their business pursuits.

60. (c) The passage says that today's customers expect companies to deliver value in a socially and environmentally responsible way. This is to say, today's society is concerned more about corporate ethics (option c) and corporate social responsibility; and they value the companies that show action in this direction. So, unless companies adopt these, they cannot build sustained customer relations; which means customer relations (option b) is the concern of the corporate rather than the society. So are marketing strategies (option a) and delivery of value for money (option d).
61. (c) The passage says, that present day marketers are far-sighted; instead of immediate short-term gains, which come from promoting consumerism (option a) and competitive business (option d); they **focus on sustaining their business practices** (option b) for which they build consumer trust and forge long-term relations with the community by showing social obligations/ responsibility (option c).
62. (b) The passage says, forward-looking companies practice caring capitalism; they set themselves apart from the run-of-the-mill by being ethically, socially and environmentally responsible in their business practices (so, A is not included); by being civic-minded (so, B is included); and by building social linkages/relations (so, C is included). It is the short-sighted companies that are unethical and irresponsible, and budge only when there is a legislative nudge (so, D is not included).
63. (a) The passage states that brand advertising generally resulted in establishing consumer preferences and loyalty. This made the manufacturers of branded products so confident that they held their prices rigid even in periods of depression when all other prices got lowered. But eventually, price competition did come into play making demand shift to sellers with lower prices or forcing brands to reduce in prices. i.e., to fall in line.
64. (d) As per the passage, 'an objective of brand advertising is to build consumer preferences' because it has been observed that consumers often stick with a specific brand even when they are highly priced as compared to other competing products. So, through advertising of their brands manufacturers make their demands relatively inelastic (not changing or fluctuating) for varying periods of time.
65. (b) The passage states that there were numerous examples to be found wherein manufacturers of branded products held their prices rigid for long even in periods of depression when other prices were being lowered. They did so riding confident on strong consumer loyalty for their brands. Yet, eventually, as a result of depression, price competition ruled and brand manufacturers had to reduce their prices to retain consumers.
66. (b) The passage opens with a moot question 'whether advertising induces demand for an individual company's product more or less elastic' and goes on to describe how manufacturers undertake extensive advertising of their brands and build consumer preferences for their products. Advertising makes consumers so loyal to certain brands that their manufacturers never face a dip in demand and manage to keep their prices rigid or inelastic at all times except when impact of depression forces them to bow to competition lest they lose their loyal consumers. So, the main focus of the passage is on branding and price competition.
67. (a) The passage describes how advertising helps manufacturers build consumer preferences for their product brands. Consumers become so loyal to certain brands that their demand never dips and manufacturers do not have to lower their prices. So, the demand inelasticity of articles in terms of non-varying prices is due to their advertising which builds their brand value.
68. (a) The passage discusses how the separation of work and skilled workers from knowledge and power through separation of training from education fractured the task of transferring the accumulated social experience of (the whole of) mankind to the younger generation. The industrial revolution managed to bridge the gulf between education and training in the West because 'class societies' (having socio-cultural segregation based on profession like that in the Indian the subcontinent) did not exist there.
69. (a) The given statements I and II replicate the second and third sentences of the passage.
70. (a) The passage discusses how separation of education and training divided the societies into uneducated toilers who produced surplus and the educated wealthy who wielded power; and states that in this manner 'most potent instrument of inequality in history.'
71. (c) The passage discusses how the separation of skill training from education became a potent instrument of inequality in the society by created a class divide between poor toilers and powerful wealthy. So, it follows, that this 'inequality due to education' could be addressed by eliminating the distinction

between theory and practice. Statement B is correct as it replicates this; while A and D are incorrect as each states the opposite of this. The passage also mentions that qualitative transformation of technology brought by the Industrial revolution succeeded to an extent in bridging this separation or inequality. So, statement C is correct.

72. (b) The passage discusses that separation of education and training divided the society into two classes— toiling craftsmen and wealthy educated and bred inequality; it follows, that the author favours the removal of this divide (A) and an interrelation of theory/education and practice/craftsmanship (C).

The author appreciates, that the Industrial revolution could correct this divide partially, but does not propose that technology could be the overriding method to eliminate this separation (presumably, because technology often results in replacing toiling hands with machines and gives rise to another social problem). Thus, (B) is not evident here.

The author propounds education for skilled craftsmen, but does not argue for presentation of traditional crafts. So, (D) is not evident.

73. (a) In the third line of the passage it is stated, “The identity of this class is defined by its participation in global commodity chains.” Here “this class” refers to “the middle class”.
74. (d) In the fourth last line of the passage, it is given, “It is connected to global networks of consumption, consuming global brands and aspiring towards lifestyle of conspicuous consumption.”
75. (a) The passage mentions at many instances how the middle class derives its identity from participation in global market economy. Thus, “market-driven middle class identity” is an apt title as the theme of the passage.
76. (c) The passage mentions how the middle class is participating in the global market. Thus, the “new middle class” is associated with “global capitalism”.
77. (b) In the passage it is stated, “What connects these various groups is the elite class is a common vision of the nation state narrated in the miracle of the market.”
78. (a) In the eighth line of the first passage it is written, “massive poverty in modern sense appeared only when the spread of market economy broke down the communities.”
79. (d) In the fifth line of first passage, “Vernacular societies had developed ways of defining and treating poverty that accommodated visions of community, frugality and sufficiency.
80. (c) In the eighth line of the first passage it is written, “massive poverty in modern sense appeared only when the spread of market

economy broke down the communities.” Capitalistic development introduced the idea of third world.

81. (c) The passage at many instances how poverty came due to capitalism and how it deprived “millions of people from access to land, water and other resources.”
82. (b) In the passage it is given that colonisers believed that economic development of natives was pointless and cannot be done due to natives having no capacity for science and technology.
83. (c) The passage clearly states the following line ‘Out of the total expenditure required for it (education), two-thirds should be borne by the state’. On conversion, two-thirds of the hundred is approximately 66.7. Thus, option (c) is the correct answer.
84. (c) For Gokhale introducing the Elementary Education Bill was ‘a small humble attempt’ to ‘emerge from their present condition’ of misery and darkness. Moreover, in the ‘atmosphere of intense antagonism and hostility’, he did face a lot of resistance in the introduction of the bill. Therefore, option (c) i.e. ‘**Statement I is correct but Statement II is incorrect**’, is the right response.
85. (a) The passage supports all the statements except the last one. It does mention that ‘the educational developments in the last 60 years have been hopelessly slow’. Gokhale vouched for ‘universal education’ and believed that the journey towards his goal was bound to be ‘long and tedious’. He also suggested that the state, not the local bodies, should pay more for education. Thus, Option (a) is the correct response.
86. (a) Both Statements I and II are correct because the passage justifies Gokhale’s belief that education should be made free for the people. Gokhale was of the view that a tax on salt was better than children continuing to grow up in ignorance and darkness.
87. (d) According to the passage, the given Assertion is incorrect because Gokhale strongly advocated for free education for the poor. The Reason is correct as the passage mentions ‘He suggested that only those students whose family income was 25 rupees and above per month should pay fees; for the rest, education was to be free.’ Thus, option (d) is the correct answer.
88. (c) It follows from the last line of the passage that Pashmina shawls were extremely popular in France. So, Statement I is correct. However, Statement II is incorrect because the Indian woollen manufacturers posed stiff competition to those of Britain, and because the British

- seized the veto in their hands to control trade, the export of goods to Europe became challenging. Thus, option (c) is the correct response.
89. (b) Both Assertion and Reason are true as the British wanted Ranjit Singh to sign the treaty and wanted the Indus open for their military and political penetration. However, the latter is not the reason for which the latter happened. The passage states no specific connection between the two. Thus, option (b) is the right answer.
90. (a) The first line of the passage states that Rustam Khan, the Amir of Khanpur, and Murad Ali of Hyderabad were persuaded by the British to sign the treaty. On the other hand, Ranjit Singh was coerced or forced to do so.
91. (d) The passage mentions that the two Amirs 'reluctantly' or unwillingly signed the treaty which would allow the British to take control of the trade over the Indus. Therefore, Statement I is incorrect but Statement II is correct.
92. (a) Both Assertion and Reason are true and the Reason provides the correct explanation for the Assertion as the British wanted to seize control over the river routes to make a profit by controlling the trade.
93. (a) As per the following line in the passage, the Western theories and concepts reject the alternative knowledge - 'The immensity of alternatives of life, comforts, and interaction with the world is largely wasted because the theories and concepts developed in the global North and employed in the entire academic world do not identify such alternatives.' Thus, option (a) is the right answer.
94. (d) The second point of inference in the passage mentions all four given points through which the diversity of the world is reflected. Thus, option (d) is the correct response.
95. (b) The passage establishes that the Western viewpoint is not the only way of understanding the world. There are alternative ways of thinking and perceiving events. Thus, the West should know that the world is more than what it understands.
96. (b) The author of the passage acknowledges the presence of alternatives. Thus, the passage recognizes and favors alternative ways of thinking and solutions.
97. (c) It is clearly stated in the passage that the West thinks it does not have the same problems as Asia, Africa, and Latin America. Thus, option (c) is the right answer.
98. (b) The passage mentions that the technical losses vary roughly between 4 to 12 percent. The figures within the range are 5%, 11% and 8%. Thus, option (b) is the correct response.
99. (b) Losses in 2018-19 < losses in 2019-20 < losses in 2020-21
Therefore, most likely the figure for AT & C Losses in India in 2018-19 < 20.7%
Thus, option (b) is the right answer.
100. (a) According to the passage, both statements are true. For the verification of the first statement, refer to the last line of the passage, and for the validation of the second one, refer to the first line of the second paragraph of the passage.
101. (c) The passage clearly mentions that 'Commercial losses are due to meters not being read, faulty meters, meters being manipulated or bypasses, etc.' Thus, the correct response is option (c).
102. (a) Given units = 50000 units
Loss% = 20%
So, Revenue collected = Given units x (100 - loss% / 100)
Units for which the revenue was recovered = 50000 x (100 - 20 / 100) = 40000 units
Thus, option (a) is the right answer.

Practice Questions

1. (d) 2. (c) 3. (a) 4. (c) 5. (b)
6. (b) 7. (d) 8. (d) 9. (b) 10. (c)
11. (a) 12. (c) 13. (d) 14. (d) 15. (b)
16. (d) 17. (d) 18. (c) 19. (d) 20. (a)
21. (a) 22. (b) 23. (c) 24. (a) 25. (c)
26. (b) 27. (c) 28. (a) 29. (d) 30. (d)
31. (a) 32. (c) 33. (c) 34. (b) 35. (a)
36. (a) 37. (a) 38. (c) 39. (b) 40. (a)
41. (d) 42. (b) 43. (d) 44. (c) 45. (a)
46. (d) 47. (a) 48. (c) 49. (b) 50. (d)
51. (c) 52. (c) 53. (a) 54. (d) 55. (d)
56. (d) 57. (c) 58. (d) 59. (a) 60. (d)
61. (a) 62. (d) 63. (c) 64. (b) 65. (c)
66. (b) 67. (d) 68. (c) 69. (a) 70. (c)
71. (c) 72. (b) 73. (d) 74. (b) 75. (a)
76. (c) 77. (c) 78. (d) 79. (b) 80. (b)
81. (b) 82. (c) 83. (c) 84. (c) 85. (b)
86. (a) 87. (d) 88. (c) 89. (c) 90. (a)
91. (c) 92. (b) 93. (c) 94. (c) 95. (a)
96. (a) 97. (c) 98. (d) 99. (d) 100. (b)
101. (c) 102. (a) 103. (c) 104. (b)