

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

Since its Platonic beginnings, philosophical aesthetics has been impelled by an alternative that is as enlightening as it is misleading. Aesthetic perception has been attributed the capacity either to gain a genuine access to being or to disclose a genuine sphere of illusion [Schein]. In the first figure of thought, aesthetic perception is seen as an encounter with how things truly are, as a penetration of illusionary conditions of everyday life. In the second figure of thought, however, aesthetic perception appears inversely as a turning away from the stability of the reliable world and thus as a penetration of the power of the real.

To my mind, this is one of the incorrect contrasts from which aesthetics ought to escape. The way of doing so becomes evident once it is clear that the alternative paths are just variations of a third path that is already well trodden, where intuition and reflection are on a pilgrimage to being or appearance.

The classical aesthetics of being understands the aesthetic process as the revelation of an otherwise concealed higher sense or being. In current discussions, though, a non-classical variation, one frequently formulated in media theory, plays a big part; in the objects of art, this variation sees at work a discovery of the constructiveness of all relations of the real. Both variations of an aesthetics of being do, however, assume that general structures of reality can be recognized in or by means of aesthetic perception; the basic constitution of the reality becomes visible in the constitution of aesthetic perception.

An aesthetics of illusion [aesthetik des Scheins], by contrast, rejects this close liaison between reality and aesthetic reality, and, correspondingly, between the aesthetic, epistemological and ethical theory of the one reality. For the aesthetics of illusion the field - or, more radically, the time span - of the aesthetic is a separate zone from which nothing can be inferred about the constitution of reality. It describes the process of aesthetic experience as entering the sphere of illusion, an illusion that is otherwise ignored, one that is located outside the continuity of being.

Each of these positions has been defended in very different variations and with enormously varying willingness to form alliances. One need only recall Hegel's hugely influential discussion of the absolute's sensuous illusion [sinnlicher Schein], Nietzsche's ideas about artistically exposing the illusionary character [Scheincharakter] of the cultural world, or Bloch's aesthetics of anticipating [Vorschein] a better society in the future. Nonetheless, the preoccupation with being or appearance, which goes back to Plato, presents an especially unfortunate alternative. According to this fixation, aesthetic consciousness paves the way either to a higher reality or out of the lower reaches of reality (or it goes both ways simultaneously). Either way, aesthetic perception is conceived of as flight from the phenomenal presence of human life. In effect, aesthetic consciousness is understood in both perspectives as an inattentiveness to the concrete here and now of its acts of perception.

Q 1. Which one of the following, if true, would best corroborate the passage's principal findings?

- 1) Aesthetic perception – a flight from the phenomenal presence of human life.
- 2) The aesthetics of illusion and its power.
- 3) Understanding aesthetic perception and its various manifestations.
- 4) Aesthetics of being and its non-classical variation.

Q 2. Which of the following can't be inferred from the passage?

- 1) The sphere of illusion is disjoint from the continuity of being.
- 2) Reality reveals the general characteristics of aesthetic illusion.
- 3) General structures of reality are recognized by aesthetic cognizance.
- 4) Aesthetics of illusion does not accept the link between reality and aesthetic reality.

Q 3. Which of the following is not a part of 'aesthetic perception', as explained in the passage?

- 1) A flight from the lower reaches of reality to the higher.
 - 2) Discovering the constructiveness of all relations of the real.
 - 3) Anticipating a better society in future.
 - 4) Exposing the being which is illusionary in character.
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Q 4. Following from the passage, which one of the following may be seen as a characteristic of non-classical aesthetics?

- 1) Classical and non-classical aesthetics have completely different assumptions regarding the general structures of reality.
 - 2) Non-classical aesthetics recognizes the visibility of reality in aesthetic perception.
 - 3) Non-classical aesthetics are usually not discussed by present day scholars.
 - 4) Non-classical aesthetics need to be corroborated by historicity of narratives.
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Direction (5-8): Study the following information and answer the questions that follow:

Lucian Freud has some intriguing opinions about other artists. He has no time for Leonardo da Vinci. He wonders if Raphael's Madonna of the Pinks, bought by the National Gallery after a popular campaign, is really by Raphael at all because "normally I can't bear Raphael, but I like that one a little bit". His own hero is Titian, whose paintings mean infinitely more to him than the works of Poussin – let alone Vermeer, whose people he thinks bizarrely absent.

How do we know all this? No, Freud hasn't started his own blog. Instead, the famously reticent painter imparted these views to a friend, the critic Martin Gayford (who does blog, over at Bloomberg). In his new book, *Man with a Blue Scarf*, Gayford tells how – having known Freud for years – he finally popped the question: would the greatest living painter of portraits paint his portrait? He was surprised when the answer was yes, and that Freud wanted to get cracking right away.

When he paints, Freud talks, and he likes to go to a restaurant with the sitter after each session to carry on talking. So finally, after all these years and with his subject's full cooperation, Martin Gayford is able to give readers the eloquent and pugnacious voice of Lucian Freud – on art, artists and life. In reviews of the book, which are very positive, it is the quotes from Freud that tend to steal the show. But this book is not just for Freud fans, or a sombre intellectual document for art students.

The fascination of Freud's persona and ideas comes across so well because of the writer's skill. Freud's style is unmistakable. Gayford downplays his own, but actually it is his craft as a storyteller that turns what were actually a fractured series of encounters – in the sense that all life is a series of fractured encounters – into a gripping, dramatic read. It is, I think, a new style of art writing in which the critic does not assume the lofty position of a pontiff or professor, between artist and public. He is unpretentious and natural, and above all wants to capture Freud as a person, not just a painter (or maybe, since the book is very directly about the making of a work of art, as a person painting).

If it is Freud who dominates the book, it is Gayford's achievement to bring him out and to do so with wit and humour as well as acute intelligence. *Man with a Blue Scarf* is literally inimitable – no one else is going to get this opportunity – but it contains a lot that critics and even novelists can learn from. It's the real deal.

Q 5. Which of the following cannot be inferred about Lucien Freud?

- 1) He is usually a reticent person.
 - 2) He was enthusiastic about painting Gayford's portrait.
 - 3) He's a gifted story teller.
 - 4) He likes to interact with his subjects even after the process of painting.
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Q 6. According to the author, which of the following is true about Gayford's book on Lucien Freud?

- 1) Freud comes across as unpretentious and natural in the book.
 - 2) Quotes from Freud steal the show away from Gayford's writing.
 - 3) The book is primarily for Freud's fans and supporters.
 - 4) Although Freud dominates the book, it works because of Gayford's writing.
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Q 7. "He is unpretentious and natural, and above all wants to capture Freud as a person, not just a painter (or maybe, since the book is very directly about the making of a work of art, as a person painting)."

Which of the following validates the above statement?

- 1) Freud's iconoclastic takes on other painters.
 - 2) Freud's culinary expertise.
 - 3) Capturing how Freud chose a reclusive life.
 - 4) Exposing Freud's relationship with Titian.
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Q 8. The author would disagree with all of the options given below, except

- 1) Gayford has used Freud to publish a book in his name.
 - 2) Freud tricks Gayford and the resulting book is a gimmick in the name of biography.
 - 3) The book will hold sway over readers not accustomed to looking at art critically.
 - 4) Freud's inability of blogging is exposed through Gayford's literary expertise.
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Direction (9-12): Study the following information and answer the questions that follow:

The idea of dead scientists engaging in an experiment in eugenics is incredible enough. Yet the most striking feature in this episode is the power that is ascribed to science itself. While spiritualism evolved into a popular religion, complete with a heavenly "Summerland" where the dead lived free from care and sorrow, the intellectual elite of psychical researchers thought of their quest as a rigorously scientific inquiry. But if these Victorian seekers turned to science, it was to look for an exit from the world that science had revealed. Darwinism had disclosed a purposeless universe without human meaning; but purpose and meaning could be restored, if only science could show that the human mind carried on evolving after the inescapable death of the body. All of these seekers had abandoned any belief in traditional religion. Still, the human need for a meaning in life that religion once satisfied could not be denied, and fuelled the faith that scientific investigation would show that the human story continues after death. In effect, science was used against science, and became a channel for belief in magic.

Much of what the psychical researchers viewed as science we would now call pseudo-science. But the boundaries of scientific knowledge are smudged and shifting, and seem clear only in hindsight. There is no pristine science untouched by the vagaries of faith. The psychical researchers used science not only to deal with private anguish but also to bolster their weakening belief in progress. Especially after the catastrophe of the First World War, the gradual improvement that most people expected would continue indefinitely appeared to be faltering. If the scripts were to be believed, however, there was no cause for anxiety or despair. The world might be sliding into anarchy, but progress continued on the other side. Many of the psychical researchers believed they were doing no more than show that evolution continues in a post-mortem world. Like many others, then and now, they confused two wholly different things. Progress assumes some goal or direction. But evolution has neither of these attributes, and if natural selection continued in another world it would feature the same random death and wasted lives we find here below.

Darwinism is impossible to reconcile with the notion that humans have any special exemption from mortality. In Darwin's scheme of things species are not fixed or everlasting. How then could only humans go on to a life beyond the grave? Surely, in terms of the prospect of immortality, all sentient beings stand or fall together. Then again, how could anyone imagine all the legions of the dead – not only the

human generations that have come and gone but the countless animal species that are now extinct – living on in the ether, forever?

Science could not give these seekers what they were looking for. Yet at the same time that sections of the English elite were looking for a scientific version of immortality, a similar quest was under way in Russia among the “God-builders” – a section of the Bolshevik intelligentsia that believed science could someday, perhaps quite soon, be used to defeat death.

Q 9. How was “science used against science” according to the author?

- 1) People sought science to seek an exit from the world created by science.
 - 2) Science was used to spread the belief of life after death or eternal life.
 - 3) Science was used to destroy the very essence of science.
 - 4) Scientists used the scientific techniques to spread unscientific ideas.
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Q 10. What is the confusion of past and present day psychical researchers?

- 1) They confuse progress with immortality.
 - 2) They confuse evolution in life in another world with progress.
 - 3) They think progress in evolution leads to development.
 - 4) They confuse evolution with mortality.
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Q 11. Which of the following was true about some of the Bolshevik intelligentsia mentioned in the passage?

- 1) They believed that science was capable of defeating Darwinism.
 - 2) Their interest lay in proving the existence of evolution in another world.
 - 3) They were after providing immortality to humans through proven science.
 - 4) They didn't discount the possibility of science thwarting the inevitable.
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Q 12. Which one of the following sets of words/phrases is closest to mapping the main arguments of the passage?

- 1) Psychical researchers, pseudo-science, Darwinism, immortality
 - 2) Psychical researchers, pseudo-science, evolution after death, immortality
 - 3) Summerland, evolution, immortality, First World War
 - 4) Summerland, evolution, First World War, Russia
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Direction (13-16): Study the following information and answer the questions that follow:

“At the core of the capitalist system... lies the complete separation of the consumer from the means of production” – (Marx, 1867) 150 years later, Marx's words feel more relevant than ever. With close to 800 new “mega farms” constructed over the past 6 years in the UK, global capitalism is driving the animal agriculture industry to expand further than ever before. Yet since the vast majority of farming units are built far removed from populated urban cores, consumers are both physically and socially separated from producers, deepening social inequality and increasing power for the industry.

Animal agriculture today operates as an international, industrialized market, dominated by global capitalism and accordingly facing unsustainable growth. Global meat consumption has quadrupled over the past 50 years and is predicted to rise a further 80% over the next decade as developing countries increasingly westernize their diet choices. The struggle to keep up with this exponential growth intersects with other dominant social systems world-wide, the pressure falling on already marginalized groups in the search to meet this demand.

The British dairy industry illustrates a prime example of the impacts of capitalism intersecting with animal agriculture. It is one of the least understood and most hidden aspects of the entire animal agriculture industry, and is notable in particular for its commodification of the female cow as a labourer.

The animal agriculture industry exemplifies Marx's theory of the objectification inherent in capitalism, commodifying non-human animals as "an external object, as a thing which through its qualities satisfies human needs of whatever kind". Those involved are no longer seen as individuals but as products. Animals are redefined as livestock and male calves as "surplus product" since they are unable to produce milk. They become objects owned by the industry and, ultimately, an item to be sold to consumers.

Commodification and ownership by others is a direct result of the division of labor and is a fundamental part of Marx's analysis of capitalism, leading to his theory of alienation. Extending Marxist analysis to include non-human laborers, we can understand the impacts of this alienation within the dairy industry. The dairy cow is alienated from the product: her own milk, as well as her fellow beings, particularly her calves. Human workers likewise become alienated, performing repetitive tasks under increasingly industrialized production processes. Crucially, consumers are alienated from the producers, leading to a lack of understanding and alienation from other classes, races and species; giving power to some over others. This division and alienation is prolific within industrialized animal agriculture, perpetuating and accelerating the socio-spatial impacts it has across all scales.

A vicious cycle is maintained. Seeking to minimize costs, factory farms, slaughterhouses, producers and suppliers are located where land is cheap, detached from urban centers and in depopulated, often deprived areas. This brings a spatial division between producer and consumer. Industry power and control is elevated, allowing unrealistic marketing of products, while producers' power increasingly diminishes. Marginalized persons are forced to accept poor working and living conditions with little or no wage, subconsciously justified by society's existing prejudices and further consolidated through their objectification as workers by the industry. This deepening of the oppression of marginalized persons further widens the separation between producer and consumer, facilitating further industry control. Capital is reinvested in the consumer side, in advertising rather than housing for the cows, as farms become ever more industrialized and oppressive in an ever-deepening cycle.

Q 13. The author of the passage is least likely to support the argument that:

- 1) factory farming is leading to objectification of animals and workers
- 2) the effect of factory farming is the same in developed and developing countries
- 3) meat consumption has increased drastically over the last few decades
- 4) factory farming has contributed to the deepening of social inequality

Q 14. Which sequence of words below best captures the narrative of the passage?

- 1) Karl Marx's theory- Increased exploitation and abuse of animals- Increasing poverty- Separation between consumers and producers
- 2) Karl Marx's quote- Continuing exploitation and abuse of animals- Increased profits of factory farming- The alienation effect
- 3) Commodification of humans- The varied effects of factory farming- The alienation effect- Increasing levels of poverty
- 4) Effects of factory farming- Commodification of labourers- Separation between consumers and labourers- Deepening of social inequality

Q 15. Which of the following, if true, invalidates the argument regarding factory farming made in the passage:

- 1) It brings prosperity in regions where it is set up
- 2) It creates separation between consumers and producers
- 3) It leads to deepening of social systems and hierarchies
- 4) It leads to large-scale, mass production of meat

Q 16. Which of the following cannot be inferred from Marx's theory of alienation?

- 1) There is an increasing separation between consumers and producers
 - 2) The consumers have some advantage in terms of easy access to food
 - 3) The animals and workers are seen as objects in the systems prevalent today
 - 4) The class difference between consumers and workers increases further
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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. It is similar to my experience of nostalgia or sympathy for a dying child or homesickness.
 2. Introspection is considering how something appears or feels to you.
 3. However, this is not peculiar to romantic love in my experience.
 4. In my case, looking at feelings of romantic love yielded among other things, what I think is a seldom remarked-on physiological factor, namely a sort of ache in the lower throat and upper chest.
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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. Now the Museu do Oriente, it marks Portugal's presence, from the 1500s, in Goa, Japan, Macau, and Timor.
 2. The bright shock of riverside sun gives way to dark galleries inside.
 3. In climate-controlled vitrines is a bronze Virgin Mary from Mughal India.
 4. I stand outside a dried salt-cod warehouse from the 1940s.
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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.

Cost-benefit analysis hinged on an ever-changing calculation of the monetary value of a human life. If a life could be shown to be expensive, regulation could be justified. If not, it would be blocked or scrapped. The EPA, in 2014 – to allow for more lax air pollution regulations – quietly sliced eight percent off their value of human life, and then another three percent in 2018 by deciding to not adjust for inflation.

- 1) The quantitative measurement of the value of a human life is inherently flawed.
- 2) Due to the change in EPA regulations, the monetary value of a human life has decreased.
- 3) Deciding the monetary value of a human life depends upon a multitude of factors, not all of which are justified.
- 4) Calculating the relative monetary value of a human life doesn't appear to be a fair process.

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. She's been hooked on Blyton since the age of six, when she received her first two paperbacks – possibly pirated versions of a Famous Five and The Folk of the Faraway Tree – as a gift from her uncle.
2. For Purandare, who owns a vast collection of 300 books authored by Blyton and describes herself as a "superfan", it was a special moment.
3. The UK division of Hachette owns worldwide rights to distribute Blyton's books.
4. "That's the power and magic that Blyton wields in India," Purandare says.
5. It didn't surprise her that her mother-in-law, a native Marathi speaker, who rarely read other English language books, still enjoyed Blyton.

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) Technology access, internet connections and online learning readiness were some of the learning challenges in the digital domain.
- (2) Remote teaching ensured that students were not left idle during the pandemic.
- (3) Due to the dramatic changes from face-to-face interaction to online learning during the pandemic, students faced difficulty in adapting to the online learning methods that were made compulsory by the authorities.
- (4) Since the national lockdown started, the situation demanded the closure of businesses, schools and even educational institutions.

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.

Some analysis of ancient chariots provide that the Egyptians greatly improved the design of this vehicle. However, while they certainly did make improvements to certain parts of the chariot, it is arguable whether the Egyptian chariot was better, or simply designed for a different purpose and terrain than others in the Middle East. For example, the Egyptian chariot had a metal covering for the axes, which reduced friction, and this was certainly an improvement. Also, some wooden parts were strengthened by covering them with metal sleeves. However, the fact that the Egyptian chariots were lighter and faster than those of other major powers in the Middle East may not have been considered an absolute improvement in the chariot's design.

- 1) Although the Egyptians improved the overall design of the chariot, it was no match for the Middle Eastern designs.
- 2) Research finds that the Egyptians improved the overall design of the ancient chariots; however, questions exist as to the overall efficacy of these.
- 3) Some analysts find that the Egyptians improved upon the overall structure of the chariot while others feel that the Egyptians had an unfair advantage in terms of a better terrain and speed.

- 4) The wooden parts and metal sleeves made the Egyptians chariots better than the Middle Eastern ones.
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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. But the country's energy minister has disputed the allegation.
 2. A senior Sri Lankan official has blamed poor quality crude oil imports for the shutdown of a power plant, leading to extended blackouts.
 3. Utilities regulator chief Janaka Ratnayake said the oil burnt in the furnaces had too much sulphur in it.
 4. Last week, Sri Lanka increased its daily power outage from 80 minutes to 140 minutes because of a drop in power generating capacity.
 5. The South Asian nation has been facing its worst financial crisis since its independence from Britain in 1948. It is struggling to find enough dollars to import fuel and food.
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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.

It's not a new idea that parents should be involved in their children's education, especially with regard to their children's academic success. The importance of parental involvement in their children's education has been studied extensively for several decades. It has been argued that parents have a crucial influence in their children's success in school, which is just as important as the quality of the school and the teachers who work with them. Most teachers believe that while parents get concerned in their children's schools, they can influence their children's learning in positive ways.

- 1)
The importance of an advanced pedagogy and scientific approach to school education where every stakeholder, from teachers to parents, are involved.
 - 2) An analysis of the effects of parental involvement in the academic performance of primary school students.
 - 3) An overview of the impact that parents and teachers can exert on university students in the present day period.
 - 4)
A comparative study between the academic achievements of boys and girls and how the involvement of parents can enhance gender equality in education.
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