

Direction (1-4): Study the following information and answer the questions that follow:

There is something irksome about a recent story in the New York Times that declared that “E-Books Make Readers Feel Less Isolated”. Being a bookworm is uncool, the story alleges, but carrying around an e-reader makes reading seem chic.

“Strangers constantly ask about it,” Michael Hughes, a communications associate at Johns Hopkins Bloomberg School of Public Health in Baltimore, said of his iPad, which he uses to read a mix of novels and nonfiction. “It’s almost like having a new baby.”

The problem here is not with the e-book. I’m in favour of any mode of literature delivery. If the only way I could consume Tolstoy was by having a trail of ants marching across my desk, each hoisting a piece of rice inscribed with the relevant word, that would be grand. Also, amazing. Also, impractical. Rather, I’m intrigued by the notion that e-readers make reading less antisocial. Doesn’t reading necessitate not socialising? Indeed, isn’t that part of the appeal?

I was always under the impression that books served a dual purpose: not only do they offer a world to enter, but also they offer an affordable means of escape from the world we’re in. What a nice cloak a book can be on the subway or the train, or while sitting at a bar, enjoying the buzz of humanity while absorbed in something else. I’m reminded of Anne Tyler’s “The Accidental Tourist”, in which books are recommended as props for travellers who would rather avoid idle chatter with strangers.

Jonathan Franzen had something powerful to say about this in Lev Grossman’s cover story about him in Time. Though few would hold Mr Franzen up as a beacon of joyful, social living (the man describes writing as “miserable work” and counts bird-watching as one of his few indulgences), he is convincing in his case for the importance of the sustained concentration demanded by reading.

“We are so distracted by and engulfed by the technologies we’ve created, and by the constant barrage of so-called information that comes our way, that more than ever to immerse yourself in an involving book seems socially useful... The place of stillness that you have to go to to write, but also to read seriously, is the point where you can actually make responsible decisions, where you can actually engage productively with an otherwise scary and unmanageable world.”

Books require a certain quiet, a solitude that is all the more valuable for the way it can be achieved in public. The constant barrage of information Mr Franzen describes makes the insularity of a good book all the more valuable, like an antidote.

Still, few may be inspired to follow Mr Franzen’s approach for keeping the siren song of the internet at bay. “What you have to do,” he explained, “is you plug in an Ethernet cable with superglue, and then you saw off the little head of it.”

Q 1. According to the passage, which of the following cannot be inferred as a role/function of books?

- 1) Providing solitude even in the middle of a crowd.
- 2) Allowing an individual to escape the world.
- 3) Providing access to information and ideas.
- 4) Creating a space for introspection and engagement with the world.

Q 2. Why does the author mention the instance of reading Tolstoy through a trail of ants?

- 1) To highlight the fact that the mode of delivery of literature is not important.
- 2) To prove that e-books can be equally effective as a mode of literature delivery.
- 3) To demonstrate an impractical mode of literature delivery.
- 4) To give an example of a mode of literature delivery that the author considers grand.

Q 3. Which one of these best expresses the central theme of the passage?

- 1) The impact of technological innovations on reading.
 - 2) New forms of reading books.
 - 3) The nature of the process of reading.
 - 4) The importance of reading.
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Q 4. The author calls a good book, an antidote. Based on the information given, it can be inferred that it is an antidote to:

- 1) Distracting technology
 - 2) Too much information
 - 3) The public
 - 4) Insularity provided
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Direction (5-8): Study the following information and answer the questions that follow:

But today, let us think about the fortunate ones with laptops and smartphones for their sole use. When the pandemic broke, their schools soon switched to online classes. But online teaching implies more than a Zoom meeting. It calls for audio-visual techniques for which most schools had neither expertise nor infrastructure. Plain vanilla classroom teaching falters without a classroom.

That is where edutech companies saw their chance. They applied digital technology expertly and intensively to the curricular content. Their instructors exuded a compelling onscreen presence, as conventional teachers had never learnt to do. The result was a package that captivated both children and parents footing the bill. Both parties were connoisseurs of onscreen content: the children from computer games, the parents from infotainment channels. The superstition is rife anyway that anything emerging from a computer is a superior option. In two short years, hitherto uncontested schooling methods acquired the negative label of 'offline teaching'.

But might not the new technology truly be superior? The digital revolution has transformed our lives. In intellectual and cultural matters, however, it has generally modified older practices instead of dislodging them altogether. More books are printed today than ever before, alongside the electronic text and the internet. Live performances flourish despite staggering advances in audio-visual recording. The equation between ageless human practice and digital innovation is subtle and complex. With education, the pandemic drastically short-circuited this adjustment.

Throughout history, teaching has implied an interaction between teacher and student. A child learns letters and numbers under a teacher's care among a group of peers. Every primary-school teacher I have asked agrees that small children cannot be taught online to read, write and count. If some learn to do so, it is because an adult is present to guide the process.

With older children, the challenge is subtler. Edutech planners will tell you that they allow for individual attention and interaction. Learners can follow their own pace, assess themselves by self-testing, and even ask questions. The interaction is largely through precoded exercises and bots, but the best (and costliest) courses find slots for human mentors. Yet all these features are worked into a pre-set, one-way system: an extended IT program, 'remote' in every sense.

To be sure, there are physical schools so ill-run that online instruction is a better alternative. But even a halfway decent institution offers the imperative human exchange. A lecturer in a classroom subconsciously attunes herself to the faces in front of her. Students' queries cover a range that artificial intelligence cannot tackle — above all because it ignores individual psychology, the personal factors impacting a student's development. A packaged online program can never overstep its boundaries, never warm to a bold question or an out-of-the-box suggestion. At most, it fosters a competent mediocrity. Hence the best students benefit the least from online courses, which stunt their potential.

Q 5. All of the following options map the benefits of online education as compared to traditional mode of learning, except:

- 1) Infrastructure.
- 2) Nuanced tackling of individual problems.

- 3) Self-assessment of individual learners.
 - 4) Guardian's satisfaction over their ward's learning outcomes.
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Q 6. Which of the following sentences best describes what the passage is about?

- 1) Online education is a great divider and should be discarded immediately.
 - 2) Online education has had a transformative positive effect on learning across the learner demographic spectrum.
 - 3) Online education has modified some aspects of tradition teaching but is geared to creating a homogenous quality of students.
 - 4)
The pandemic has exposed the serious deficiencies in both online and offline classes thus creating a vacuum for an evolved mode of imparting education.
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Q 7. Which sets of words below best captures the narrative of the passage?

- 1) Traditional, Technology, Adequate, Exchange.
 - 2) Individuality, Education, Broad, Teaching.
 - 3) Technology, Brutality, Punishment, Handholding.
 - 4) Modification, Technology, Remote, Sensation.
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Q 8. None of the statements may be considered as a valid inference based on the passage except:

- 1) Edutech companies have convinced parents that mediocrity is good enough.
 - 2) Online classrooms potentially evolve teaching as we understand.
 - 3) Edutech companies employ individual growth of teachers as a selling point for their product.
 - 4) The successful edutech companies treat online teaching as a fun version of a corporate Zoom meeting.
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Direction (9-12): Study the following information and answer the questions that follow:

The Holocaust of 1941 sows the traumatic memory of separation and murder in its victims. Collective or group trauma refers to an event that affects a particular group or race. Literature plays a significant role in documenting traumatic experiences and has empowered language to represent an individual's inner and external world. In an introspective novel, the narrator reveals the inner world and pours everything, including their emotions, thoughts and perspectives. Documenting the traumatic events in novels provides a cure to emotional wounds and further knowledge on how to prevent such catastrophes. It outlines the characters' identity and the meaning of the traumatic event. As an instance of trauma literature, the current project deals with the holocaust novel *The World That We Knew* written by American novelist Alice Hoffman.

Alice Hoffman is a well-known author who has written over thirty novels, three collections of short stories, and eight books for children and adults. *The World That We Knew* is a historical fiction written in the background of World War II. Trauma studies began in the 1860s, as psychiatrists noticed unusual behaviour with no apparent cause. In 1896, Sigmund Freud came up with the 'Seduction theory' due to his observation of trauma faced by women. Freud posits two elements as recurring factors seen in traumatic patients. First is the resistance of traumatic patients to speak about their trauma. They do not acknowledge their fears. Herman suggested, "The conflict between the will to deny horrible events and the will to proclaim them aloud is the central dialectic of psychological trauma". Freud opines that this conflict is seen in the forced silence of traumatic patients. The second recurring element seen between trauma and the modernist fiction narrative is the connection between trauma through its manifestation as madness. Insanity is often portrayed in modernist trauma fiction. "Forced to experience the shattering effects of unprecedentedly destructive weaponry, mass, mechanised slaughter and inhuman trench conditions, hundreds of thousands of soldiers were seen to suffer breakdowns". Apart from Freud, the

researchers who analysed trauma include Joseph Breuer, Jean-Martin Charcot, Herman Oppenheim, Pierre Janet and Marton Prince. Freud wrote his early theories in *Studies on Hysteria* (1895) with Joseph Breuer. They stated that it was not the events but the remembrance is traumatic. Hence the process of remembrance causes psychological pain, and value is provided to the repressed events in the consciousness. This traumatic remembrance is termed 'pathogenic remembrance' for the pathologic symptoms the memory causes. Freud, throughout his career, took up the notion of trauma as causing dissociation or a split in the psyche. Cathy Caruth examined the concept of trauma-based on the roles in literature and society in the 1990s. This was considered the first wave of traumatic criticism. It presents trauma as an event that creates contradiction in language and experience. Cathy Caruth's *Unclaimed Experience: Trauma, Narrative, History* (1996) interprets Freud's theory on language. She states that the latency and dissociation of the psyche represent a traumatic experience. Latency and dissociation create a temporal gap. Caruth states that trauma is a "shock that appears to work very much like a bodily threat but is, in fact, a break in the mind's experience of time". Later, a pluralistic model analyses the latency and dissociation effect and the cultural dimensions of trauma and narrative expressions. This model connects the experience, language and social significance of trauma.

Q 9. According to the second paragraph of the passage, "Insanity is often portrayed in modernist trauma fiction." Which one of the following most broadly captures the reason why insanity was common among people?

- 1) Instances of fratricide were rampant during the said period.
 - 2) Weapons of mass destruction that included nuclear weapons pushed men into the brink of mental disorder.
 - 3) the apocalyptic effects of warfare had a disastrous effect on individuals.
 - 4) the systematic genocide by majoritarian rulers affected the mental health of individuals.
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Q 10. From the passage, we can infer that the author is very likely to believe that:

- 1) The World That We Knew represented events that occurred in the second half of the previous century.
 - 2) In a brooding novel, the narrator lays emphasis on the psychic contours of the characters.
 - 3) Trauma Studies involved peculiar behavior that had a specific cause.
 - 4) There is no connection between trauma literature and modern fiction narrative.
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Q 11. The author mentions Freud and Breuer to show that:

- 1) Memory can be disquieting.
 - 2) Memory can evoke suicidal tendencies in individuals.
 - 3) Remembrance is traumatic even though events may be positive.
 - 4) Remembrance causes physiological pain.
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Q 12. Where could the passage have been taken from?

- 1) Translations of the holocaust novels.
 - 2) An autobiographical account by Joseph Breuer.
 - 3) An academic journal that focuses only on social sciences.
 - 4) An academic journal that focuses on trauma and related fields.
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Direction (13-16): Study the following information and answer the questions that follow:

[...] Small-ranged species are disproportionately at risk of extinction. The "Red List" of the International Union for the Conservation of Nature (IUCN) aspires to assess the risks of extinction of all species. It has done so for more than 90,000 plant and animal species, out of a total of nearly 2 million species that taxonomists have described. Birds, mammals, and amphibians are the best known.

Overwhelmingly, it's the species with small geographical ranges that are at greatest risk. For birds, the risk of extinction drops dramatically as range size increases. About half the species with ranges smaller than 1,000 square kilometres are at risk.

This pattern is not surprising. Other things being equal, the destruction of habitats is more likely to terminate a species that occurs, for instance, on a few mountaintops in coastal Brazil, than one that occurs across the entire Amazon basin. The challenge for conservation science is what we can do to protect these threatened species.

We now know that species with small geographical ranges, which are so often threatened, are concentrated in certain places. And in these mostly tropical concentrations, human actions not only destroy habitats but also leave what's behind in small, isolated fragments. These patches may be too small to sustain viable populations of species. Restoring corridors—habitat connections between fragments—affords a cost-effective solution. [...]

Many more species with small geographical ranges are known now than in Darwin and Wallace's time. By 1850, taxonomists had described close to 5,000 terrestrial bird species in the world. [...] In 1850, 14 years after Darwin returned from his voyage, only 200 (4 percent) of the known species at that time had ranges smaller than 10,000 square kilometres. Today, that number is 1,290—close to 13 percent of the more than 10,000 species now known.

We're still finding more such species. Taxonomists have described half of the known amphibian and mammalian species with small ranges in the past few decades. Many more are surely awaiting discovery. As with birds, large-ranged species were discovered earlier than small-ranged ones.

The century and a half of exploration since the travels of Darwin and Wallace has made it possible to produce three key maps that show the areas that have, respectively, the greatest numbers of species, the greatest numbers of species with small ranges, and the greatest numbers of species that are threatened with extinction. Geography is destiny. Understanding the relationships between these geographical patterns is the first vital step in determining where to act to save species.

The greatest numbers of species in a given place are in the tropical moist forests of the world. The patterns are broadly similar for birds, mammals, and amphibians—the taxa we know best. Less geographically resolved data for insects and plants suggest the patterns are also broadly similar. Wallace went to the Amazon because that's where the most species are! He made his living collecting novelties—species other collectors had not discovered. He likely thought that more species would mean more novelties—but he was partly wrong. [...]

The environmentalist Norman Myers coined the term "biodiversity hotspots" for these places where concentrations of small-ranged species have collided with extensive habitat loss. His influential insight was that human actions are exceptionally damaging. For various reasons, we have disproportionately harmed those places where small-ranged species are concentrated. Maps provide high-resolution improvements on his ground-breaking ideas. [...]

Q 13. As per the author, what is the most significant challenge for conservation science?

- 1) To identify the exact range of species that are under threat.
- 2) To find measures to contain the habitats of all animals at risk.
- 3) To protect the habitats of threatened species with a small geographical range.
- 4) To restore the lost habitats of all extinct species.

Q 14. Why does the author call Geography as destiny?

- 1) Because Geographical patterns play the most significant role in identifying species and their habitats.
 - 2) Because without Geography, there won't be any maps to be produced.
 - 3) Because geographical maps help the greatest numbers of species with small ranges.
 - 4) Because understanding geographical patterns will help conserve the threatened species.
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Q 15. Which of the following best describes the author's intention behind talking about 'biodiversity hotspots'?

- 1) To explain a possible step in protecting threatened species.
 - 2) To show how this term helped create high-resolution maps.
 - 3) To highlight a possible solution for creating new cost effective habitats.
 - 4) To acknowledge the roles of Darwin, Wallace, and Myers in conservation science.
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Q 16. As per the passage, which of the following species is at the highest risk of extinction?

- 1) Species with ranges over 1,000 square kilometers.
 - 2) Species found in the Amazon.
 - 3) Species with very limited habitat range.
 - 4) Birds, mammals, and amphibians
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Q 17. Directions for question (17): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Because hummingbirds use so much energy, with a heart rate from 450-1300 beats per minute, they must consume several times their body weight in nectar each day.
 2. Their heart rate falls to 35-50 beats per minute at night and their body temperature approaches the surrounding temperature.
 3. Hummingbirds are the second largest bird family in the New World, with 320 species, and are some of the smallest birds in the world.
 4. In addition, hummingbirds conserve energy by falling into a comatose-like state at night.
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Q 18. Directions for question (18): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. I carted it in a wheelbarrow and set it down by the pond.
 2. Before leaving, he also showed me how to form them into fist-sized balls.
 3. About a week after we started filling the pond, he ordered me to bring out the coil of copper wire from the tool shed.
 4. Using a pair of wire-cutters, he snipped the copper into short lengths.
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Q 19. Directions for question (19): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

When scientists announced last month they had determined the exact order of all 3 billion bits of genetic code that go into making a chimpanzee, it was no surprise that the sequence was more than 96 percent identical to the human genome. Charles Darwin had deduced more than a century ago that chimps were among humans' closest cousins. But decoding chimpanzees' DNA allowed scientists to do more than just refine their estimates of how similar humans and chimps are. It let them put the very theory of evolution to some tough new tests.

1)

A smidgeon of cells 3.5 billion years ago could give rise to the astonishing tapestry of biological diversity that today thrives on Earth.

2)

Evolution's repeated power to predict that genetic codes go a long way in the making of the chimpanzees has been definitely upheld.

3)

One only believes theories when they make non-obvious predictions that are confirmed by scientific evidence even if it is Darwin's theory.

4) Scientists continued to uphold Darwin's chimp-cousin theory after considerable substantiation.

Q 20. Directions for question (20): Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. The insulin then helps break down the sugars, which either provide immediate energy or go into fat cells for storage.
 2. A few recent studies suggest that consuming fake sugar actually trains your insulin response to store more, not less, fat.
 3. If your body interprets something as sweet which is not real sugar, it ends up producing that same insulin response.
 4. The main one is that artificial sweeteners are actually better for you than real sugar.
 5. Basically, when you consume real sugar, your taste-buds send an alert to your pancreas saying that calories are on the way.
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Q 21. Directions for question (21): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Even if we do manage time away from the grind, it comes with a looming awareness of the things we should be doing.
 2. We put off sleeping in, or going for a long walk, or reading by the window.
 3. The break that we take, thus, ends up being an experience weighed down by guilt.
 4. The problem comes when we spend so long frantically chasing productivity, we refuse to take real breaks.
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Q 22. Directions for question (22): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

A guilt trip involves causing another person to feel guilt or a sense of responsibility to change their behavior or take a specific action. Because guilt can be such a powerful motivator of human behavior, people can wield it as a tool to change how others think, feel, and behave. Sometimes this might involve leaning on something that someone already feels guilty about. In other cases, people might induce feelings of unjustified guilt or responsibility to manipulate the other person's emotions and behaviors. If someone has ever made you feel bad about something you've done (or didn't do) and then used those bad feelings to get you to do something for them, then you have experience with guilt trips.

1)

A guilt trip may affect only those very few people who have a weak sense of self-worth that is accompanied with a low emotional quotient.

2)

A guilt trip makes people feel guilty and change their behaviour and it can be used as a tool by some to manipulate emotions and behaviours of others.

3)

Those people who already feel guilty about something are easily affected by a guilt trip and they allow themselves to be emotionally manipulated by others.

4)

Guilt is not always a bad thing; on the contrary, it can be used as a powerful tool to change people for the better and if used correctly, can act as a motivator.

Q 23. Directions for question (23): Five jumbled up sentences related to a topic is given below. Four of them can be put together to form a coherent paragraph. Identify the odd one out and key in the number of the sentence as your answer.

1. While it supports a sizeable population of wild tigers and other wildlife, it is also an ecologically fragile and climatically vulnerable region that is home to over 4.5 million people.

2. The landscape is constantly being transformed by the erosional forces of the sea and wind along the coast and by the enormous loads of silt and other sediments that are deposited along the myriad estuaries.

3. Short term goals include interventions such as ensuring sustainable livelihoods, access to clean and sustainable energy, and effective human wildlife conflict management.

4. The Sundarbans delta in India has been a priority region for WWF-India since 1973 due to its unique biodiversity.

5. Securing the future of the Sundarbans, its biodiversity, and people requires a long term vision that can integrate climate adaptation and conservation strategies.

Q 24. Directions for question (24): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Do animals have free will? Probably, the answer to that question would be agreed by most people to be a fairly obvious "no." The concept of free will is traditionally bound up with such things as our capacity to choose our own values, the sorts of lives we want to lead, the sorts of people we want to be, etc. and it seems obvious that no non-human animal lives the kind of life which could make sense of the attribution to it of such powers as these. But in thinking about free will, it is essential, nevertheless, to consider the capacities of animals. Even if animals cannot be said to have full-blown free will, animal powers of various sorts provide a kind of essential underpinning for free will which philosophers who focus too exclusively on the human phenomenon are forever in danger of ignoring.

1) Non-humans are yet to be studied extensively in order to understand whether they have the power for free will.

2)

Unlike humans who are, no doubt, capable of free will, non-humans have not been proven, even by the greatest of scholars, to possess the power of free will.

3)

We should consider animals as non-human who possess the capacity to demonstrate various powers in a non-verbal communication.

4)

Only humans are considered capable of free will, so the idea that non-humans such as animals show capacities that demonstrate some level of free will is ignored.
