1. Read the following passage carefully and answer Question No. 13:

The committee’s report began with acknowledgments and ended with abdications. It praised the principle of mother-tongue education at the primary level, then quietly endorsed a gradual shift to the international language precisely at the stage where abstractions multiply and social distances widen. The rationale cited “global competitiveness,” a phrase that did more heavy lifting than any empirical study quoted in the footnotes. Case studies from small pilot schools—well-resourced, carefully staffed—were generalized to vast districts where teacher vacancies were chronic and libraries were aspirational. The report’s most striking omission was the failure to ask students how they understood being taught: not what they had memorized, but what they could explain without translation. In appendices, charts gave the impression of scientific inevitability; in interviews, administrators insisted that assessment logistics necessitated uniform language. No section considered the cost of miscomprehension masked by fluent test-taking, nor the long shadow cast when the first experience of failure is attributed to one’s own mother tongue.

The report’s “abdications” most likely refer to  
(A) resignations of committee members  
(B) avoidance of responsibility in critical recommendations  
(C) rejection of mother-tongue instruction at any level  
(D) dismissal of global competitiveness as a goal

2. Read the following passage carefully and answer Question No. 14:

The committee’s report began with acknowledgments and ended with abdications. It praised the principle of mother-tongue education at the primary level, then quietly endorsed a gradual shift to the international language precisely at the stage where abstractions multiply and social distances widen. The rationale cited “global competitiveness,” a phrase that did more heavy lifting than any empirical study quoted in the footnotes. Case studies from small pilot schools—well-resourced, carefully staffed—were generalized to vast districts where teacher vacancies were chronic and libraries were aspirational. The report’s most striking omission was the failure to ask students how they understood being taught: not what they had memorized, but what they could explain without translation. In appendices, charts gave the impression of scientific inevitability; in interviews, administrators insisted that assessment logistics necessitated uniform language. No section considered the cost of miscomprehension masked by fluent test-taking, nor the long shadow cast when the first experience of failure is attributed to one’s own mother tongue.

Which criticism is directly made?  
(A) Overreliance on unrepresentative pilot case studies  
(B) Excessive teacher training in rural districts  
(C) Too many empirical studies cited  
(D) Ignoring the importance of international exposure

3. Read the following passage carefully and answer Question No. 15:

The committee’s report began with acknowledgments and ended with abdications. It praised the principle of mother-tongue education at the primary level, then quietly endorsed a gradual shift to the international language precisely at the stage where abstractions multiply and social distances widen. The rationale cited “global competitiveness,” a phrase that did more heavy lifting than any empirical study quoted in the footnotes. Case studies from small pilot schools—well-resourced, carefully staffed—were generalized to vast districts where teacher vacancies were chronic and libraries were aspirational. The report’s most striking omission was the failure to ask students how they understood being taught: not what they had memorized, but what they could explain without translation. In appendices, charts gave the impression of scientific inevitability; in interviews, administrators insisted that assessment logistics necessitated uniform language. No section considered the cost of miscomprehension masked by fluent test-taking, nor the long shadow cast when the first experience of failure is attributed to one’s own mother tongue.

The most significant omission identified is the lack of  
(A) budgetary analysis  
(B) student-centered measures of understanding  
(C) language labs  
(D) historical context for policy shifts

4. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

The most persuasive claim made by home-service platforms is not speed but predictability. Households can plan around a 9–11 a.m. window in ways they cannot around an uncommitted “tomorrow.” Predictability, however, is expensive to produce. It requires redundancy—enough providers to cover sudden illness or transport failure—and data hygiene—appointments logged with precise addresses and accurate descriptions. It also requires cultural work: teaching clients to prepare the site (cleared workspace, available sockets, access permissions) and teaching providers to articulate preconditions (water supply for cleaning, pre-shave instructions for grooming, voltage ratings for appliances). When any of these preconditions is violated, the schedule unravels like a poorly tied knot.

Pricing architecture is the other half of predictability. Flat-rate menus help avoid negotiation fatigue, but they can conceal complexity that erupts into dispute: what if the AC is installed in a high-wall alcove requiring special ladders, or the home has earthing issues that must be fixed first? Transparent surcharges need not be resented if they are framed as safety and scope expansion rather than opportunism. The hardest product challenge, therefore, is not coding the app; it is fitting messy, variable households into neat, repeatable service bundles without erasing the facts that make each visit unique.

The passage suggests predictability primarily depends on  
(A) aggressive advertising  
(B) redundancy, data accuracy, and clear preconditions  
(C) eliminating provider discretion  
(D) reducing appointment windows to 15 minutes

5. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

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Flat-rate pricing is portrayed as  
(A) universally sufficient  
(B) a source of hidden negotiation  
(C) useful but potentially contentious without fair, clear surcharges  
(D) illegal in most cities

6. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

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When preconditions are not met, the author implies schedules  
(A) remain unaffected  
(B) can collapse quickly  
(C) can be reconstructed by automation alone  
(D) should be ignored by providers

7. Read the following passage carefully and answer Question No 13:

In policy debates, a recurring confusion conflates sea ice and land ice, leading to the claim that “melting ice doesn’t raise the ocean, like a glass of water.” Scientists clarify that sea ice behaves like the floating cubes, but land-based ice sheets are the reservoir whose runoff fills the glass. The distinction matters for coastal governance: investments in seawalls, zoning, and retreat hinge on whether projections incorporate dynamic ice-sheet responses. While near-term variability can produce plateaus or spurts in observed sea-ice extent, the long memory of land ice means decisions taken now reverberate through centuries of shoreline. Policymakers seeking certainty are told they must choose under uncertainty; the physics will not wait for unanimous votes.

The passage’s central clarification is that  
(A) sea ice and land ice contribute equally to sea-level rise  
(B) sea ice melt drives most long-term sea-level change  
(C) land ice melt, not floating sea ice, raises sea level  
(D) only ocean thermal expansion matters for coasts

8. Read the following passage carefully and answer Question No 14:

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The author implies that short-term variability in sea-ice extent  
(A) invalidates long-term projections  
(B) can distract from persistent land-ice trends  
(C) guarantees coastal stability for decades  
(D) reduces the need for adaptation planning

9. Read the following passage carefully and answer Question No 15:

In policy debates, a recurring confusion conflates sea ice and land ice, leading to the claim that “melting ice doesn’t raise the ocean, like a glass of water.” Scientists clarify that sea ice behaves like the floating cubes, but land-based ice sheets are the reservoir whose runoff fills the glass. The distinction matters for coastal governance: investments in seawalls, zoning, and retreat hinge on whether projections incorporate dynamic ice-sheet responses. While near-term variability can produce plateaus or spurts in observed sea-ice extent, the long memory of land ice means decisions taken now reverberate through centuries of shoreline. Policymakers seeking certainty are told they must choose under uncertainty; the physics will not wait for unanimous votes.

The phrase “choose under uncertainty” underscores that policymakers must  
(A) delay action until certainty is achieved  
(B) act despite incomplete precision in projections  
(C) prioritize sea ice over land ice in planning  
(D) ignore dynamic ice-sheet models

10. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

Sikkim’s October remembered more than autumn: a sudden release from a high-altitude lake stitched a thread of destruction down valleys where bridges had names like promises. The disaster report would later balance columns of antecedents—rainfall anomalies, moraine fragility, upstream works—with columns of consequences—loss of life, pylons tilted, fields salted by debris. But between those columns live the equations that never quite resolve: how to price the proverb that warned elders not to sleep by “restless water,” how to factor in the value of a footbridge that reduced a mother’s weekly market trek by hours, how to model the grief-taught skill of reading cloud shapes for danger. Insurance adjusters enumerate what can be counted; a community inventories what must be remembered.

In the weeks that followed, relief supplies raced gravity, and so did rumors. Volunteers learned that a list is not a map; a map is not a path; and a path can vanish with one night of rain. Committees argued over the sequence of rebuilding—schools before shops, or shops before schools—because a town breathes with both lungs. Counselors set up tents where arithmetic met mourning, and local radio became the village square. After the waters receded, the valley tallied not only what it lost but what it learned: that early warning must be a sentence everyone can finish, that drills are not rehearsals but languages, and that trust is the strongest bridge.

The passage suggests official disaster reports often  
(A) fully capture cultural knowledge  
(B) omit intangible social and cultural valuations  
(C) overstate the role of proverbs in causation  
(D) ignore physical damages entirely

11. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

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The phrase “bridges had names like promises” conveys that bridges  
(A) are merely utilitarian structures  
(B) hold symbolic and livelihood significance  
(C) are easily replaceable after floods  
(D) are obstacles to river flow

12. Read the following passage carefully and answer Question Nos. 13, 14 and 15:

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The contrast between “insurance adjusters” and “community inventories” highlights  
(A) identical methods of assessment  
(B) tension between quantitative losses and qualitative memory  
(C) the supremacy of actuarial science  
(D) a preference for myth over data